
Subject: Follow up on today's meeting
Date: Tuesday, September 17, 2019 at 4:28:34 PM Mountain Daylight Time
From: Mandy Wright
To: Jeri Pullum, Julie Barnwell, Steven Robinett, Brienne E. Menut, Brad Bechard, Daniel Casmier, Douglas Zander, Todd Reser
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Hi everyone,

Thanks for coming to our club meeting this afternoon! To follow up, I plan to take a look at the draft CLO document tonight to clean it up a bit and incorporate the ideas and suggestions from today's meeting.

If you would please review, edit, and comment on the draft CLO document by **Friday night**, I would appreciate it. I would like to be able to send it out to the campus for feedback next week.

The draft CLO document is located in Teams in a folder called CLO Draft and Info. Here is a direct link to the folder: https://teams.microsoft.com/_#/school/files/General?threadId=19%3A2a30148f7c514000b1aa28ab90752714%40thread.skype&ctx=channel&context=CLO%2520Draft%2520and%2520Info

Also, before our next meeting on Oct. 1, please take a look at the **sample assessment process** information in Teams. At our meeting, I'd like to discuss the draft process and talk through your ideas and comments. Here is a direct link to the folder: https://teams.microsoft.com/_#/school/files/General?threadId=19%3A2a30148f7c514000b1aa28ab90752714%40thread.skype&ctx=channel&context=Sample%2520Assessment%2520Process%2520Documents .

Thank you all for being a part of this effort—I appreciate you!

Mandy

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Proposed CLO	Proposed Definition & Framing Language <i>Italics represent language from current CLOs</i> <i>Green text is from AAC&U VALUE Rubrics</i>	Similar To/Replaces Current CLO
Critical Thinking	<p>Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.</p> <p><u>Learning experiences that assess critical thinking might ask students to:</u></p> <ul style="list-style-type: none"> Distinguish between credible and non-credible sources of information, assess for validity and relevancy and document sources appropriately. Engage in reflection, creative thinking, and expression. Analyze text, data, or issues. Evaluate contemporary technology use, including the appropriate application of various mediums or platforms 	Critical Thinking/Quantitative Reasoning
Effective Communication Professional Communication?	<p><u>Effective communication is the active expression and exchange of ideas through listening, speaking, reading, writing, or other modes of non-verbal or artistic expression.</u></p> <p>Communication of pertinent information related to the skills being mastered. (This is related to Professional Communication).</p> <p><u>Learning experiences that assess effective communication might ask students to:</u></p> <ul style="list-style-type: none"> Organize and present ideas and information appropriate to the audience and situation, whether through writing, speaking, signing, or another method appropriate to the situation. Demonstrate the ability to understand and respond to both verbal and non-verbal messages. Make use of conventions of communication and seek feedback for revision and effectiveness. Could also incorporate technical literacy (Important) (Maybe: Use technology to communicate electronically?) 	Effective Communication Technical literacy
Problem Solving	Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.	Technical Literacy

Commented [DC1]: I believe it is important to include both definitions and framing language together with the CLOs as this would be similar to the criteria used by the college for faculty evaluations. The faculty handbook includes a definition to each eval criteria uses framing language to give examples (do not have to be all inclusive)

Commented [MW2R1]: I agree

Commented [BB3R1]: Yes, faculty will have an easier time mapping

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Commented [MW4]: Why do we require computer classes if technical literacy is assumed?

Commented [BB5R4]: Not all degrees or certificates require computer classes. That being said I think its good we are marrying the ability to demo technical literacy with some of the remaining CLOs such as communication and critical thinking.

Commented [BM6R4]: could embed the skill of tech literacy into critical thinking with language such as "ut" ... [1]

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Commented [MW7]: Is this actually an outcome of ... [2]

Commented [BB8R7]: Yes, this is one I wrestle with ... [3]

Commented [BM9R7]: could embed aspects of tec ... [4]

Commented [BM10R7]: could also embed problem ... [5]

	<p><u>Learning experiences that demonstrate problem solving might ask students to:</u></p> <ul style="list-style-type: none"> • <u>Identify problems, formulate hypotheses, gather evidence, interpret and evaluate information appropriate to program-specific problems.</u> • <u>Gather and analyze information using technology while executing ethical principles of computer technology and information acquisition.</u> • <u>Demonstrate the ability to work individually and as a productive member of a team--meeting deadlines, completing assigned tasks, solving problems, and interacting with diverse populations.</u> • <u>Offer insight into their problem-solving process through reflection, think-alouds.</u> 	Critical Thinking/Quantitative Reasoning
<p>Life-Long Learning (Growth Mindset? Independent Learning?)</p> <p><u>What about Integrative Learning?</u></p>	<p><u>Lifelong learning is "all-purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence". An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, www.sec-educoop.net/education_in/pdf/lifelong_oth_enl_t02.pdf.)</u></p> <ul style="list-style-type: none"> • <u>Demonstrate the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection.</u> <p><u>Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.</u></p> <p><u>Learning experiences that demonstrate Integrative Learning might ask students to:</u></p> <ul style="list-style-type: none"> • <u>Engage in reflective work, self assessment, or creative endeavors of all kinds.</u> • <u>Take initiative, make decisions, and be accountable for the results</u> • <u>Write composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate</u> 	Integrative learning sounds good. Need to mention something specifically about application to the work world.

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Commented [DC11]: Professionalism on a spectrum - where it can accessed based on skills on one end and behavior on the other end. This way one can place an emphasis on one of these ends, or a mixture of the two.

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Commented [SR12]: How do we measure?

Commented [MW13R12]: Some of the VALUE rubrics include criteria for measuring things like reflection or self-assessment

Commented [BM14R12]: Integrative Learning seems to capture what we're pointing toward without mixing in Heather's dept.

	<u>aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome.</u>	
Community Service	Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life-enriching and socially beneficial to the community. <ul style="list-style-type: none"> • Engage in the campus and/or local community. • Evaluate personal strengths, challenges, and responsibility for effecting positive social change to strengthen communities. 	Citizenship
Professionalism	The ability to exercise the skills, competencies and behaviors necessary to succeed in the workplace or at a transfer institution. <ul style="list-style-type: none"> • Show professional behavior based on current industry and organization standards. • Demonstrate the ability to work individually and as a productive member of a team—meeting deadlines, completing assigned tasks, solving problems, and interacting with diverse populations. • Punctuality, meeting deadlines, etc. 	Workforce Readiness

- Commented [MW15]:** Eliminate as a CLO--can some of this be included as part of another CLO (professionalism)?
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- Commented [MW16]:** Eliminate and incorporate aspects into other CLOs.

Programs should have a programmatic outcome that addresses professionalism.

Look at Front Range CC definition of professionalism and decide if we will keep it.
- Commented [MW17]:** Eliminate as a CLO and incorporate aspects into critical thinking & communication
- Commented [BM18R17]:** For reference, a measurable definition of Professionalism could be "The ability to demonstrate appropriate work-ethic traits through personal conduct and effective teamwork."
(<https://www.frontrange.edu/programs-and-courses/degrees-and-certificates/student-learning-outcomes>)
But this could also be scattered within other CLOS or reserved as a value.

Since this trait came up strongly in the large-group poll, would it be worth it to set this to vote when we present the rewording of the others? I have no idea if that opens up a cans of worms, just a thought.
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- Commented [DC19]:** Professionalism on a spectrum - where it can accessed based on skills on one end and behavior on the other end. This way one can place an emphasis on one of these ends, or a mixture of the two.
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Questions to consider:

1. Is this the "right" number of CLOs? Should there be more, fewer?
2. Are any of these proposed CLOs more of a value, rather than a learning outcome that we want students to demonstrate upon completion of their learning experience here?

3. In your program/area/department, would any of these proposed CLOs be difficult to observe, assess, or tie to program outcomes?
4. Do we need definitions *and* framing language for each CLO, or are definitions enough? Framing language would give more specifics about the types of assignments or learning experiences that support the outcome.

CLOs that are actually values:

➤ Community service/civic engagement/citizenship

- While the institution and individual programs value student engagement with the local and broader community, this has been a difficult concept to assess and measure. Additionally, because the CLOs are intended to apply to all graduates, it is not reasonable to expect that every student will engage in community service, particularly if that expectation is voluntary rather than mandatory.

If individual programs have an external accreditation requirement that students engage in community service, then those programs should ensure that they have a programmatic outcome related to this concept.

➤ Life-long learning

- This concept might be presented differently, but if the idea behind the outcome of Life-long Learning is that students will demonstrate skills or abilities indicating that they are able to be life-long learners, this would be difficult to measure institutionally.
- If individual programs have an external accreditation requirement that students demonstrate a capacity for life-long learning, then those programs should ensure that they have a programmatic outcome related to this concept.

➤ Professionalism

- While this is an important skill and habit of mind, it might be difficult to assess at an institutional level. Aspects of professionalism, such as teamwork, can be incorporated as framing language into other CLOs.
- Individual programs that expressly prepare students for the workforce should have programmatic outcomes that speak to the definition of professionalism for that industry or field.

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Page 1: [1] Commented [BM6R4] Brienne E. Menut 9/23/19 6:31:00 PM

could embed the skill of tech literacy into critical thinking with language such as "utilize contemporary technology responsibly to explore issues... before accepting..."

Page 1: [2] Commented [MW7] Mandy Wright 9/17/19 3:40:00 PM

Is this actually an outcome of Critical Thinking?

Page 1: [3] Commented [BB8R7] Brad Bechard 9/19/19 3:19:00 PM

Yes, this is one I wrestle with as I feel problem solving is a part of critical thinking. Both use the term evaluating. If we are going to use this we need to further delineate from critical thinking for faculty to identify.

Page 1: [4] Commented [BM9R7] Brienne E. Menut 9/23/19 6:32:00 PM

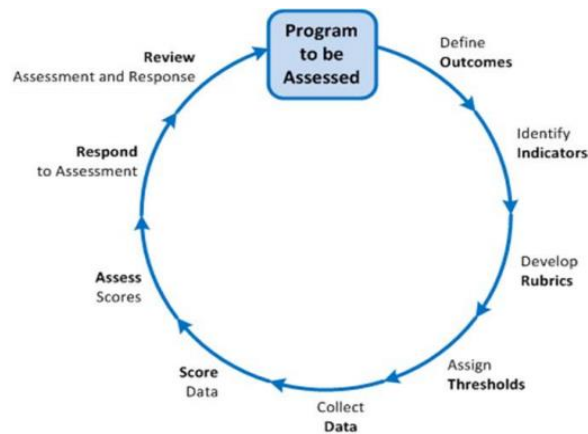
could embed aspects of tech literacy into communication: "locate and use appropriate technology to enhance communication"

Page 1: [5] Commented [BM10R7] Brienne E. Menut 9/23/19 6:34:00 PM

could also embed problem solving as a result of or a measurable end of critical thinking. I think folks just wanted a distinction....

Questions for consideration:

- ✓ Who will “assess the assessment”? E.g., quality control, follow up on changes made to assessment
- ✓ What role should an assessment committee play in this process?
- ✓ What role, if any, does peer review realistically have in this process? See item 3.b.
- ✓ Where are there holes in this process?
- ✓ Where are there redundancies, or unnecessary steps in this process?
- ✓ Is there an easier/better way to submit plans and reports, or are Word documents good enough to start with?
- ✓ How and where does CLO assessment fit in? Is it enough to align CLOs with program outcomes and use the program outcome assessment to also demonstrate CLO attainment?



Draft Assessment Process

1. Programs/departments create assessment schedule for program outcomes
 - a. 5 year rotation, or less
 - b. Alternative cycle for externally accredited programs
2. Annual assessment plan submitted by each program/department
 - a. Program outcomes & curriculum map (noting any updates or corrections)
 - b. Assessment schedule (of program outcomes)
 - c. How the program outcomes will be assessed
 - i. In what courses the outcomes will be assessed
 - ii. Learning activities used and type of evidence to be collected
 - iii. Performance thresholds (exceeded/met/not met; benchmarks)
 - d. Expected process for discussing, reporting, and using the data
3. Departments/programs carry out assessments
 - a. Projects or assignments are collected from identified courses.
 - b. Random samples of these collected assignments are scored by a minimum of two faculty members using the prepared scoring rubrics. Faculty will not score assignments from their own courses.
 - c. Dept. tabulates the scores. Areas where the acceptable performance threshold has not been met will be highlighted.

- d. The scores are presented to the faculty for discussion and evaluation.
- e. The faculty review the assessment results, and decide how to respond.
- 4. Annually, departments/programs submit assessment report
 - a. Dept/program faculty meet to discuss and share assessment results.
Report is a summary of the year's assessment activities and faculty decisions.
 - b. One person from the dept/program completes and submits assessment report.
 - c. Report includes:
 - d. what was done (assessed)
 - e. what evidence/data was collected
 - f. what was learned
 - i. response to evidence—what will change moving forward
- 5. Annual gathering to discuss assessment results, ideas, challenges, improvements
 - a. Discuss previous year's assessment results
 - b. Share kudos, challenges, improvements, ideas
 - c. Opportunity to close the loop