

Most useful part of previous assessment process?

Mentimeter

Instructor self-reflection	Phase IV forms because they provided a template to enter the information because it was useful for program accreditation, because the benchmarks were useful, and because they made it easy to look year to year	Reflection
Self-reflection	Provided an opportunity to reflect on teaching practice.	Forced Reflection
Discussion board with department	contemplate improvement	Learning what works and doesn't work and perfecting your teaching abilities from that assessment

11

Most useful part of previous assessment process?

Mentimeter

The most useful process has been to assess the quality of the course content	Overwhelming to meaningfully evaluate every course outcome every semester for every course taught.
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11

Least useful part of previous assessment process?

- Competing program accreditation requirements, curriculum requirements, and college requirements; challenges in making those things connect
- Lack of incentive
- Lack of accountability.
- Lack of application above course level
- Did not encourage collaboration among faculty
- Actually applying these suggested improvements to the course
- Ability to analyze information especially over time
- Phase IV was oppressive

Question 20

Date	2019-08-19
Session	1
Type	wordcloud
Question	Share your table's themes
Respondents	15

Responses

citizenship work_ethic
Life-long_learning
diversity
Critical_Thinking
proficiency_-_work_skills
problem_solving communication
creativity
problem_solving
service_learning
capability
Career_Readiness Life_long_learning Self_Assessment Meets_Community
critical_thinking
Effective_Communication Citizenship Life_long_learning
Citizenship
Technical_literacy
critical_thinking
leadership
Quantitative_reasoning
Workforce_readiness
service_learning
Workforce_Ready Effective_Communication Technical_Literacy Critical_Thinking Quantitative_Reasoning Ethical_Citizens Problem_Solving
Lifelong_learning Leadership
analysis_of_information
Community_Service
Professional_Service
Hands-on_learning
Critical_Thinking
Respect Responsibility Empathy
career_readiness
Technical_Literacy
quality_education
low_cost
Dependability Reliability Professionalism
Workforce_Ready Effective_Communication Technical_Literacy Critical_Thinking Quantitative_Reasoning Ethical_Citizens Problem_Solving Analysis_of_Information Leadership Professional_Citizenship
Performance
Professional_Service Reliability Communication Dependability
Mentorship Accessibility Critical_Thinking Communication Professionalism Achievement Self-efficacy Independence Humor
adaptability
critical_thinking
professionalism
responsibility
Dependability
ethics
adaptability
critical_thinking
Integrity
Life_skills Career_Skills Skills_and_tools Inquisitive Informed_citizenry Lifelong_learning Analyze_Information Productive_Citizen
Reflection

Question 21

Date	2019-08-19
Session	1
Type	open
Question	How should we move forward with the CLOs?

Respondents 1

Responses

The least useful part of the process was trying to figure out the best and most accurate way to assess the data

Question 27

Date 2019-08-19
Session 1
Type open
Question Most useful part of previous assessment process?
Respondents 11

Responses

Instructor self-reflection
Phase IV forms because they provided a template to enter the information because it was useful for program accreditation, because the benchmarks were useful, and because they made it easy to look year to year
Reflection
Self-reflection
Provided an opportunity to reflect on teaching practice.
Forced Reflection
Discussion board with department
contemplate improvement
Learning what works and doesn't work and perfecting your teaching abilities from that assessment
The most useful process has been to assess the quality of the course content
Overwhelming to meaningfully evaluate every course outcome every semester for every course taught.

Question 28

Date 2019-08-19
Session 1
Type open
Question Least useful part of previous assessment process?
Respondents 8

Responses

Competing program accreditation requirements, curriculum requirements, and college requirements; challenges in making those things connect
Lack of incentive
Lack of accountability.
Lack of application above course level
Did not encourage collaboration among faculty
Actually applying these suggested improvements to the course
Ability to analyze information especially over time
Phase IV was oppressive

Question 37

Date 2019-08-19
Session 1
Type open
Question Share 1-2 significant points from your table's assessment process discussion
Respondents 8

Responses

Needing to get adjuncts involved in the process!
Assessment results need to bolster and work in sync with outside accreditation.
If it's too complex, it won't work. Because we have a great deal of turnover and other responsibilities, the process must be simple to work. Ongoing training and support for new faculty members and staff involved. A commitment on the part of the ins
Would it be effective for all programs? Do program directors and dept. chairs have adequate release time to complete the process.
Need common means of assessment of outcomes for general studies
The assessment should be used to close the gap between meeting objectives and producing self-confident students who are workforce ready
Peer review process as described for MSU/Bozeman is problematic for small departments. Use results to drive professional and curriculum development
When a change is proposed, it should be clearly communicated throughout a department so that other members of the department might adopt these changes for themselves.

Question 42

Date 2019-08-19

Session 1
Type metadata
Question Exit Survey
Respondents 8

What was the most important thing we accomplished? What was the muddiest point in today's discussion?

Definition of assessment	Plan of action
Great cross-department collaboration!	The connection between CLO assessment and program assessment
Got some ideas flowing!	How all this relates to "institutional" assessment.
getting on the same page about assessment	It feels like we're assessing the assessment
	For the third part, it was unclear when/why/how we moved on from CLO's.
Getting on the same page and better understanding	None
A better understanding of what is required for assessm	Straight forward
Collaborative brain storming between people across m	Trying to figure out a working solution on how to close gaps evident in previous assessment schemes

Institutional Learning Outcomes Discussion

1. What do we value as an institution?

Making sure our students are ready for the workforce.

Supporting faculty and students by providing the tools and resources that are required to be successful.

Retention of students

Successful, productive students who leave here with the necessary tools to be successful

Meeting students' academic needs whether it is completing one class, a certificate or a degree.

Flexibility of instruction to meet students needs

Willingness to adapt to changing needs of students.

Academic rigor

Support academic rigor with necessary tools

In the classroom/with students:

- Success (performance of competency; employment or strong foundation for transfer)
- Integrity
- Dedication
- The ability of our students to take what they learn here and transfer it into the workplace
- Attendance and active participation, regardless of modality

As an institution:

- Being responsive to community needs (as an institution)
- Professionalism
- Openness, being welcoming and inviting, fostering a sense of community among students and other constituencies
- Building relationships

Students

Nontraditional students and modes of delivery

The support of academic admin for programs/divisions

Student Success
Community Development
Inclusion

Student success and retention. Introduction, first steps for college. We are local, a good jumping off point or start for students.

Value variety, community needs. Well-rounded.

Variety in students and instruction.
Student effort, success, and job placement.
Community engagement.

Personal relationship between student and instructor

Student success

Mentorship

Creating a sense of community through learning

Affordable, high-quality education (literally the cheapest tuition rate in the state)

Academic rigor that satisfies competencies in the job field and/or at the next academic level

Future success

High-quality instructor education and experience

Dynamic programs that remain current

Student understanding of course specific education and success.

Quality education at a low cost.

Involvement in student success: Academic Success Center, Veteran's Center, Native American Center.

Hands on learning: sim hospital, welding, etc.

Non traditional students, career readiness, rigor/ transferability of student/program, life long learning, needs of community or area for careers, non academic needs for success,

Student learning, honesty, transparency, we currently value vocational training but should/could embrace a foundation of liberal arts education that supports the transfer mission and prepares vocational program students with a foundation to solve problems in the workplace. Community engagement, leadership.

2. For what role(s) are we as a college preparing our students? How do we impact these role(s)?

Working in healthcare organizations and other associated health fields. We do this by meeting or exceeding the programmatic standards set forth by the accreditation body.

Preparing students to either continue their education or enter a career
Job skills
Informed citizens who contribute to their community
Stimulate lifelong learning and curiosity

Developing a student awareness to professionalism in the fields for which students are training,
Contributors to society
Lifelong learners

We impact those roles by
Providing opportunities for students outside the traditional classroom,
Holding student accountable
modeling professionalism, our contributions to our communities, and our passion for lifelong learning.

Effective members of community, in a rural or urban setting
We impact them by meeting the course outcomes
Facilitate service learning

Employment
Civic Engagement
Continued Education/Lifelong Learning
Personal Growth

Effective Instruction
Practice
Mentoring

Transfer, trades, health care. Computer science.
Want to get students into community involvement and volunteer work.
Get the students to fit a career and their community. Advance beyond a job. Give back to their community.

Competent and confident employee (able to “produce” out of the gate)
 Competent and confident student of higher education
 Someone who values lifelong learning
 A more mature and professional individual than whence they came

Impact:

Our campus culture, based on student success
 Creating mentorship opportunities and other personal relationships
 Remaining relevant

We’re preparing our students for life outside of the college, for example on the job. We impact them by preparing them for the job skills and help build up more professional confidence and knowledge .

Good employees; life-long careers; life-long learning; leadership; community members; appreciation for diversity

Work force readiness - provide hands on experience with career choicer
 Members of team - collaborative learning
 Responsible citizen/professional - community service learning/ community ties

Leadership, lifelong learning (the ability to adapt), community members and citizens

3. What do learners at GFCMSU need to be able to *DO out there* that we are responsible for *here* as a college?

They need to be “professionals” in their field of study. We are responsible for teaching them about the “profession” and ensuring they know the “ethics” of the field of study. Students need to demonstrate competencies in areas that are measured and assessed at GFC MSU.

Provide skills to help students better function in society
 Analyze validity of information

Soft skills (communication, following instructions, leadership, productive group participation, taking criticism)
 Critical thinking (problem solving, able to act independently, determining a course of action)

Get and keep a job (the analog here is getting into college and sticking with it from semester to semester)

Enable students to be critical thinkers

Work on connecting real world scenarios with course concepts

Accountability

Critical Thinking

Assimilation and Application

Professionalism

Acceptance of Differences

Self Evaluation

Effective communication, problem solving. Tackle creative and logical problems.

Nurture a sense of self-worth, can-do-it-ivity, and the ability to be a success. Show that they can build skills, develop, and be proud in what they've done.

Critical thinking

Communication

Professionalism

Achievement

Self efficacy

Independence

Build confidence and skills

Good communication (writing well); perform well at what they do; on-going learning; proficient at their work; quality work; job skills; work ethic and respect for others; critical thinking and problem solving

Effective Communication

Competent in Field

Critical Thinking

Self Assessment for life-long learning

Qualitative Reasoning as ability to evaluate other research

Adapt to new ways of learning, engage in community and professional service, exercise critical thinking, lead by example, engage with technology

4. Review your answers above and look for similarities or common themes: what students should be able to *do*?

Should be able to enter the job market as professionals with the skills and knowledge they need to be successful.

Students should have tools and skills needed in life and their careers

Perform to a defined standard of competency
Dependability, reliability, and professionalism

Apply skills to real life and encourage critical thinking

Self Reflection and Action
Responsibility - to self and others

Be successful in their career. This is both the actual tasks and communication. They need to be able to encounter a problem, find a solution, articulate the solution, then have the confidence to execute it. Outside of problem solving, they need to present themselves professionally and be an asset to their community.

Mentorship
Accessibility
Critical thinking
Communication
Professionalism
Achievement
Self efficacy
Independence

Have confidence in themselves

Diversity and respect for others; on-going learning; problem solving; upstanding citizenship

Self assessment
Life long learning
Career Readiness
....that meets the needs of the community

5. Compare the themes identified in question 4 to our current CLOs (Effective Communication, Technical Literacy, Critical Thinking and Quantitative Reasoning, Workforce Readiness, Citizenship). Which words best reflect the learning goals we want for our students?

Seems to me that it meets all five - Effective Communication, Technical Literacy, Critical Thinking and Quantitative Reasoning, Workforce Readiness, Citizenship

- Workforce Ready (professional as well as knowledgeable)
- Critical Thinking
- Citizenship (ethical and responsible and dependable)
- Collaborative Thinking

Workforce readiness

Critical thinking

Critical Thinking, Workforce Readiness, and Citizenship

Responsibility

Empathy

Respect

We stressed communication, critical thinking/problem solving.

We did not cover technical literacy and quantitative reasoning.

Quantitative reasoning is less geometric proofs and more getting the correct answer out of the calculator.

Communication skills with the public "people skills"

Application of skills in the real world/workforce

Problem solving skills/Adaptability

Pride in what they worked for and accomplished

We feel that we have all of those, except for "Quantitative Reasoning" (no math teacher at our table ;)

WE feel like these meet what our programs needs.

Our group approves of the current 5 CLOs as they are named, but would like to explore rewording of how they are defined.

6. Bonus question! What are the ideal college learning outcomes?

Workforce readiness (redefined as readiness for a next step, whether that's entry into a workplace or transfer to another institution)

Critical thinking

Effective communication

Communication, Job Skills, Problem Solving, Contributing to Society

Instead of quan rea. and critical thinking - combine into problem solving

Workforce Readiness and Citizenship - combine into career readiness

These CLO relate to each other and add as layers to an overall package of what we want the students to obtain while here

Practice soft skills as a way to strengthen workforce readiness

Communication

Problem Solving/Distillation

Respect/Empathy

Responsibility

Effective Communication - listen, speak, read, write. Giving clear directions and articulating a point. Leadership skills.

Critical Thinking - overcoming problems, reviewing results, planning

Career Skills - for workforce programs this is being able to weld, for transfer programs this is developing skills in the transfer program, like calculus for an engineering degree.

Human Skills - adding numbers, reading literature, art appreciation, adaptability, following directions. Things that if we lack, we are less effective.

Problem Solving (in place of "critical thinking")

Effective Communication

Adaptability/Independence

Professionalism

BIG FIVE:

Problem Solving
Effective Communication
Life-Long Learning
Leadership & Community
Moral and ethical citizenship
If you do all of these things, you should be workforce ready

Career Readiness
Citizenship
Critical Thinking
Communication
Self- assessment / Life-long learning

Lifelong learning
Leadership
Community Service
Professional Service
Critical Thinking
Technical Literacy

A word cloud on a dark blue background. The words are written in a white, cursive font and vary in size. The largest words are 'community', 'students', 'education', and 'support'. Other prominent words include 'relationships', 'high-quality', 'success', 'affordable', 'dedication', 'employment', 'leadership', 'responsiveness', 'inclusion', 'future', 'integrity', 'foundation', 'learning', 'readiness', 'professionalism', 'transfer', 'arts', 'completion', 'careers', 'instruction', 'retention', and 'training'.

relationships
high-quality
community
students
education
support
employment
responsiveness
leadership
inclusion
future
integrity
foundation
learning
readiness
professionalism
transfer
arts
completion
careers
instruction
retention
training

A word cloud featuring various terms related to professional development and education. The words are arranged in a roughly triangular shape, with the largest word, 'professional', at the top. Other prominent words include 'contribute community', 'workforce readiness', and 'transfer readiness'. Smaller words include 'personal growth', 'confident', 'curiosity', 'practice', 'mentoring', 'accountable', 'instruction', 'career', 'service learning', 'outcomes', and 'learning'. The colors of the words range from light blue and green to dark red and yellow.

personal growth
confident
Curiosity
practice
Informed
professional
mentoring
accountable
contribute community
outcomes
instruction
workforce readiness
career
transfer readiness
service learning

A word cloud featuring various professional skills and traits. The words are arranged in a roughly circular shape and vary in size and color. The most prominent word is 'Critical-thinking' in a large, light blue font. Other significant words include 'accountability' in dark red, 'professionalism' in blue, and 'communicate' in dark red. Smaller words include 'leadership', 'problem-solving', 'engagement', 'respect', 'competence', 'adaptability', 'self-efficacy', 'personal-growth', 'confidence', and 'proficiency'.

leadership
engagement
problem-solving
professionalism
communicate
Critical-thinking
proficiency
adaptability
self-efficacy
accountability
personal-growth
confidence
respect
competence

A word cloud featuring various terms in different colors and sizes. The most prominent word is 'competent' in a large, light blue font. Other large words include 'critical-thinking' in blue, 'dependable' in dark red, 'professional' in dark red, 'problem-solver' in blue, and 'independent' in green. Smaller words include 'confident' in purple, 'life-long-learner' in light blue, 'mentor' in green, 'communicate' in green, 'respectful' in green, and 'achieve' in blue. The words are arranged in a roughly circular pattern.

confident
critical-thinking
dependable
life-long-learner
mentor
communicate
respectful
achieve
competent
professional
problem-solver
independent

A word cloud featuring various educational skills and competencies. The words are arranged in a roughly triangular shape, with the largest words in the center and smaller words around the edges. The colors of the words include yellow, pink, blue, and black. The words are: respect, adaptability, responsibility, problem-solving, workforce-readiness, collaborative-thinking, empathy, critical-thinking, technical-literacy, communication, citizenship, quantitative-reasoning, and professionalism.

respect
adaptability
responsibility
problem-solving
workforce-readiness
collaborative-thinking
empathy
critical-thinking
technical-literacy
communication
citizenship
quantitative-reasoning
professionalism

career-readiness
life-long-learning
effective-communication
leadership
problem-solving
critical-thinking
professionalism
respect
responsibility
empathy
adaptability
citizenship
technical-literacy
community-service

Developing an Assessment Process Discussion

What has been most useful in previous assessment processes?

Most useful in assessing the quality of the course content.

Useful at the course level to analyze and reflect on outcomes
Having specific, measurable objectives.

Phase IV forms because they provided a template to enter the information because it was useful for program accreditation, because the benchmarks were useful, and because they made it easy to look year to year

Notes/Suggestions on ways you could improve how your outcomes were met

Forced Reflective Process

Being forced to reflect on how the semester went was helpful, especially for new instructors.
Could find student shortcomings.

Reflection--taking stock of what did and didn't work, having a record of what did and didn't work
Improvement in light of that reflection

Good instructor level reflection/self-assessment, but not way to aggregate it to the broader Departmental outcomes. Student comments can be used to reflect on what can be done differently. At our table only two people have been involved in assessment.

Phase IV form passed accreditation with flying colors
Forced reflection

Instructor self-reflection, online form, having to pair assignments with CLOs

What was least useful in the previous assessment processes?

The least useful part of the process was trying to figure out the best and most accurate way to assess the data.

Did not encourage collaboration

Mapping to the CLOs

Time involved in data collection and aggregation

Competing program accreditation requirements, curriculum requirements, and college requirements; challenges in making those things connect

Missing mechanism for collaboration and reporting across multi-section courses

Most of the time, the notes from above were not referred back to drive change in course design/delivery. Would get lost in the electronic "dustbin"

No application

There was a lot of room to make things up. No accountability. Nothing was ever done with Phase IVs.

Length of time

Cumbersome

Knowing it went into a "never never land" -- which likely led to "going through the motions"

Lack of incentive

Narrow focus at the course level.

Too Short term, no follow through, not aggregated, didn't close the loop, subjectively driven- not correctly taught how to use it, lack of discussion within program/ department

Phase IV felt tedious

What do you see working well with the example process?

Alternatively, what would be a different process that you want to see implemented (if applicable)?

This would help us with PCAP and APAR reports for program approval and accreditation.

It seems to be proven and a good model upon which we can build.

It seems like there's more incentive to complete this process, esp. given the opportunity to collaborate with colleagues

Coming together to discuss pitfalls, results, changes is important. Difficult for adjunct to get involved, time to do it, etc.

Allows time to review program goals. Allows us to review our national standards and evaluate if meeting them.

The specific steps were clear, we can adapt it to our needs, pre-made rubrics

What might be potential pitfalls with the example process?

There may be some things missed with the example process as it seems very broad and not specific. We don't know how directly related to what we are teaching the feedback gained from others would be

Extra work for Dept. Chair for which they are not compensated.
Would this be an effective and useful process for all programs.
Our school may be too small to randomly select assignments and faculty to do it.

Time commitment and deadlines for reporting

Whose is going to do the data collection and crunch
If the process changes or with how responses are given by different faculty over the years
Is this a way to truly assess if students are not only passing the course(s) but also meeting the objectives of the program
The assessment should be used to close the gap between meeting objectives and producing self-confident students who are workforce ready

We are a different type of institution. We each bring a different aspect so it's difficult for us to have just one process.

Some areas might lack enough faculty to complete the assessment as outlined
Equitability in terms of which faculty must assess each course (e.g., CRWR 240, LIT 270) ;)

How to incorporate adjunct instructors.

Time, Still feels a little loopy, struggle with assess whole program with one assignment.
Goals are general so difficult to measure, benchmark, use self assessment of student also looked at. Being able to map it and also get it to the institution.

Peer Review from faculty outside of a program or course may be problematic, especially when there are only two instructors in the department. However, it could be incredibly useful to have outside input, in the name of collaboration.

How would you want to see the institution use assessment results?

Have no ideas on how well the institution can use this other than as some part of program review?

Use them to make institutional decisions such as which programs to close or implement.

A connection between program assessment and program review to link the program's success with its outcomes fits within the evaluation of the program more obviously.

There's a significant amount of programs that must must meet outside guidelines. There is little motivation for these programs outside of the guidelines. Assessment results need to bolster and work in sync with outside accreditation.

To improve it's stuff
Reporting changes in programs to the campus at large

Identify shortfalls and make a way to fix it.

To inform curriculum development, professional development workshops, shape CLOs, inform budgetary decisions

How should the results of change be reported? That is, when a change is proposed in an assessment report, what should the follow-up look like?

No ideas here!

The solution should be decided from the bottom-up, including required approval
Make these changes without pointing fingers
When a change is proposed, it should be clearly communicated throughout a department so that other members of the department might adopt these changes for themselves.
Broadcast that change to the campus community

Report the reasoning behind the change, and does the change work; record the change so you can't fall back to the old way.

How or where do you see assessment of the CLOs fitting in to this process?

We can see that some CLOs are definitely met more closely in certain classes versus others. So we could identify which CLO a particular course would meet. We are certain that we met all the CLOs but not all in the same course. Over the course of the program all CLOs are met.

The Assessment report could be useful in helping us evaluate the appropriateness of the CLO's

Create CLOs that can be assessed from the bottom-up (from course to program/department)

They should funnel up to the CLOs.

These program outcomes would mirror CLOs. So if met program outcomes or goals then would meet CLOs also.

If we adopted the example process, or one similar, what would you need in order to successfully implement it?

More time to complete this than we currently have.

Dept. chairs and program directors need additional release time.

If it's too complex, it won't work. Because we have a great deal of turnover and other responsibilities, the process must be simple to work.

Ongoing training and support for new faculty members and staff involved.

A commitment on the part of the institution to get a process and keep that process for a period of years before it's radically adjusted.

Faculty value a simple form or process that we can fill out.

Adjunct? Training, examples (what am I aiming for). Collaboration, feedback to know where you are.

WE would need to review program goals and ability to assess them.

Please share any other thoughts or ideas related to the program assessment process.

Still need ideas on exactly how this process can relate to “institutional” assessment. Lots of potential to improve programs.

The process should be clear and straightforward. Ideally, it is also quick.

Mandatory meetings but with flexibility; an on-line component (for adjuncts, especially).