

Executive Team Meeting Notes
December 5, 2017 | 8:30 – 10:00 a.m. | Room G2

Purpose Statement: *The Executive Team will meet and create a supportive environment in which to exchange information, solve problems, coordinate efforts, and create improvements that will benefit the college.*

Members:

Dr. Susan J. Wolff, CEO/Dean

Ms. Lorene Jaynes, Executive Assistant to the CEO/Dean

Dr. Heidi Pasek, Chief Academic Officer

Dr. Darryl Stevens, Chief Financial Officer

Ms. Mary Kay Bonilla, Chief Student Affairs and Human Resources Officer

Mr. Lewis Card, Executive Director of Communications, Marketing & Development

Guests:

Ms. Mandy Wright, Faculty

Strategic Agenda

1. SLO Plan of Action (9:30 am)

Presenters: Dr. Pasek & Mandy Wright

ET Lead: Dr. Pasek

Notes: See Attachment 1.

Mandy Wright presented the plan of action for the Student Learning Outcomes. She will be working with Charla Merja on an SLO Handbook.

The process will move from a committee driven process to a centralized process for providing information more transparently, as well as closing the loop for accreditation.

Dr. Pasek charged the Executive Team to think about the model currently in place for this project and how it should move forward.

Future Agenda Topics

1.	Presenter:	Strategic or Tactical:
2.	Presenter:	Strategic or Tactical:
3.	Presenter:	Strategic or Tactical:

Upcoming Events

December

- **GFC MSU Choir – Carols for the Mayor** *December 5, 7:00 pm, Civic Center*
- **GFC MSU Choir Holiday Concert** *December 7, 7:00 pm, Heritage Hall*
- **Last Day of Classes** *December 8*
- **Montana Improviser Orchestra** *December 8, 7:00 pm, Heritage Hall*
- **Finals Week** *December 11-15*
- **Open Mic Night** *December 12, 7:00 pm, Heritage Hall*
- **GFC MSU Holiday Luncheon** *December 15, 11:30 am, Heritage Hall*
- **Great Falls Chamber Open House** *December 20, 10:00 am – 12:00 pm, Chamber Office (100 1st Ave N)*
- **Christmas Holiday** *December 25, CAMPUS CLOSED*

January

- **New Year's Day Holiday** *January 1, CAMPUS CLOSED*
- **Classes Begin** *January 10*
- **Montana Chamber's Business Days at the Capitol** *January 10-11, Helena*
- **Martin Luther King, Jr. Day Holiday** *January 15, CAMPUS CLOSED*
- **Economic Outlook Seminar** *January 24, 8:00 am, Hilton Garden Inn*

February

- **MSU's 125th Year Celebration**, *February 16-17, MSU in Bozeman*

Outcomes Assessment

5 Year Plan

Assessment Overview

Purpose of assessment

- ❖ Ensure that students are able to DO what we hope they will be able to once they have completed their studies at GFCMSU
- ❖ Facilitate continuous improvement of teaching and learning at all levels
- ❖ Create a collaborative process involving faculty and students in improving student success
- ❖ Demonstrate our assessment and improvement process to stakeholders

Baseline Understandings

- ❖ Assessment must matter to student learning and program performance
- ❖ CLO assessment will not impact individual faculty or departments—the goal is holistic assessment at the institutional level
- ❖ Not all CLOs will be reflected in every course, but students will experience all 5 CLOs by the time they leave GFCMSU
- ❖ Faculty need to be able to easily assess, record, and track student learning

Baseline Understandings

- ❖ CLOs and other learning outcomes can be assessed on a rotating schedule—everything does not have to be assessed annually
- ❖ All courses will have a completed curriculum map that serves as the master document for that course
 - ❖ All sections of the same course will, at minimum, adhere to the course outcomes and common course outline
 - ❖ Instructors can and should meet the course learning outcomes with assessment tasks that they deem appropriate. Outcomes must be consistent across sections, but assessment tasks may be individualized
- ❖ The Assessment Director will be available to train and support faculty in all aspects of the assessment process

Goals

- ❖ Short-term: have course curriculum maps completed for gen ed courses and pilot new assessment process. Includes evaluation of course outcomes.
- ❖ Mid-range: work with Health Science and other programs to implement course curriculum maps and integrate new tools & plan into existing process
- ❖ Long-term: create process of continuous assessment and improvement
 - ❖ evaluating outcomes at all levels
 - ❖ collaboration across departments/disciplines
 - ❖ training and supporting faculty in all aspects of OA
 - ❖ sharing information in useful format for all stakeholders

Mapping

Curriculum maps show how courses, programs, and CLOs align

- ❖ Benefits
 - ❖ Faculty engagement and collaboration
 - ❖ See how courses relate to each other, programs, CLOs, etc.
 - ❖ Opportunity to make changes and improvements to sequencing, alignment, redundancies in coursework and outcomes
 - ❖ Support and guide students as they plan their learning path from the beginning to the end
- ❖ Ensure that CLOs are distributed
- ❖ One way to organize information for stakeholders

Institutional Maps

The institutional matrix will show all courses taught, with links to:

- ❖ department mission statement
 - ❖ curriculum map/common course outline
 - ❖ CLOs mapped with links to signature assignments
 - ❖ Assessment plans and results
- ❖ Purpose is to provide one visible location for stakeholders to see all pertinent assessment information for all courses

An additional CLO learning matrix will show all courses with levels of student learning at beginning and end of course, based on program maps

- ❖ Purpose is to show how and where CLOs are being introduced and assessed—this is the big picture view
- ❖ Once completed, will give opportunity to make any big picture curriculum changes—ensure that students have multiple opportunities to experience all five CLOs at all levels of learning

Sample Institutional Matrix

Division	Program	Department	Course	Mission Statement	Curriculum Map	CLO 1: EC	CLO 2: TL	CLO 3: CT & QR	CLO 4: WR	CLO 5: Citizenship	Current Plan	Results
GS	Gen Ed/ Core	English	WRIT 101	X	X	A,B, C	C	C			x	x

Sample CLO Learning Matrix

- ❖ Level of Student Outcome Learning upon Course Entry: I=Introduce; R=Reinforce; E=Emphasize
- ❖ Level of Student Outcome Learning at Conclusion of Course: 1=Emerging; 2=Developing; 3=Proficient

Course	Title	Effective Comm		Tech Lit		Critical Thinking & Quant Reas		Workforce Readiness		Citizenship	
WRIT 101	Composition 1	R	2	I	1	I	1				

Program Maps

Program maps (example from Miami Dade) show how all courses fit into the **program** through:

- ❖ level of student outcome learning at course entry (introductory, reinforced, emphasize)
- ❖ level of student outcome learning at end of course (emerging (1), developing (2), proficient (3))
- ❖ expectation is that all 5 outcomes will be reflected throughout the degree program as a whole

Program: _____	Course 1		Course 2		Course 3	
Effective Comm	I	1	R	2		
Tech Lit					R	2
CT & QR						
Workforce Readiness			E	3		
Citizenship						

Course Maps

Course curriculum maps show how courses connect to course learning outcomes, program outcomes, and CLOs, as well as common course outlines

- ❖ All courses should have a completed course curriculum map

<p align="center">Common Course Outcomes</p> <p>Course Number: WRIT 101 Course Title: College Writing I</p> <p>Catalog Description: This course develops student skills in reading and writing to address purposes through reading and writing expository essays, argumentative essays, and research papers. Essay topics range from current events to the history of the United States. The course is designed to be taken in either two- or three-semester format.</p> <p>Course Objectives: Students will be required to write both 800 words over the course of the semester, including formal essays assignments. Lessons will also include:</p> <ul style="list-style-type: none"> • Reading, thinking, and responding to prose, media, and expository materials. • Responding to the reading through journal or creative response questions. • Defining and using rhetorical strategies. • Applying writing techniques and tools to support the goals of the writing process: journaling, drafting, brainstorming, mind maps and patterns. • Understanding the various roles of the writer in the writing process. • Participating in collaborative learning activities to support the goals of the writing process: peer editing and conferencing with peers and the instructor. • Using the Weaver Library resources to research course materials. • Participating in ongoing writing process information opportunities such as writing conferences or research-based writing. • Working with tutors in the Academic Success Center for additional help and feedback. 		
<p align="center">Course Outcomes Map</p>		
<p align="center">Course Outcome WRIT 101 Course Outcome 1: Write Purposefully</p>	<p align="center">Aligns with WRIT 101 Course Outcome 1</p>	<p align="center">Aligns with the Following Program's WRIT Core Outcomes</p>
<p>Use conversing processes and techniques to discover and construct meaning.</p>	<p>Use writing to think and engage in the writing process, including identifying, analyzing, and synthesizing information, and reflecting on and evaluating the writing process.</p>	<p>Use writing as a means to engage in the writing process, including identifying, analyzing, and synthesizing information, and reflecting on and evaluating the writing process.</p>
		<p align="center">WRIT 101 Course Outcome 2: Write Effectively</p>
<p>Reflect on the development of expository practices and how these practices function in the writing process.</p>		<p align="center">WRIT 101 Course Outcome 3: Write Analytically</p>

Institutional Assessment (CLOs)

Purpose

- ❖ To assess whether students, regardless of degree or program, achieve the skills and knowledge that are the foundation of learning at GFCMSU
- ❖ To determine where adjustments and improvements in student learning need to be made
 - ❖ i.e., if scores in Effective Communication are low, we would determine interventions to improve instruction and student learning in this area
- ❖ To attain a holistic/global "snapshot" of student ability

Institutional Assessment (CLOs)

Process

- ❖ 5 year cycle—each year one CLO will be assessed
- ❖ Faculty will self-identify signature assignments in their courses
- ❖ Faculty will use rubrics to score signature assignments for CLO attainment
 - ❖ Scoring should happen after the assignment has been graded
 - ❖ This evaluation is not the same as **grading**. Faculty would still grade the assignments as usual, and also use the CLO rubric for a separate assessment.
- ❖ Faculty will submit aggregated scores on the CLO rubric to the Assessment Director by the day grades are due at the end of the semester
 - ❖ All sections of a course should have a signature assignment evaluation, but only the aggregated results need to be reported
 - ❖ The same faculty members will not be asked to evaluate CLOs both semesters

Institutional Assessment (CLOs)

Process, continued

- ❖ The Assessment Director will compile and analyze results and create a report during the summer
- ❖ The report will be posted to the assessment webpage and will be shared with the campus at the beginning of each fall semester
- ❖ Annually, faculty will get together in groups (based on CLO) to collaborate and discuss assessment (ideally during contract days at the beginning of fall semester)
 - ❖ This is also where plans for improvement will be created for future implementation and assessment
 - ❖ These groups would also set benchmarks

Example CLO Report

Effective Communication

- Use LEAP Value Rubrics as templates for CLO rubrics
- Separate rubrics for written and oral communication
- Data based on student scores on signature assignments

Effective Communication Total # Students enrolled: Total # students completing scored assignments:___	Mastery	Accomplished	Developing	Beginning	Not Demonstrated	Not Applicable	Total numbers scoring at Accomplished or better	Total percentage scoring at Accomplished or better
Rubric criteria	25	100	52				125	75%
Total % students scoring at level	25%	50%	25%					
Total % students scoring at Accomplished or better on rubric	52%							

Program/Degree Assessment

Purpose

- ❖ Conducted annually to measure student achievement of degree, certificate, and program outcomes
- ❖ Information is used to support decisions and improvements to increase student success

Program/Degree Assessment

Process

- ❖ Programs will develop annual assessment plans that include the following information:
 - ❖ Outcome being assessed
 - ❖ Criteria or Target Benchmark (i.e. 80% of students will earn a C or higher)
 - ❖ Measurement tool (course and/or assignment)
 - ❖ Include and indicate direct and indirect assessments
 - ❖ Who is involved in the assessment
 - ❖ When/how/who will analyze the assessment data
- ❖ At the end of the year, the results will be reported
- ❖ Include any external program evaluation (including accreditation)

Course Assessment

Purpose

- ❖ Measures the achievement of individual course outcomes
- ❖ Results are used by faculty to improve teaching and learning at the course level
- ❖ Documentation of what faculty already do on a regular basis: continual assessment and adjustment/improvement
- ❖ To facilitate the sharing of assessment information between faculty departmentally
- ❖ To support and encourage reflection by faculty and departments based on meaningful data

Course Assessment

Process

- ❖ Course syllabus (in the course outline section) should include course outcomes and assessment methods for each
- ❖ All faculty should participate at least once per year
- ❖ Regularly taught courses should be assessed at least every three years
- ❖ Student course evaluations should be part of the overall assessment picture (offers indirect assessment)
- ❖ Participating faculty complete a plan at the beginning of the term (part A) and share results and analysis (part B) at the end of the term

Course Assessment Plans

Participating faculty complete a plan at the beginning of the term (part A) and share results and analysis (part B) at the end of the term

- ❖ Plan will include:
 - ❖ Course outcome(s) assessed
 - ❖ Method of assessment (tools/methodology)
 - ❖ Desired target/benchmark
- ❖ Report/Analysis will include:
 - ❖ Number of students assessed
 - ❖ Results of the outcome assessed
 - ❖ Plan to improve on the desired outcome (if needed)
- ❖ Plans (part A) will be posted to the assessment website
- ❖ Reports/analysis (part B) will be sent to Division Director, department chair, and posted to assessment website.

5 Year CLO Cycle

Effective Communication: 2018-2019

Technical Literacy: 2019-2020

Critical Thinking & Quantitative Reasoning: 2020-2021

Workforce Readiness: 2021-2022

Citizenship: 2022-2023

Timeline

Spring 2018

- ❖ Work with General Studies department chairs and program directors to create course curriculum maps for all courses in their departments/programs
- ❖ Work with General Studies department chairs to create a draft course assessment rotation
- ❖ Become familiar with program review process and determine how outcomes assessment process relates to or integrates
- ❖ Become familiar with what programs are currently doing to assess outcomes and student learning
- ❖ Finalize OA process
- ❖ Create drafts of all necessary forms

Timeline

Summer 2018

- ❖ Create training/informational materials to facilitate implementation of new OA process
- ❖ Create/finalize OA website
- ❖ Create drafts of modified LEAP rubrics to assess signature assignments

Fall 2018

- ❖ Work with Health Science program directors to create course curriculum maps for all courses in their programs
- ❖ Work with HS program directors to create an assessment cycle where they would come up with a plan to determine which program outcomes would be assessed when
- ❖ Offer training/support to General Studies faculty creating course curriculum maps
- ❖ Implement new process to assess 1 CLO
- ❖ Implement new course assessment process

Timeline

Spring 2019

- ❖ Continue implementation of new processes (CLO and course)
- ❖ Work with HS program directors to create or modify an assessment plan
- ❖ Gather data at end of semester

Summer 2019

- ❖ Create first report for a CLO
- ❖ Create report for course assessment data
- ❖ Evaluate process and create plan to make necessary changes or adjustments

Timeline

Fall 2019-Summer 2023

- ❖ Continue using new process and plan, modifying when necessary
- ❖ At end of 5 year cycle, reflect and evaluate to continue iterative process