GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY

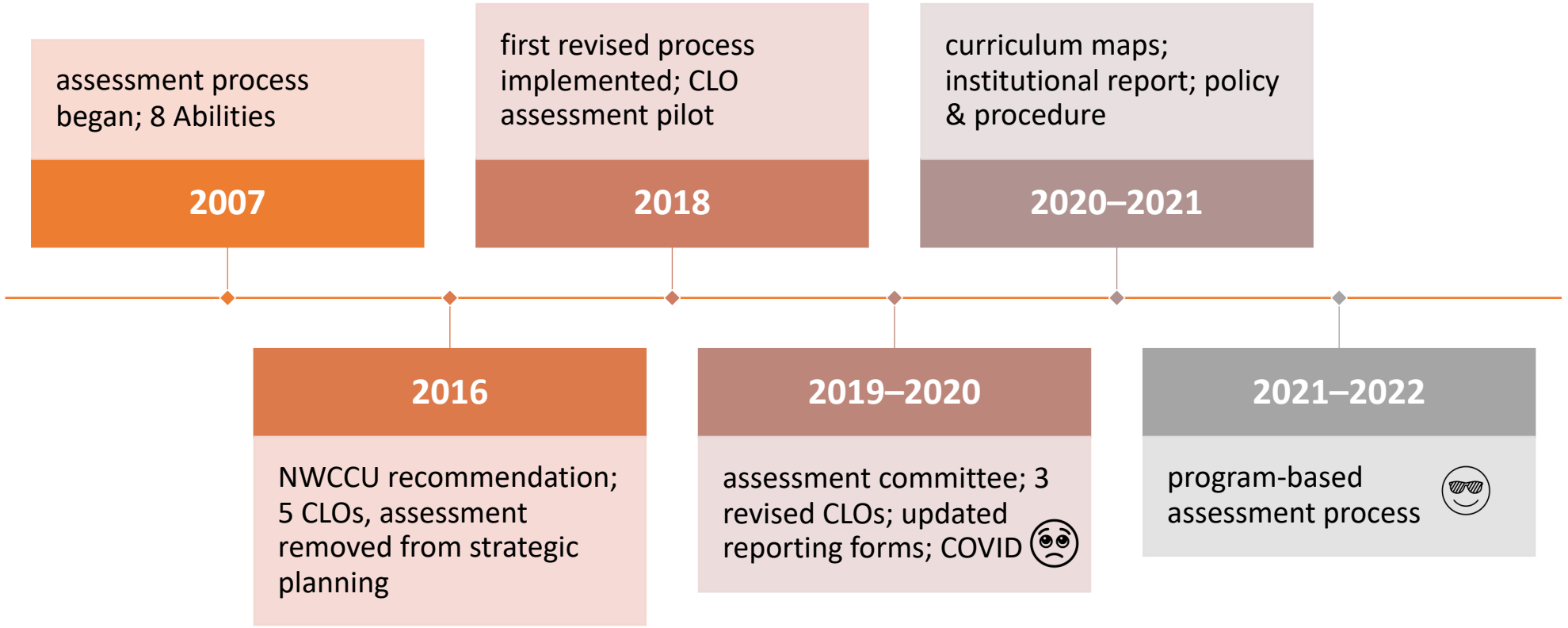
Student Learning Assessment

AY 2020-2021

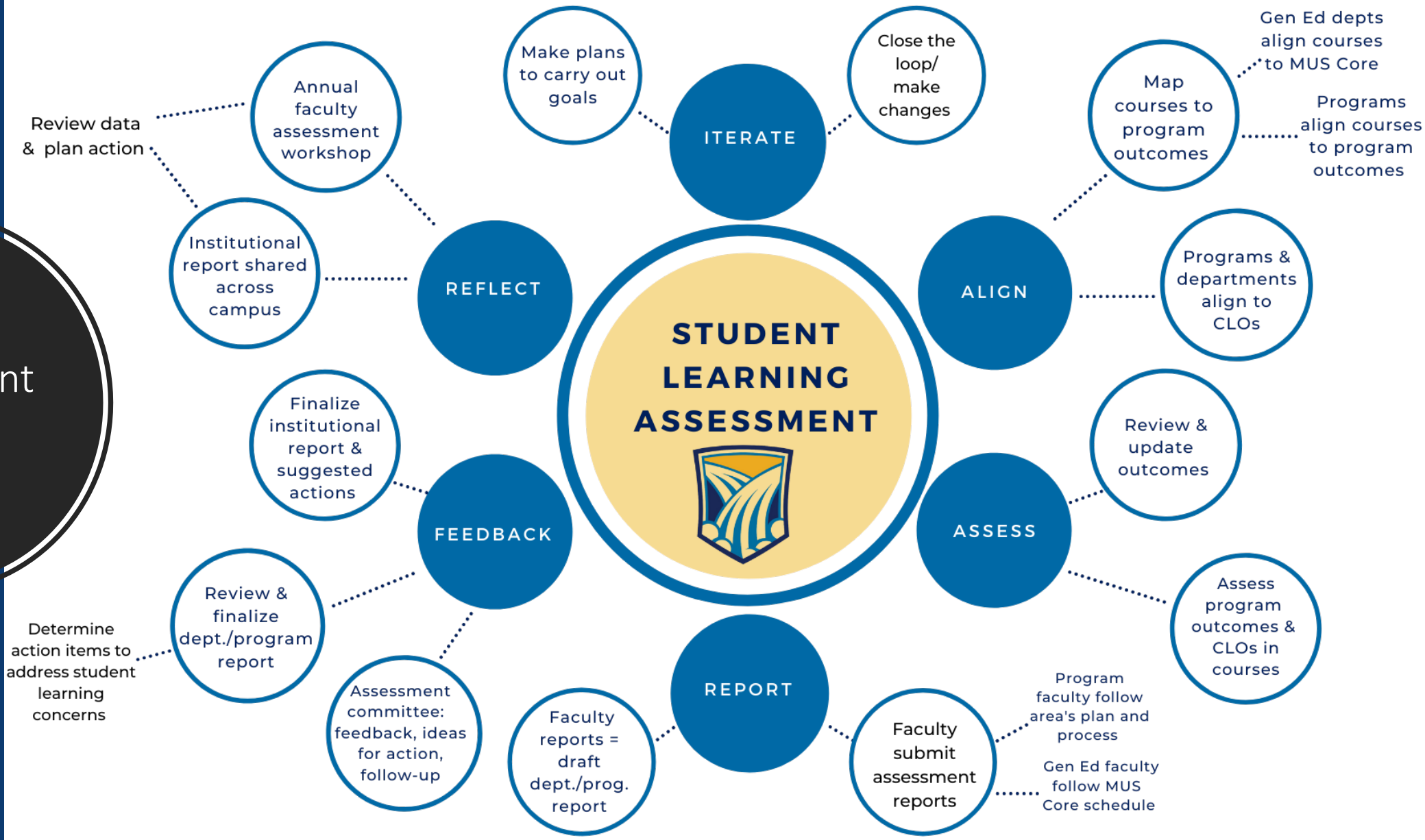
Report to CPBAC

January 7, 2022

Brief background



Assessment Process



Reporting Context

Full-time & adjunct faculty participated

Course reflections submitted based on department/program-created schedules

Data from faculty reflections are aggregated to create program reports

http://gfcmsu.edu/about/assessment/evidence.html

Program report data further aggregated to create institutional report

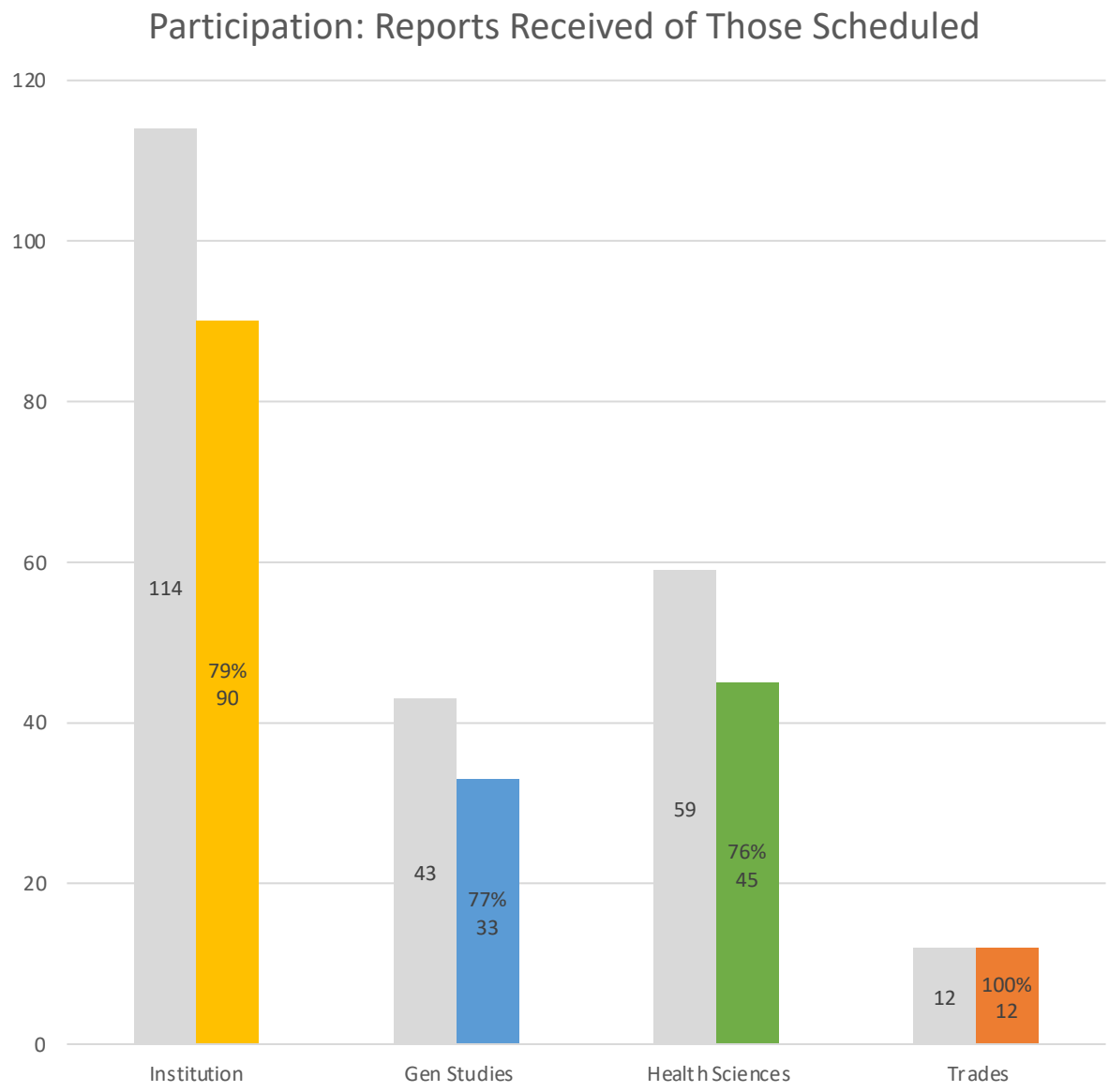
Seek to convey institutional themes

Individualized assessment plans & schedules for Gen Ed and programs—effective AY 21-22

http://gfcmsu.edu/about/assessment/plans.html

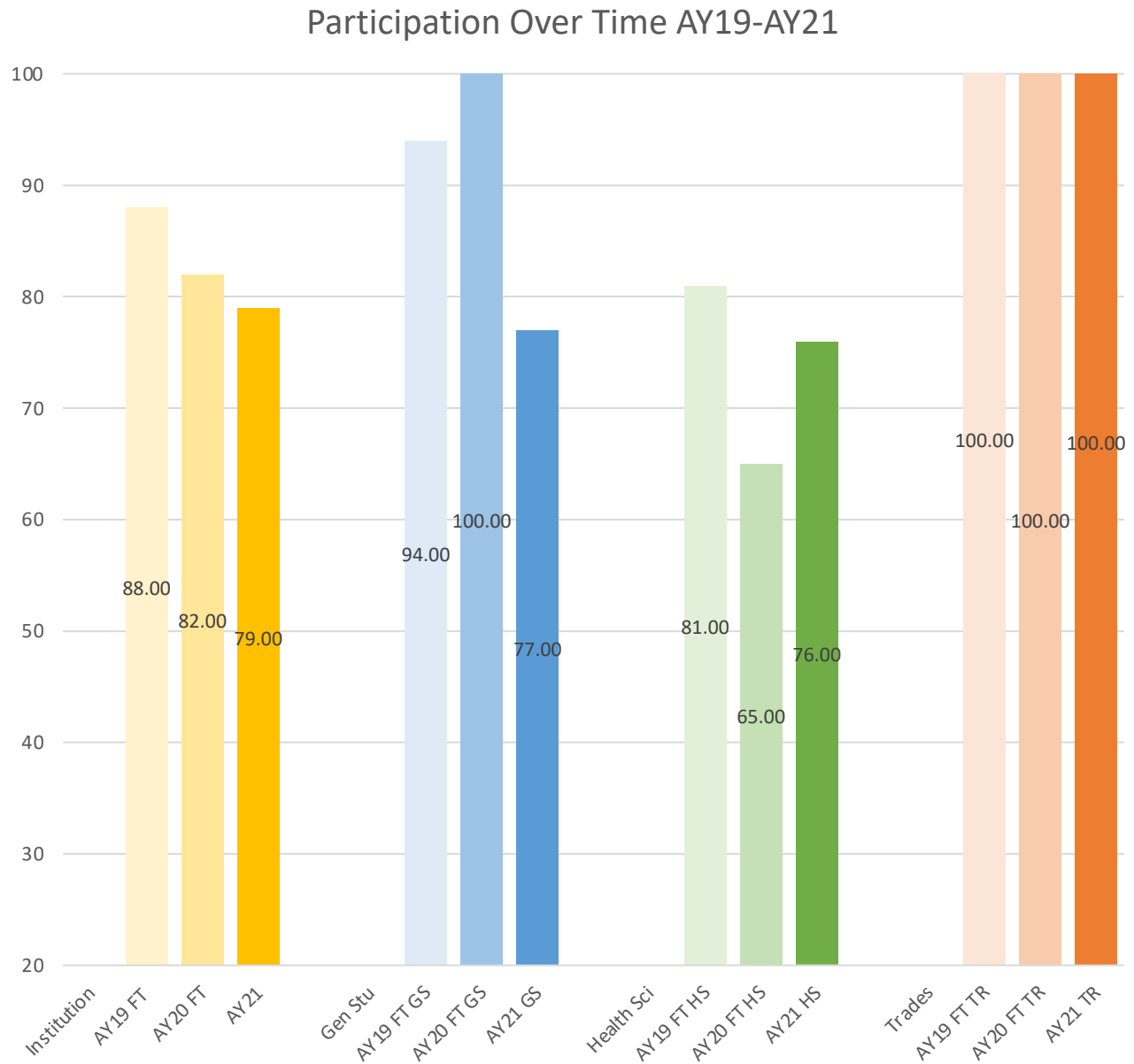
Assessment Participation AY21

- Based on fall 2020 schedules created by programs/depts.
- **Institutionally** 79% of scheduled reports submitted (90/114)
- **Gen Studies** 77% of scheduled reports submitted (33/43)
- **Health Sciences** 76% of scheduled reports submitted (45/59)
- **Trades** 100% of scheduled reports submitted (12/12)
- 17 unscheduled reports received



Assessment Participation Over Time

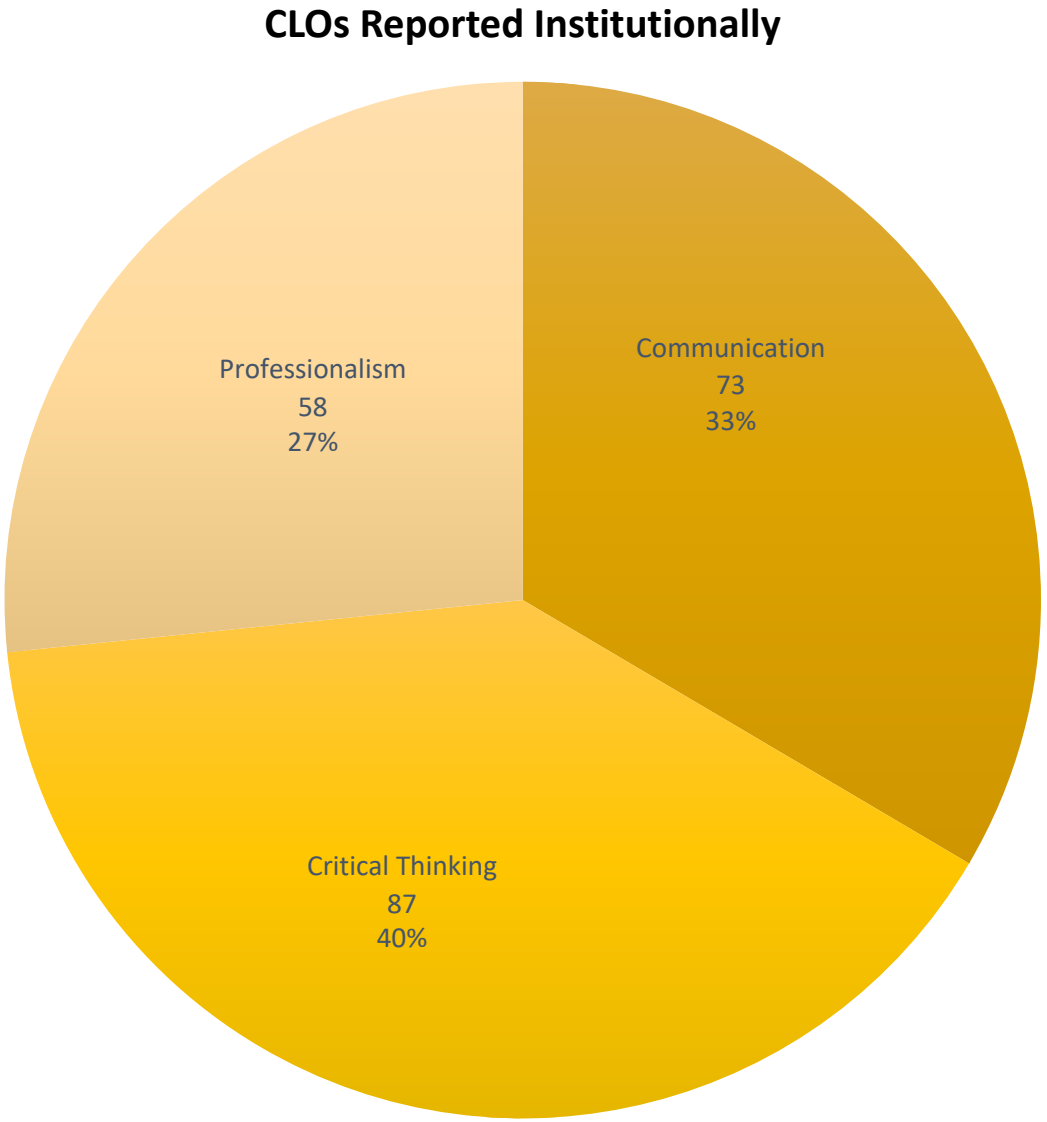
- AY19 & AY20—only FT faculty participation tracked
- AY21-–tracking based on scheduled reports; FT & PT faculty
- Excellent participation



CLO Assessment

Of courses reporting alignment to 1 or more CLOs

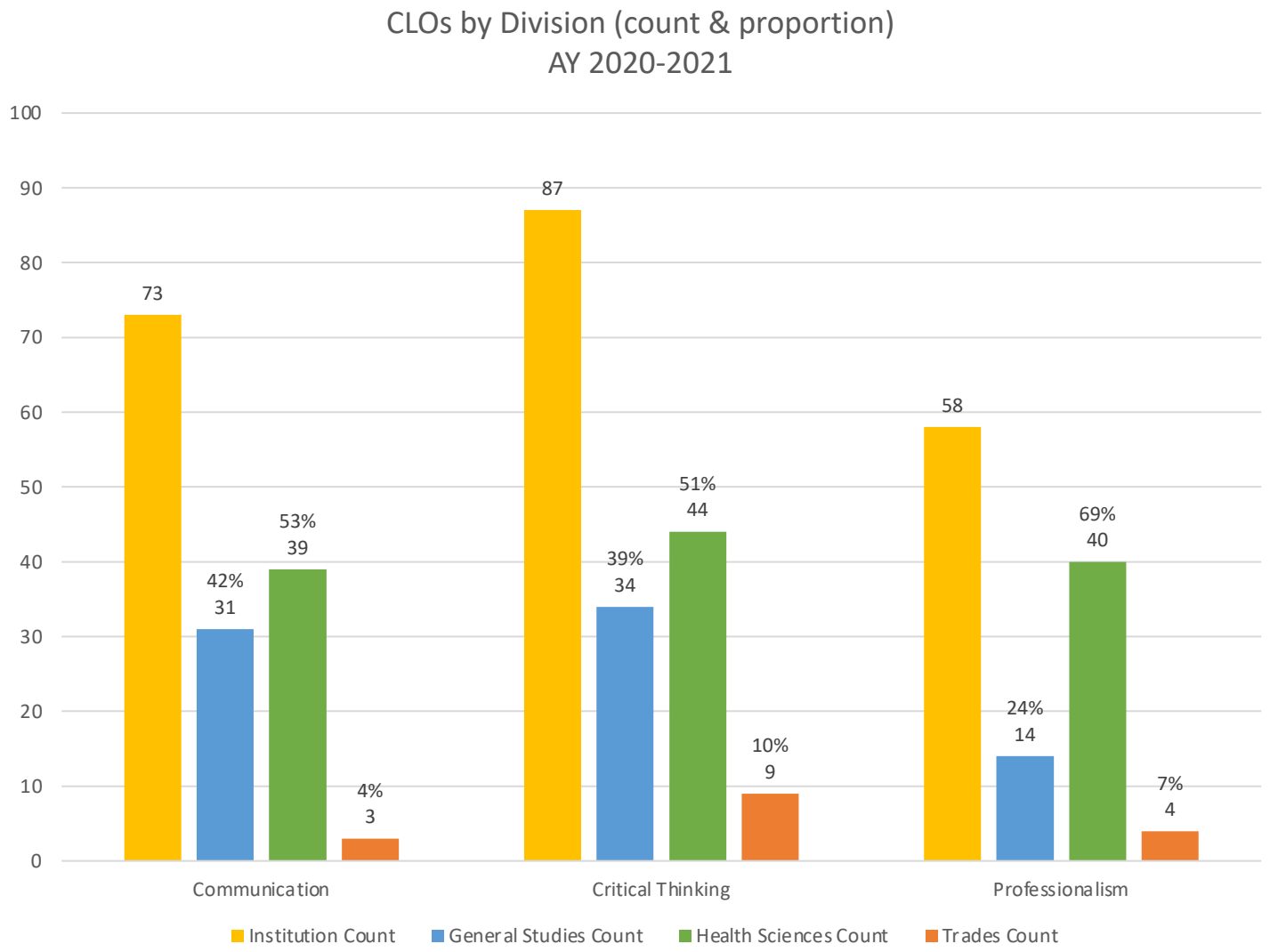
- Critical Thinking most widely reported CLO: 40% of courses
- Communication second most widely reported: 33% of courses
- Professionalism least reported CLO: 27% of courses



CLO Assessment

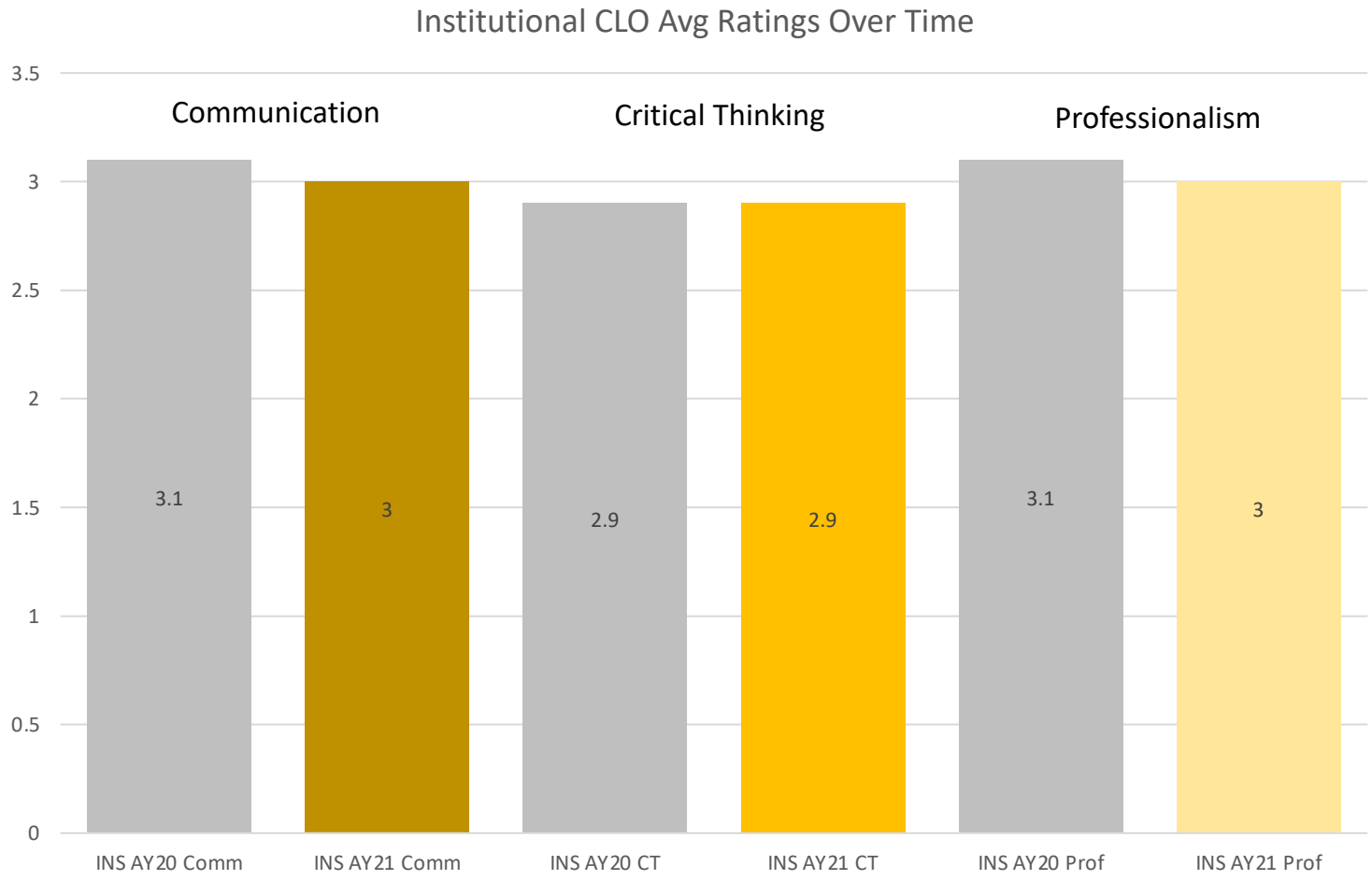
By division—reported by program in future

- Gen Studies
  1. Communication
  2. Critical Thinking
  3. Professionalism
- Health Sciences
  1. Critical Thinking
  2. Professionalism
  3. Communication
- Trades
  1. Critical Thinking
  2. Professionalism
  3. Communication



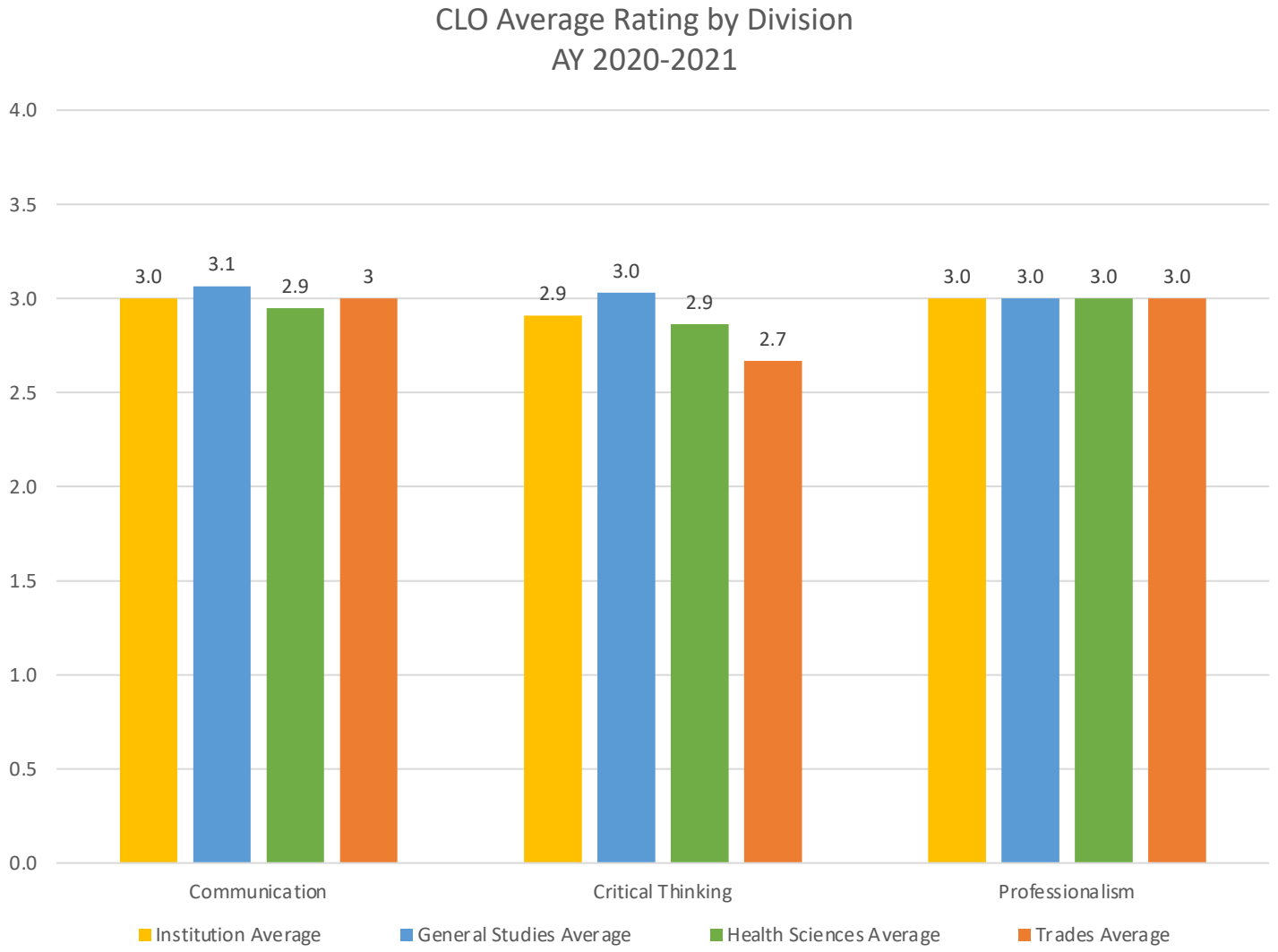
CLO Ratings Over Time

- No significant changes between AY20 and AY21 for Communication & Critical Thinking
- All 3 divisions reported Professionalism in AY21
  - Only Health Sciences reported in AY20



CLO Assessment

- Communication institutional: 3
  - GS: 3.1
  - HS: 2.9
  - T: 3
- Critical Thinking institutional: 2.9
  - GS: 3
  - HS: 2.9
  - T: 2.7
- Professionalism institutional: 3
  - GS: 3
  - HS: 3
  - T: 3



1) did not meet, 2) approaching, 3) met, 4) exceeded)

CLO Assessment Methods: Communication

Communication

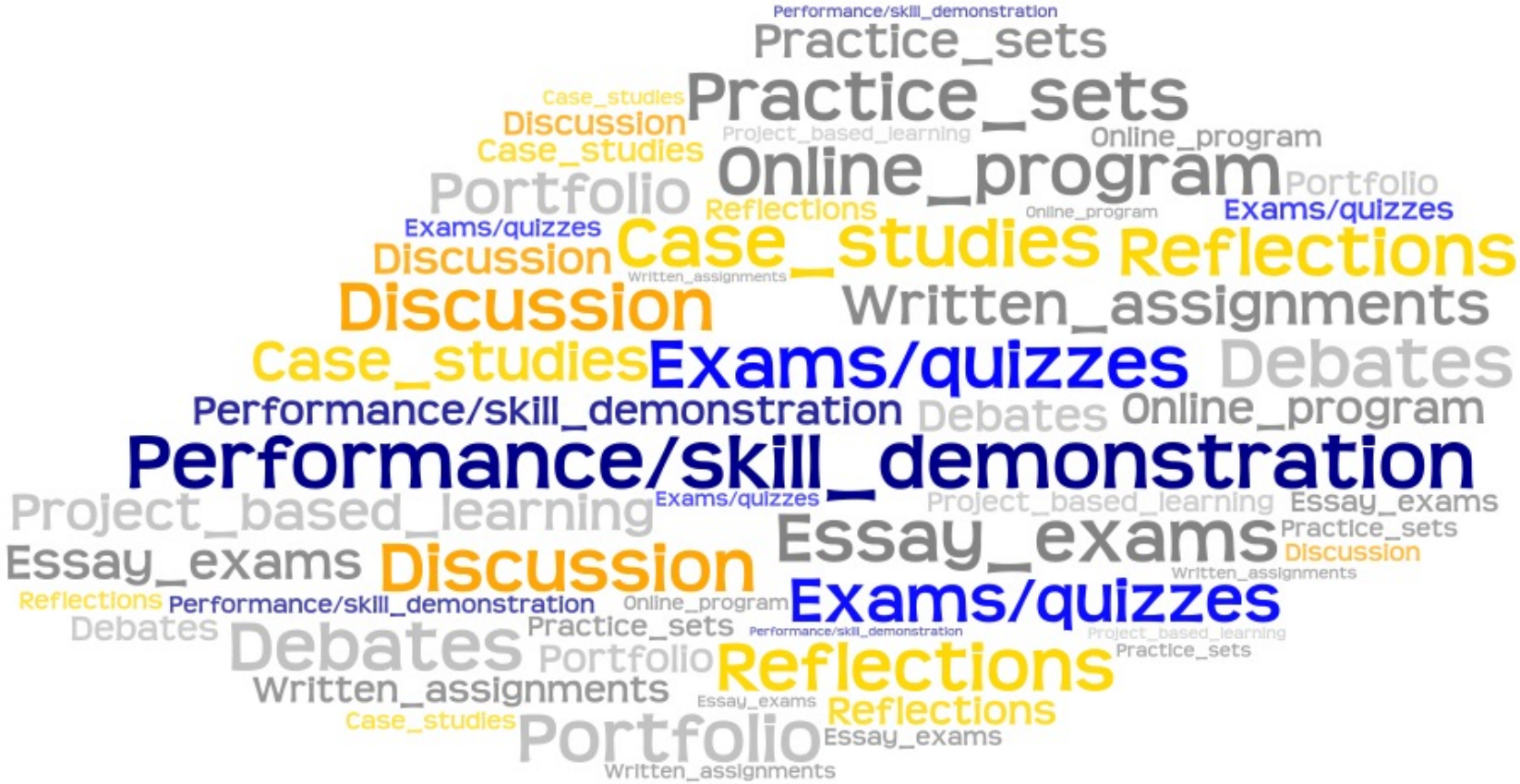
Strengths

- 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

Concerns

- 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

CLO Assessment Methods: Critical Thinking



Critical Thinking

Strengths

- 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)

Concerns

- 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)

CLO Assessment Methods: Professionalism

Professionalism

Strengths

- 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

Concerns

- 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

CLO Planned Changes

Communication	Critical Thinking	Professionalism
• 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	• 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	• 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

Effective Instructional Practices & Impact

EPORTFOLIOS
- Deeper understanding
- Instructor/student collaboration

CAPSTONE COURSES/PROJECTS
- Apply concepts in different contexts

GROUP WORK/COLLABORATIVE ACTIVITIES
- Engaged & motivated
- Exposure to different perspectives
- Social learning

CASE STUDIES, LAB EXERCISES
- Learned collaboration & accountability
- Improved understanding of critical concepts

RESEARCH PROJECTS
- Gain confidence in research skills
- Real-world application of content
- Exposure to scholarly sources

SELF-ASSESSMENT
- Implementing feedback=better grades

WRITTEN ASSIGNMENTS
- Analysis & critique skills
- Understand and apply concepts

SCENARIOS/ROLE PLAYING
- Positive student feedback

DIVERSITY/GLOBAL LEARNING
- Thinking outside comfort zone
- Exposure to multiple perspectives

SERVICE/COMMUNITY LEARNING
- Improved understanding of communication with community
- Give back

TECHNOLOGY-ENHANCED LEARNING
- Improved participation

INTERNSHIPS
- Full-circle completion of instruction and clinicals
- Gained work experience & real-life problem solving

Prog/Dept Changes Leading to Improvement

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

Redesigning assignments using the TILT framework led to better outcomes on assignments because the assignments are now broken down with step-by-step instructions and the purpose of the assignment as well as what students will learn is clearly indicated.

Faculty have started thinking about what they do in the classroom that directly impacts student learning in ways that may be measured. Changes in graded assignments and thoughtful attempts to connect to the variety of outcomes has resulted in better planning and structure within the classroom.

Progress on AY20 Recommendations

Recommendation 1: Encourage faculty participation and improve perception of assessment

Strong participation rate, including FT & PT

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 this spring.

Recommendation 3: Standardize HIP integration

Shifted emphasis to identifying effective instructional practices and their impact on student success.

Plans 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.

Continued work on using assessment data to improve instructional programs, support continuous improvement, and allocate resources.

Recommendations

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 eval tools
Recommendation 3: Develop feedback and follow-up process	Feedback process for dept/prog reports 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