

Student Learning Assessment
Institutional Report
AY 2020-2021



**GREAT FALLS
COLLEGE**

**MONTANA STATE
UNIVERSITY**

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Table of Contents

<u>BACKGROUND.....</u>	<u>3</u>
<u>ASSESSMENT PROCESS OVERVIEW.....</u>	<u>5</u>
<u>PARTICIPATION IN ASSESSMENT REPORTING</u>	<u>7</u>
<u>COLLEGE LEARNING OUTCOMES</u>	<u>8</u>
<u>EFFECTIVE INSTRUCTIONAL PRACTICES.....</u>	<u>20</u>
<u>RESPONSE TO ASSESSMENT</u>	<u>25</u>
<u>RECOMMENDATIONS</u>	<u>26</u>

Background

The assessment process at Great Falls College Montana State University has undergone various changes since its original implementation in 2007. In 2016, the college responded to NWCCU recommendations to rewrite the institutional learning outcomes (8 Abilities) and separate student learning assessment from the strategic planning process. A faculty committee (CLOAT) revised the institutional learning outcomes, reducing them from eight to five College Learning Outcomes (CLOs). The newly revised CLOs were implemented during fall 2016. In spring 2017, leadership for student learning assessment became centralized with one person, a faculty member who fulfilled this position as part of their workload, and the faculty CLOAT committee was disbanded. The assessment director conducted listening sessions with faculty to learn more about faculty perceptions and needs regarding assessment.

As a result of the faculty listening sessions, we piloted a revised course-level assessment process in the fall of 2018 and a College Learning Outcomes assessment process in the spring of 2019. We also received feedback and support from Dr. Natasha Jankowski, former director of the National Institute for Learning Outcomes Assessment (NILOA), when she visited the college as a [NILOA](#) coach in March 2019. Feedback from Dr. Jankowski, results of the CLO assessment pilot, and results from the piloted course-level assessment process provided evidence to support further review and revision to our institutional assessment process.

Our first annual assessment workshop was held in August 2019. Faculty offered feedback and ideas to improve the assessment process, creating a foundation for meaningful, faculty-driven programmatic and institutional assessment. As a result of the workshop, an ad hoc committee of faculty representing all academic divisions formed to serve as an advisory group to the director of assessment. The committee's charge involved offering feedback and suggesting revisions to the College Learning Outcomes and assessment process. Between September 2019 and April 2020, the

campus made significant gains toward improving assessment. The ad hoc committee became a permanent standing committee and engaged in collaborative processes to solicit faculty input on further revising the College Learning Outcomes, reducing them from five to three and ensuring that they were measurable and applicable across programs. Through one-on-one interviews with department chairs and program directors, as well as a small pilot testing revised reporting forms and an updated process, faculty played a significant role in guiding the campus toward a sustainable assessment model. Unfortunately, the COVID-19 pandemic prevented the planned implementation of the revised program-level assessment model. To maintain some momentum, full-time faculty completed the revised reflection form for any course taught during AY 2019-2020. The results of the reports were used to inform future iterations of the assessment process, guide needed training, and help programs set goals for continuous improvement.

When the campus returned to in-person operations in fall 2020 after the COVID-19 closure, a shift in operational priorities postponed plans to move to an assessment model emphasizing program-level outcomes in favor of helping faculty develop skills to teach in multiple modalities. Instead, faculty continued using a course-level assessment model with the intention of maintaining assessment momentum and establishing to baseline CLO assessment data.

Although the original plan to implement a program-level assessment model was postponed, important assessment work continued during fall 2020. Most departments and programs on campus developed curriculum maps demonstrating alignment of program-level learning outcomes to courses, as well as alignment to the College Learning Outcomes. Faculty continued to report on student achievement in courses, with the intention of scaling assessment results to the program level in the future. The first institutional report on student learning outcomes assessment, using results from AY 19-20 reports, was presented in October 2020 to all campus stakeholder groups. The Student Learning Assessment Committee drafted and presented policy 216.1 Student Learning Outcomes Assessment

and its related procedure to the campus. The policy and procedure became effective on May 27, 2021.

Assessment Process Overview

Although the assessment process used during AY21 had not fully transitioned to a program-level assessment model, it involved notable changes from the previous campus assessment models. The process was more flexible and faculty-driven than past iterations, encouraging reflection and narrative response.

Our current student learning assessment process involves program-specific reporting mechanisms and a modified process for General Education assessment that follows a set schedule based on the Gen Ed Core outcomes. Programs and departments continue to review and update curriculum maps as needed, carefully aligning program and course-level outcomes. Faculty assess student learning at the course level, tying assessment activities to course, program, and institutional learning outcomes. Programs will articulate assessment plans and set goals, measured through identified assessments in courses and metrics set by program directors. Assessment progress reports are submitted annually to the director of teaching and learning innovation for review and feedback. Annually, programs will review their previous year's assessment progress, set and revise goals, and make changes as appropriate. The director of teaching and learning innovation and Student Learning Assessment Committee are working to develop a feedback mechanism to support departments, programs, and individual faculty. This component of the assessment process, which will offer feedback and suggestions, as well as targeted training, support, and follow-up, is expected to become effective fall 2022. More information about the student learning assessment process can be found at <http://gfcmsu.edu/about/assessment/resources.html>.

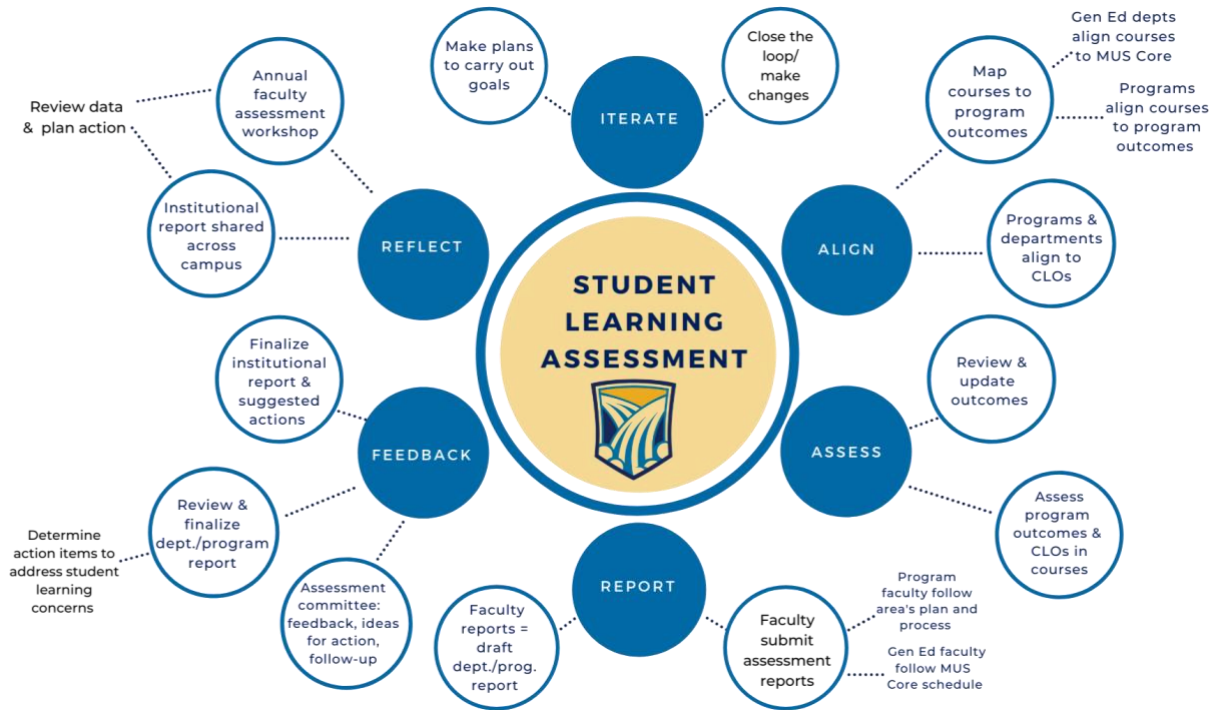


Figure 1: AY22 GFC MSU Student Learning Assessment Process

Participation in Assessment Reporting

During the fall 2020 assessment workshop, programs and departments articulated schedules to guide assessment reporting for AY21. The faculty also requested that assessment reporting participation be presented as a percentage of scheduled course reports submitted.

Institutionally, 114 courses were scheduled for assessment reporting. Of those scheduled courses, 90 reports were received, for a 79% institutional reporting participation rate. In General Studies and Health Sciences, a total of 17 reports for courses not scheduled were received, but this information is not included in the numbers indicated here. The General Studies Division submitted 33 of 43 scheduled reports or 77%. The Health Sciences Division submitted 45 of 59 scheduled reports or 76%. The Trades Division submitted 12 of 12 scheduled reports or 100%.

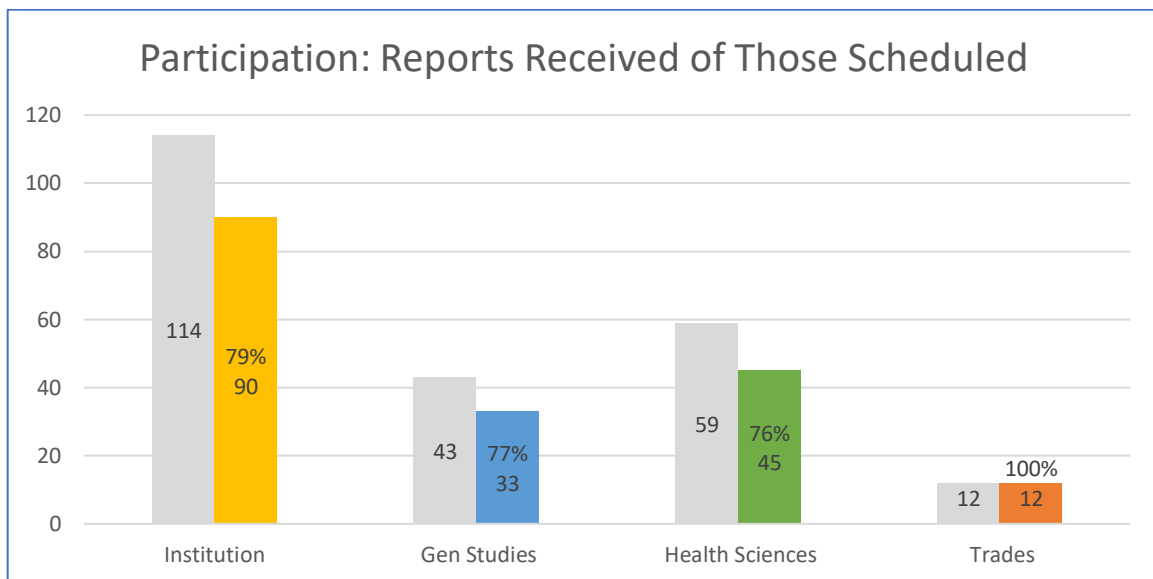


Figure 2: Participation: Reports received of those scheduled

Participation Over Time

Participation in assessment reporting was first tracked for the 2018-2019 academic year. Because the assessment process was in pilot phases during AY19 and AY20, only full-time faculty participation was recorded. Participation was defined as full-time faculty submitting at least one course

report for the academic year. While the student learning assessment process involved reporting schedules for AY21 that included adjunct and full-time faculty, we can make a generalized comparison based on institutional reporting participation. Recognizing that populations tracked for the purpose of determining institutional participation differ between AY19 and 20 versus AY21, we can observe that, while institutional participation appears to indicate a decline over the three academic years when participation was monitored, the inclusion of adjunct faculty in the AY21 reporting process skews the comparison. A 79% institutional participation rate that includes both full-time and part-time faculty is excellent. However, a more accurate comparison will be made over time as the assessment process and reporting expectations become more consistent.

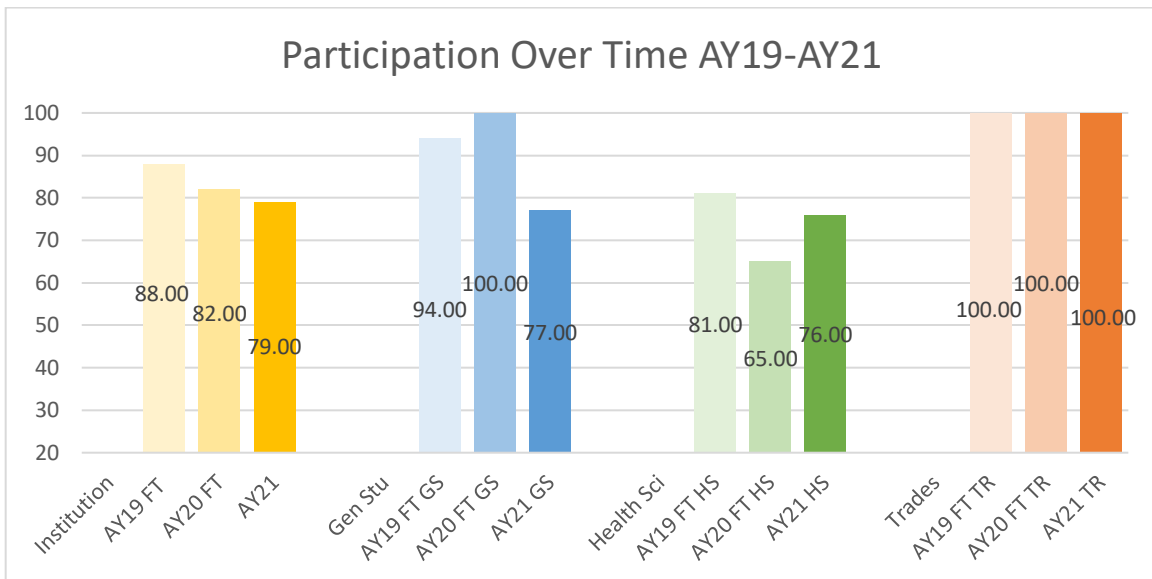


Figure 3: Participation over time

College Learning Outcomes

Student attainment of the College Learning Outcomes (CLOs) was reported via the AY21 course reflection document. For courses that align to one or more CLOs, instructors were asked to rate on a scale of 1-4 how well students met the outcomes of the CLOs assessed in the course. Faculty were also asked to indicate assessment tools used, observed strengths and concerns with student work used to assess the CLO, and any planned changes for future CLO assessment.

Institutionally, Critical Thinking was the most widely reported CLO, with 40% of courses reported indicating alignment with this CLO. Communication was the second most widely reported CLO, with 33% of courses reported indicating alignment with this CLO. Professionalism was the least reported CLO, with 27% of courses reported indicating alignment. Figure 4 demonstrates the breakdown of CLOs reported institutionally.



Figure 4: CLOs reported institutionally

When reporting student learning related to the College Learning Outcomes, faculty assigned a rating to the level of overall proficiency students displayed in meeting the outcomes for each CLO. A rating of 1 indicated that students overall did not meet the expectations of the assessment tool used to assess the CLO. A rating of 2 indicated that overall student learning was approaching expectations, a 3 indicated that overall students met expectations, and a 4 indicated that overall students exceeded expectations. Figure 5 demonstrates average institutional CLO ratings over time. In this case, AY20 is compared to AY21. No significant changes in average CLO ratings are evident.

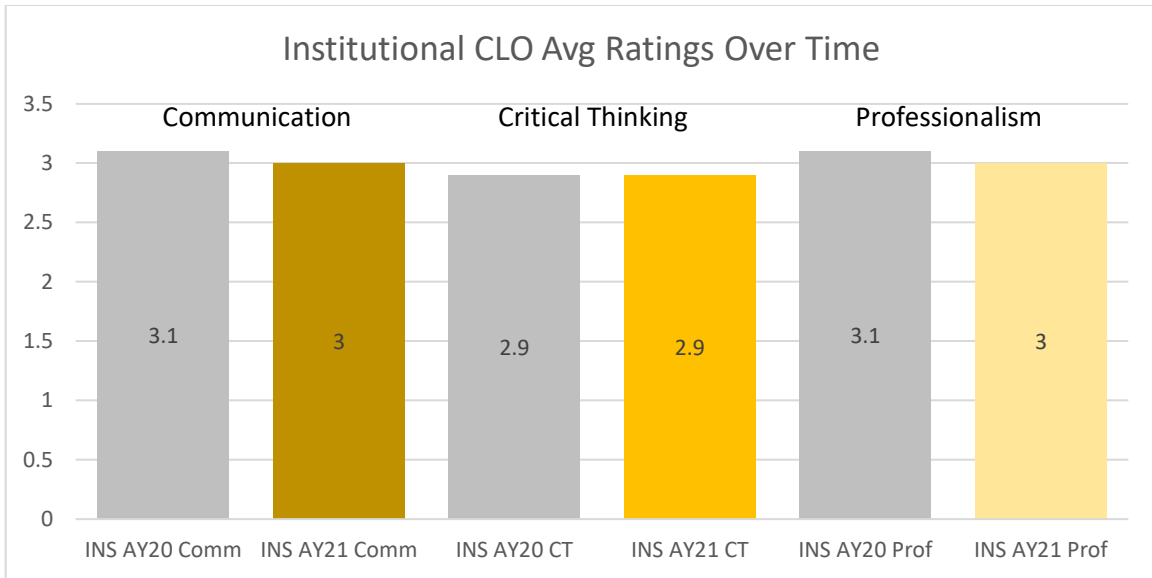


Figure 5: Institutional CLO ratings over time

CLOs Assessed by Division

Because the AY21 assessment process was based on course-level reporting, CLO assessment for this year's report is reported based on division instead of by program. Data for all three CLOs were reported by all divisions. Figure 6 indicates the number of CLOs reported by division, compared with institutional totals.

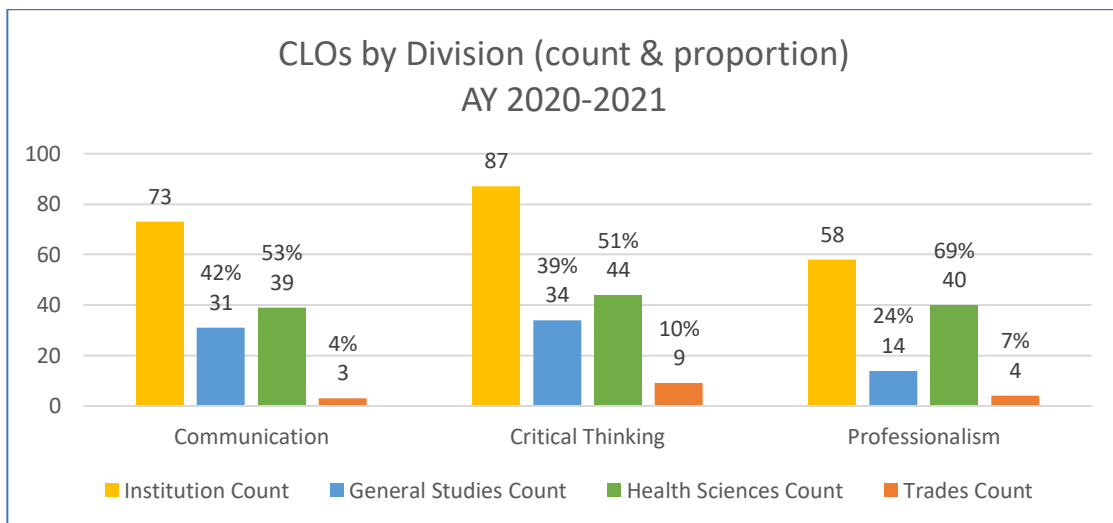


Figure 6: CLOs by division, count and proportion

Figure 7 demonstrates a comparison between CLO ratings by division and institutionally.

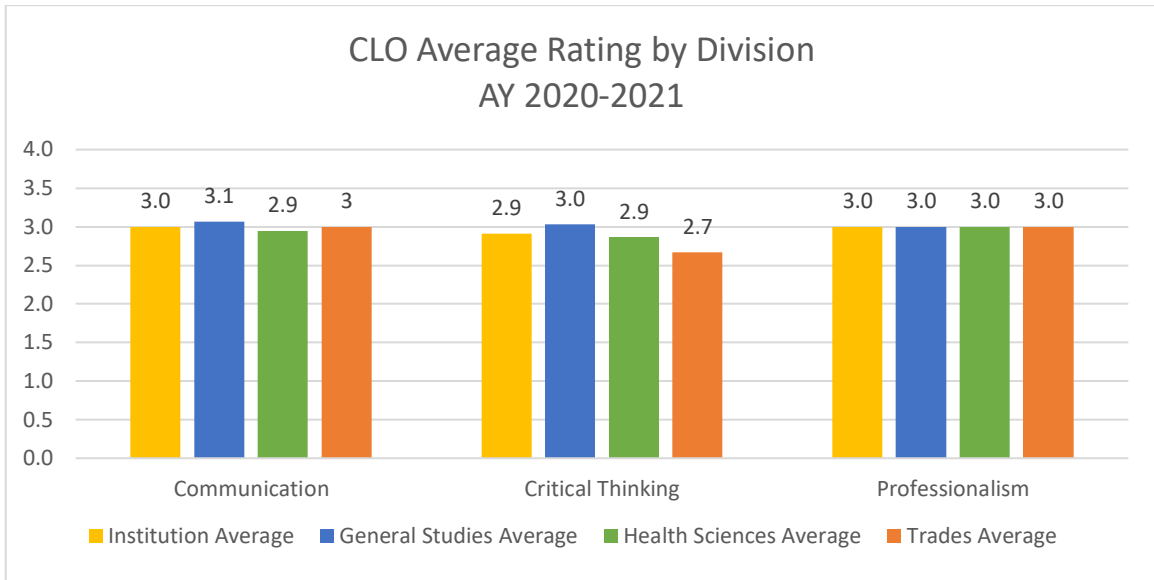


Figure 7: CLO average rating by division

General Studies Division

In the General Studies Division, Communication and Critical Thinking were the CLOs most reported. 31 course reports provided assessment information for Communication, accounting for 39% of the divisional CLO assessments. 34 course reports provided assessment information for Critical Thinking, accounting for 43% of the divisional CLO assessments. 14 course reports provided assessment information for Professionalism, accounting for 18% of the divisional CLO assessments. The inclusion of Professionalism in General Studies reporting is new compared to AY20, as this CLO was not assessed or reported in this division previously. Figure 8 visualizes this data.

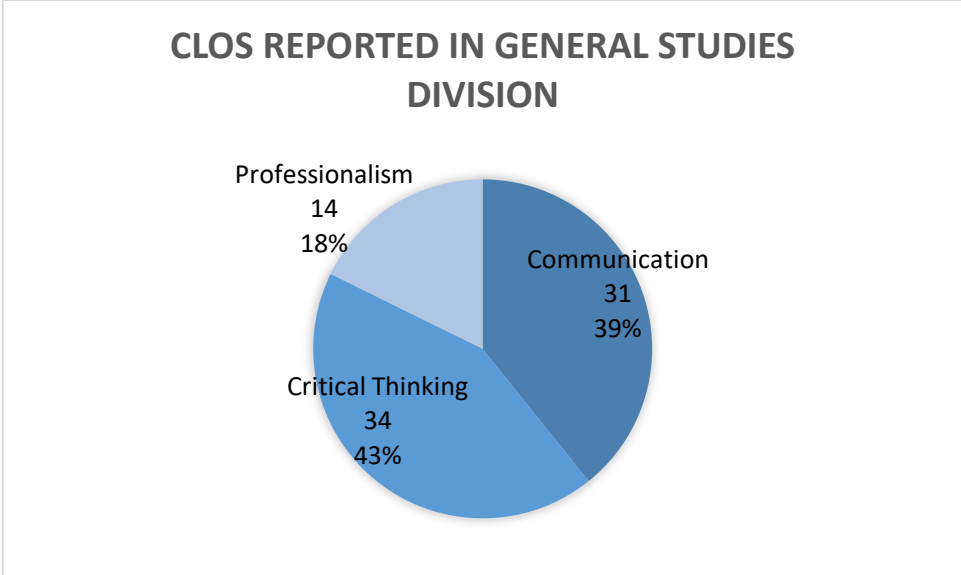


Figure 8: CLOs reported by General Studies

In the General Studies Division, the average rating for Communication was 3.1, slightly higher than the institutional average of 3.0. The average rating for Critical Thinking was 3.0, slightly higher than the institutional average of 2.9. The average rating for Professionalism was 3.0, the same as the institutional average for this CLO. This is visualized in Figure 9.

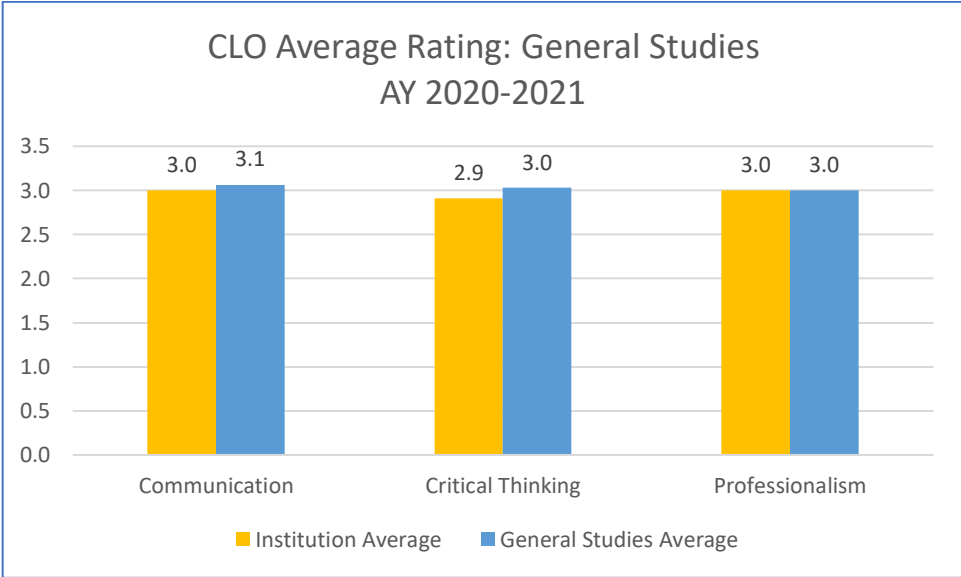


Figure 9: Average CLO rating in General Studies

Health Sciences Division

In the Health Sciences Division, all CLOs were reported in similar proportions. 39 course reports provided assessment information for Communication, accounting for 32% of the divisional CLO assessments. 44 course reports provided assessment information for Critical Thinking, accounting for 36% of the divisional CLO assessments. 40 course reports provided assessment information for Professionalism, accounting for 32% of the divisional CLO assessments. Figure 10 visualizes this data.

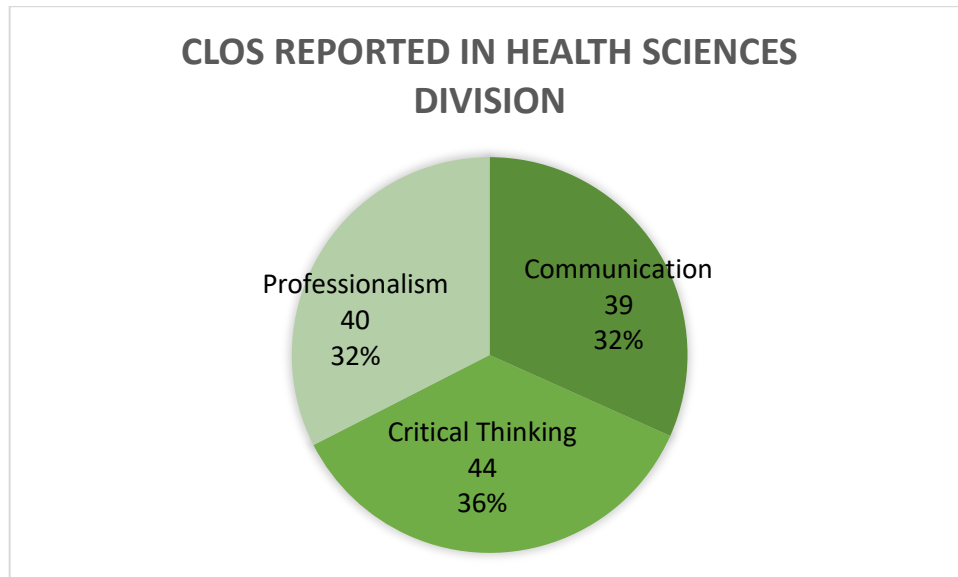


Figure 10: CLOs reported by Health Sciences

In the Health Sciences Division, the average rating for Communication was 2.9, slightly lower than the institutional average of 3.0. The Critical Thinking average rating was 2.9, the same as the institutional average of 2.9. The average rating for Professionalism was 3.0, the same as the institutional average for that CLO. This data is represented in Figure 11.

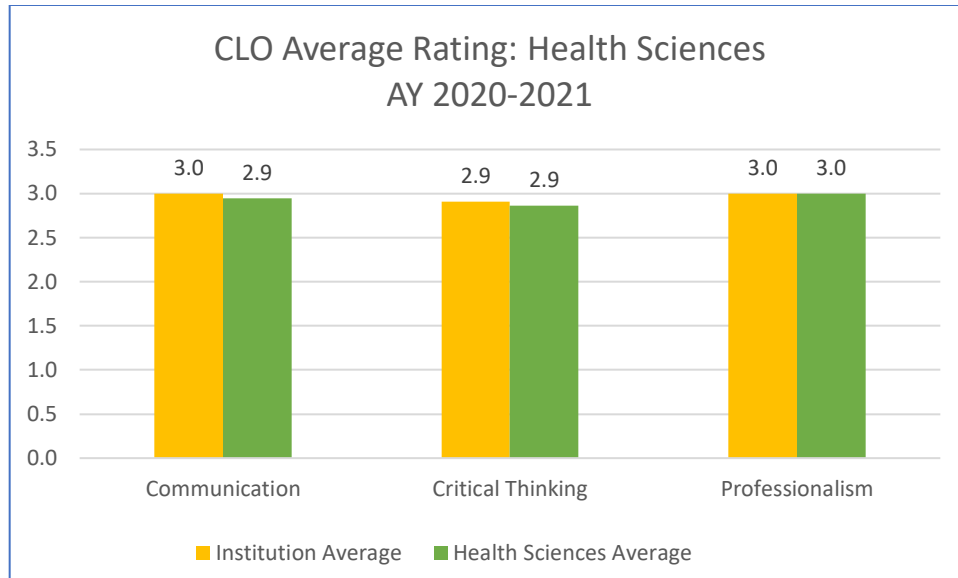


Figure 11: Average CLO rating in Health Sciences

Trades Division

In the Trades Division, Critical Thinking was the most reported CLO while Communication was the least reported. 3 course reports provided assessment information for Communication, accounting for 19% of the divisional CLO assessments. 9 course reports provided assessment information for Critical Thinking, accounting for 56% of the divisional CLO assessments. 4 course reports provided assessment information for Professionalism, accounting for 25% of the divisional CLO assessments. The inclusion of Professionalism was new for AY21, as the Trades Division did not assess or report this CLO previously.

Figure 12 visualizes this data.



Figure 12: CLOs reported by Trades

In the Trades Division, the average rating for Communication was 3.0, the same as the institutional average for that CLO. The average rating for Critical Thinking was 2.7, slightly lower than the institutional average of 2.9. The average rating for Professionalism was 3.0, the same as the institutional average for that CLO. This data is represented in Figure 13.

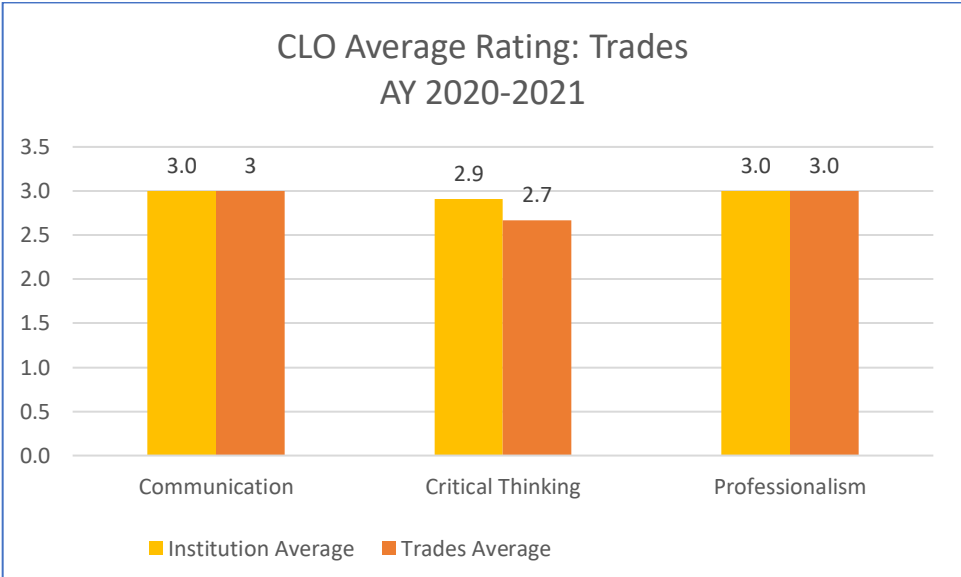


Figure 13: Average CLO rating in Trades

To support the ratings assigned to CLO attainment, faculty indicated assessment methods used, as well as observed strengths and concerns in student learning. Individual faculty reports were aggregated into departmental and programmatic assessment reports to identify common themes and average CLO ratings within programs and departments. Aggregated data from the department/program reports was then coded into institutional themes, as discussed in the following sections.

Assessment Methods

The College Learning Outcomes were assessed using the methods identified in Table 1. This data has been coded for common assessment types and methods and does not reflect specific assignments.

Communication	Critical Thinking	Professionalism
<ul style="list-style-type: none"> • Case studies • Exams (including standardized) • Oral discussions (f2f & synchronous online) • Written discussions (online) • Performance/skill demonstrations (including clinical) • Group projects • Peer review • Portfolios • Presentations/speeches • Video assignments • Written assignments (including lab reports) 	<ul style="list-style-type: none"> • Case studies • Exams/quizzes (including standardized) • Oral discussions (f2f) • Debates • Written discussions (online) • Online practice tools • Performance/skill demonstrations (including clinicals & labs) • Portfolios • Project-based learning • Reflection papers • Written assignments (including lab reports) • Written/essay exams 	<ul style="list-style-type: none"> • Assessments evaluating demonstration of integrity, empathy, self-motivation, appropriate appearance and hygiene, self-confidence, communication skills, teamwork • Assignment formatting based on industry standards • Behavior in performance/skill demonstration (clinical & lab) • Classroom behavior • Discussion behavior expectations--oral (f2f/synchronous) & written (online) • Exams • Group projects (teamwork) • Online practice tools • Professional presentation of student-created work (discussion posts, assignments, labs) • Portfolios • Project-based learning

		<ul style="list-style-type: none"> • Reflection papers • Timely assignment submission • Attendance policy • Ungraded communication between students & faculty • Work ethic assignments
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Table 1: College Learning Outcomes Assessment Methods

Identified Strengths in Student Learning

Faculty reported strengths demonstrated in student learning through CLO assessment tools.

Strengths reported in Table 2 are generalized across the institution and are not indicative of specific departments or programs.

Communication	Critical Thinking	Professionalism
<ul style="list-style-type: none"> • Ability to accept and apply feedback • Ability to communicate in multiple modes (e.g., writing & visually) • Application of content to learning and personal experiences • Use of appropriate terminology/vocabulary/conventions in written assignments • Effective use of verbal communication skills in group work, discussions, and skills demonstrations • Strong responses to written assignment prompts (e.g., case studies, essays, discussions) 	<ul style="list-style-type: none"> • Ability to accept and apply feedback • Ability to clearly articulate a process/follow instructions • Formulation of effective research questions • Ability to self-evaluate • Application of content to personal experience • Draw connections between research/content and real-world scenarios • Ability to engage in productive discussions • Demonstrated understanding of other cultures • Demonstrated understanding of quantitative vs qualitative reasoning • Ability to apply skills from course to independent problem-solving experience (technical skills, clinicals) 	<ul style="list-style-type: none"> • Ability to apply course examples to professional contexts • Ability to apply instructor expectations/industry standards for formatting and presentation • Attentive, productive behavior during class discussions, presentations, performance/skills demonstrations • Demonstrated ability to work effectively in groups • Timely, accurate completion of assignments • Ability to discuss complex ethical issues and apply understanding to other contexts

Table 2: College Learning Outcomes Identified Strengths

Identified Concerns in Student Learning

Faculty reported concerns related to student learning as observed in the CLO assessment tools. Notably, in identifying concerns about student learning, several reports focused on improvements faculty would like to make rather than issues observed in student work. The concerns focused on student work or performance are included in table 3. Concerns reported in Table 3 are generalized across the institution and are not indicative of specific departments or programs.

Communication	Critical Thinking	Professionalism
<ul style="list-style-type: none"> • Difficulty communicating learning needs • Lack of openness to differing opinions, esp. regarding sensitive topics • Difficulty responding to open-ended questions/essay exam questions • Lack of professional-level vocabulary in writing • Lack the ability to tie different concepts together to explain new observations or data • Difficulty following instructions for written assignments 	<ul style="list-style-type: none"> • Difficulty initiating tasks that require solutions to complex or abstract problems where there are multiple possible solutions • Difficulty understanding underlying theory or concepts of assigned problems/tasks • Lack of support/evidence for ideas in written assignments • Difficulty comprehending instructions • Lack of confidence in ability to problem-solve/use deductive reasoning/formulate own interpretation—seek “right” answer • Failure to adequately evaluate sources used in written assignments • Inconsistent application of concepts between learning contexts (e.g., from didactic to clinical) 	<ul style="list-style-type: none"> • Lack of attention to detail (e.g., proofreading) • Use of casual/informal language in email, chat, other communication • Last-minute assignment submission/procrastination • Expectations for leniency or due date extensions

Table 3: College Learning Outcomes Identified Concerns

Planned Changes

While not all faculty indicated changes they plan to make to CLO assessment in their courses, several assessment reports indicated planned change. Planned changes reported in Table 4 are generalized across the institution and are not indicative of specific departments or programs.

Communication	Critical Thinking	Professionalism
<ul style="list-style-type: none"> • Create opportunities for students to share work with one another and offer feedback/engage in peer review • Create written and verbal assessment opportunities for students to demonstrate use of industry vocabulary • Ensure expectations for assignments, revision opportunities, and other course activities are clear, including writing conventions • Make expectations for communication with instructor more explicit • Provide formative activities to practice responding to open-ended/essay exam questions 	<ul style="list-style-type: none"> • Provide more low-stakes opportunities for independent problem-solving experiences • Better align classroom instruction to lab/clinical application • Present less material in greater depth • Require students to use available resources to support research skills • Provide formative activities to practice responding to open-ended/essay exam questions • Ensure expectations for assignments, revision opportunities, and other course activities are clear, including writing conventions • Integrate online practice/simulations 	<ul style="list-style-type: none"> • Include student experience and perspective in discussions of what constitutes professionalism • Create more opportunities for interaction with professionals in the field • Make formatting/design a required part of assignments • Solicit student feedback on assignments and activities • Create opportunities for students to apply learned aspects of professionalism in non-classroom contexts

Table 4: College Learning Outcomes Planned Changes

Effective Instructional Practices

The college's initiative to identify and integrate High Impact Practices (HIPs) in courses was impacted by the COVID-19 pandemic and shifting institutional priorities. Because High Impact Practices are, at their core, teaching practices that positively impact student success, this institutional assessment report and future student learning assessment processes will emphasize effective teaching practices. Rather than specifically targeting High Impact Practices integration, it may be more useful to encourage faculty to identify and share effective practices they have found to be successful in their courses. In this way, perhaps we can collaboratively develop a strong repository of effective instructional practices, as well as professional learning networks.

Identified Effective Instructional Practices

To fully capture the variety of practices shared in assessment reports, reported practices were not aggregated for common themes. Table 5 categorizes reported instructional practices. The broad categories relate to HIPs when applicable, not to target HIPs-specific integration, but to offer a framework for identifying similarities in effective instruction.

CATEGORY	INSTRUCTIONAL PRACTICE
EPORTFOLIOS	<ul style="list-style-type: none">• Students complete a portfolio that summarizes the key concepts from the entire course.• At the end of the course students are required to submit a digital portfolio of their major works.• audits of run reports, preceptor shift evaluation form, and Fisdap skill tracker and Fisdap eportfolio• Portfolio demonstrating:<ul style="list-style-type: none">• 100 muscles/muscle groups for Origin/Insertion/Nerve innervation• 5 Neurologic Disorders in which they have to determine what they need to focus on with that patient• 5 Orthopedic Disorders in which they have to determine what they need to focus on with that patient

CAPSTONE COURSES/ PROJECTS

- Semester-long project encompassing the outcomes covered throughout the semester.
- Final project asked students to integrate their knowledge from the course.
- Final project to build a working application using the skills taught in the course
- Students had to each do a capstone project for their final class.

GROUP WORK/ COLLABORATIVE ACTIVITIES (INCLUDES DISCUSSIONS)

- Collaborative in-class activities were used to develop an understanding of the course content.
- Some group activities online for group interaction
- Group activities in class
- Major group project for the class
- Code reviews
- Group discussions of assignments, quizzes, exams
- Discussion post critique: Students were required to provide an initial discussion post and then critique a classmate's post. Initial posts and critiques were required to be supported with attribution of sources of research.
- Scope of Practice Assignment between PN and RN students
- Nutrition/Culture Group Project
- Mentorship project with 1st year RN students
- Group simulation, group skills practice
- Class discussion
- Open discussion of student leadership clinicals tying into course lecture.
- Constant lab activities where there is a need for classmates to interact with each other and give each other feedback on the different techniques/treatments
- Encouraged cohort to do study groups to help with understanding and practicing each of the different techniques/treatments
- Collaborative projects such as the professional seminar assignment
- Collaborative projects- mentoring opportunities
- It is a lab class and I encourage learning groups
- By adding multiple days of board work and working together and alone
- I used this with one of the fabrication projects during the material procurement and dimensioning portion of the assignment.
- It was encouraged to work together and help each other out when needed.
- Students are encouraged to help other students with something they may have overcome in the welding of coupons.

CASE STUDIES, LAB EXERCISES

- Case studies
- Create Pt. Case Study

RESEARCH PROJECTS	<ul style="list-style-type: none"> • Students are required to complete a research assignment during the course of the class, ending in a research paper. • Emphasis on using only college database for research and using only scholarly sources for any course assignments. • Learning how to research topics and writing research papers • For several assignments students were asked to conduct research • Each student chose a research project to be completed by the end of the semester. The project needed to focus on an environmental concern for their community. The goal was to have the students perform actual research. They were to gather and analyze data to support their position and present an approach to remedy the problem. The final product was a PowerPoint presentation of their work. • Natural Products Research Project. This research project is self-directed and runs both semesters. Students are able to use skills learned throughout the semester to complete their project. • Cultural/Elderly paper • Medical diagnosis, medications, S/E
SELF-ASSESSMENT	<ul style="list-style-type: none"> • Students are asked to examine and critically assess their biases while learning about other cultures. • Feedback forms on assignments
WRITTEN ASSIGNMENTS	<ul style="list-style-type: none"> • Writing assignments requiring critique and revision • Essay exams
SCENARIOS/ ROLE PLAYING	Student skill stations competency as well as emergency scenario training with formal debrief following scenarios
DIVERSITY/ GLOBAL LEARNING	<ul style="list-style-type: none"> • Study diversity in race, ethnicity, societal norms, and economics. • Survey of western thought: art, politics, religion, economics. • Lectures and assessments explore a variety of perspectives, especially the understanding of American history from a Native American point of view.
SERVICE/ COMMUNITY LEARNING	<ul style="list-style-type: none"> • CoVID clinics, Covid hotline assistance clinical rotations. • Inservice presentation to the clinic/facility that the student did their clinical experience.
TECHNOLOGY- ENHANCED LEARNING	Web Ex synchronous form of learning from professional seminar
INTERNSHIPS	<ul style="list-style-type: none"> • The students get the hands-on experience with actual patients and put the didactic knowledge to use. • It was mandatory to do a 135-hour internship.

Table 5: Effective Instructional Practice Integration Methods

Instructional Practice Impact on Student Success

Not all instructors indicated impacts on student success when sharing instructional practices.

Impacts reported are summarized by instructional practice in Table 6.

CATEGORY	IMPACT
EPORTFOLIOS	<ul style="list-style-type: none"> • Deeper understanding • Instructor/student collaboration
CAPSTONE COURSES/PROJECTS	<ul style="list-style-type: none"> • Apply concepts in different contexts
GROUP WORK/ COLLABORATIVE ACTIVITIES (INCLUDES DISCUSSIONS)	<ul style="list-style-type: none"> • Engaged & motivated • Exposure to different perspectives • Social learning
CASE STUDIES, LAB EXERCISES	<ul style="list-style-type: none"> • Learned collaboration & accountability • Improved understanding of critical concepts
RESEARCH PROJECTS	<ul style="list-style-type: none"> • Gain confidence in research skills • Real-world application of content • Exposure to scholarly sources
SELF-ASSESSMENT	<ul style="list-style-type: none"> • Implementing feedback=better grades
WRITTEN ASSIGNMENTS	<ul style="list-style-type: none"> • Analysis & critique skills • Understand and apply concepts
SCENARIOS/ ROLE PLAYING	<ul style="list-style-type: none"> • Positive student feedback
DIVERSITY/ GLOBAL LEARNING	<ul style="list-style-type: none"> • Thinking outside comfort zone • Exposure to multiple perspectives
SERVICE/ COMMUNITY LEARNING	<ul style="list-style-type: none"> • Improved understanding of communication with community • Give back
TECHNOLOGY-ENHANCED LEARNING	<ul style="list-style-type: none"> • Improved participation
INTERNSHIPS	<ul style="list-style-type: none"> • Full-circle completion of instruction and clinicals • Gained work experience & real-life problem solving

Table 6: Effective Instructional Practice Impact

Planned Changes to Instructional Practices

Any reported planned changes to instructional practices are indicated in Table 7, in the faculty member's words. Not all instructors reported planned changes and planned changes were not indicated for all categories.

CATEGORY	PLANNED CHANGES
EPORTFOLIOS	<ul style="list-style-type: none"> • Provide examples to help students better document concepts • Require periodic progress checks to avoid last-minute work
CAPSTONE COURSES/PROJECTS	<ul style="list-style-type: none"> • Prepare students to implement their own algorithms earlier in the course, to prepare for this requirement
GROUP WORK/ COLLABORATIVE ACTIVITIES (INCLUDES DISCUSSIONS)	<ul style="list-style-type: none"> • Plan to increase the use of collaborative activities. • More frequent opportunities for group projects online • Allow more time for rebuttals and further discussion. • More clearly state the questions in the assignment for Scope of Practice for more clarity. • Nutrition/Culture-Improve on the rubric standards to be more clear and concise. • Fine tune mentorship projects part 2 and 3 • Change the allotted amount of time per assignment. • I will incorporate this HIP in more of the fabrication projects. Possibly I will have the students work together from beginning through completion on some of the projects. • Encourage more of the peer support.
RESEARCH PROJECTS	<ul style="list-style-type: none"> • I need to work on student understanding of good sources. • Will continue to emphasize the importance research and use of scholarly sources. • More frequent feedback and sectioning research projects to monitor improvement, progress, and understanding of the research process • Results from this semester's work show a need for more instructor guidance regarding data collection and analysis. Examples of poor vs excellent work for each area of the presentation will be shared with students as the semester moves along. Assessing student progress throughout the semester will improve the final product and reduce procrastination. • Would like to see students recognized for their hard work outside of the classroom. Possibly a student research page on the school website. • Present in-class research
WRITTEN ASSIGNMENTS	<ul style="list-style-type: none"> • Present more definitive essay examples at the beginning of the block

Table 7: Planned changes to instructional practices

Response to Assessment

Faculty were encouraged to review and respond to course-level data aggregated in department or program-level reports. In-depth responses are available by viewing individual department/program reports on the assessment website. Briefly, changes made by individual faculty or whole programs/departments that led to improvement are summarized here:

- Inclusion of cumulative project/portfolio throughout program
- Revision of program competencies/outcomes
- Peer review
- Reflection/self-assessment
- More low-stakes/formative opportunities

Two notable changes discussed in the department/program reports are the use of the TILT framework to redesign assignments in a more student-focused, transparent model and a shift in faculty mindset regarding connecting classroom work to the broader assessment context. These are promising changes that indicate progress in effectively assessing student learning.

Recommendations

Progress on AY 20 Recommendations

In the AY20 institutional report on student learning assessment, four recommendations were made. Progress on these recommendations is summarized as follows:

- **Recommendation 1: Encourage faculty participation and improve perception of assessment**
 - Strong participation rate, including full-time & part-time faculty
- **Recommendation 2: Standardize CLO assessment ratings**
 - Assessment Committee plans to develop a standardized method of rating student attainment using current 4-level scale. Work will begin spring 2022 with intended fall 2023 implementation.
- **Recommendation 3: Standardize HIP integration**
 - Emphasis shifted to identifying effective instructional practices and their impact on student success.
 - Plan to create repository of practices as a faculty resource.
- **Recommendation 4: Determine how to best use assessment data to improve student learning**
 - Developed consistent system of documenting assessment data: website, institutional report, program reports.
 - Work continues on using assessment data to improve instructional programs, support continuous improvement, and allocate resources.

AY21 Recommendations

As the current student learning assessment process is quite new, recommendations currently are primarily procedural, rather than emphasizing measurable improvements.

- **Recommendation 1: Continue to situate assessment as a teaching/inquiry practice**

- Change perception of assessment as compliance-driven
- Support assignment redesign
- **Recommendation 2: Standardized CLO assessment rating method**
 - Assessment Committee will create rubrics/eval tools
 - Support implementation of evaluation tools
- **Recommendation 3: Develop feedback and follow-up process**
 - Assessment Committee will develop feedback process for department/program reports
 - Develop feedback and follow-up process to support individual faculty stated goals
- **Recommendation 4: Develop a system of using assessment data to improve instructional programs, support continuous improvement, and allocate resources**
 - Formalize process documenting use of assessment data