Assessment

Why and How

Objectives

By the end of this session, you will be able to:

- Explain the purpose of assessment at various levels (section/classroom > course > program > division> institution > accreditation).
- Explain the Common Course Numbering (CCN) process and how to realign courses with the CCN outcomes.
- Distinguish between measurable and non-measurable outcomes.
- Develop ideas for formative and summative assessment.
- Develop a plan for assessment, data collection (qualitative and quantitative), and documentation.
- Interpret what step of the assessment process you are at and articulate what steps need to be completed by a specified date.

Background Information

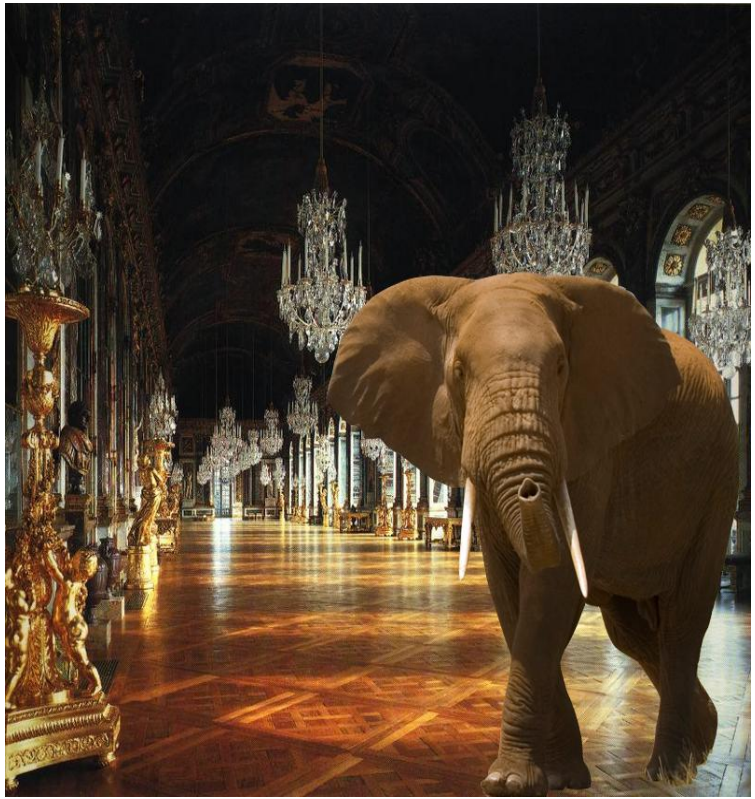
Let’s acknowledge...

Assessment is a natural, scholarly act in teaching. We’re already doing it!

It is also a national reform movement: examine what **students** have learned vs what **institutions** say they have done that may have resulted in learning.

A mandate imposed by the Federal Government and, by extension, accreditors.

In many cases, accountability and public disclosure have been conflated with assessment.



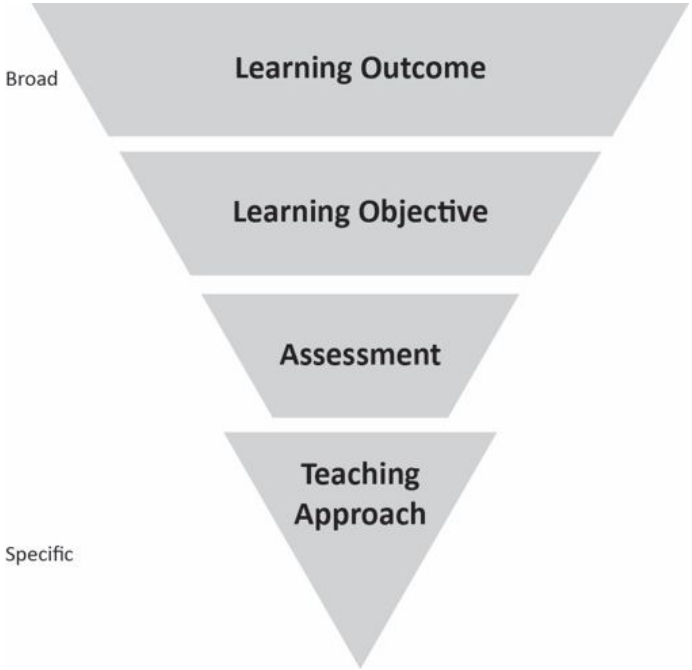
Terminology

Learning Outcomes: Express a benefit or "value added" that a student can demonstrate upon completion of an academic program or course.

- Upon completion of this course the student will have reliably demonstrated the ability to use the conventions of grammar when creating paragraphs.

Learning Objectives: Describe specific, discrete units of knowledge and skill can be accomplished within a short timeframe

- Given a paragraph of ten sentences, the student will be able to identify ten rules of grammar that are used in its construction.



What is assessment?

Definition: “[T]he systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning” (Walvoord, 2010, p. 2).

The ongoing process of:

- Establishing measurable expected outcomes of student learning
- Ensuring sufficient opportunities to achieve those outcomes
- Gathering, analyzing, interpreting evidence to determine how well student learning matches our expectations
- Using the resulting information to understand and improve student learning (Suskie, 2009)

For example

1. Faculty set a goal that students will be able to cite sources using MLA format
2. Students learn about citing sources and are assigned a learning task (paper)
3. Departmental rubric used to assess learning task; one criterion focuses on citing sources
4. Faculty use the rubric to assess student learning
5. “Students’ papers showed that, as a group, they’re not understanding how to cite sources using MLA format. Maybe we could do ___ next time.”
6. Implementing the change and then reflecting on its effectiveness is “closing the loop.”

**Documentation is essential!

Assessment vs Grading

Grades focus on the performance of individual students

Assessment focuses on groups of students and how effectively everyone is helping them learn

Grades alone are not sufficient evidence for student learning assessment

- May include behaviors (e.g. attendance, participation) that are not related to learning goals

Grades can serve as indirect evidence of student learning if assignments/tests are linked to learning goals

Assessment vs Evaluation

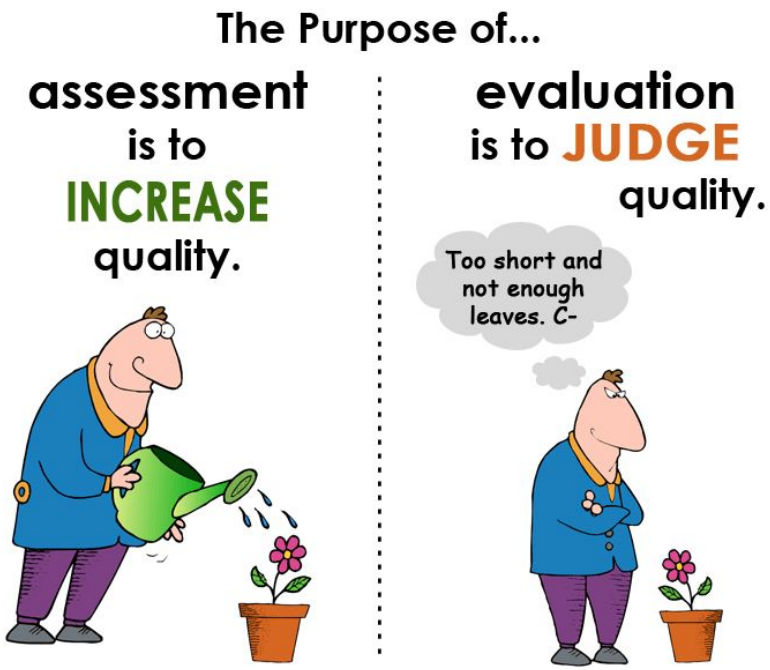
Often used (incorrectly) interchangeably: purpose and process matter

Assessment focuses on student learning

- Formative = measurement for the purpose of improving it.
- Summative assessment = type of “evaluation.”
- Evaluation at the end of outcomes assessment = determining why areas are weak and what might be done to strengthen them

Evaluation focuses on passing judgment as part of an administrative process

- Judging and determining “value,” by comparison to similar things, or to a standard.
    - Program review



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 to facilitate and improve student success
- Demonstrate our assessment and improvement process to stakeholders

Types of assessment

Instructional:

Formative: diagnostic, feedback-oriented, drives instruction, low-stakes

Summative: evaluative, standards-oriented, high-stakes

Measures:

Direct: Gathering information by looking at actual student work--assignments, capstone projects, exhibits, performances

Indirect: Gathering information through means other than student work--surveys, exit interviews, focus groups

3 Steps of Assessment

1. **Goals**: What do we want students to be able to do after completing their learning experience? (outcomes/objectives)
2. **Information**: How well are students achieving these goals and what factors influence their learning? (measures/evidence)
   a. Curriculum mapping: not assessment, but shows where goals are being met and how they align programmatically and institutionally
3. **Action**: How can we use the information to improve student learning? (“closing the loop”)

Walvoord, 2010

Common Course Numbering

What is it?

How does it affect me and my courses?

Finding CCN information on the MUS site

- Blue = FLOC'd
- Black = Not FLOC'd
- Our column

WRIT 101 College Writing I																
WRIT 104 Workplace Communications																
WRIT 107 Technical Writing for Engineers																
WRIT 108 Elementary Technical Writing																
WRIT 121 Intro to Technical Writing																
WRIT 122 Introduction to Business Writing																
WRIT 201 College Writing II																

Evaluating Course Outcomes

Can it be measured? Is learning demonstrated?

Measurable outcomes have the following traits:

1. Key Phrase: A variation of "TSW" (The student will).
2. What the student will be able to **do:** An action verb and a description of that action. The more specific the verb, the better the outcome.
3. Result/trait/product

**Bonus: Statements about standards: At what level or to what criteria must the student perform?

Non-measurable outcomes are missing some or all of the first three traits

*If your course has been FLOC'd, best practice is to use the CCN outcomes

GFCMSU Assessment Process & Procedures

What do we assess?

Classroom

Course

Program

CLOs

Assessment at various levels

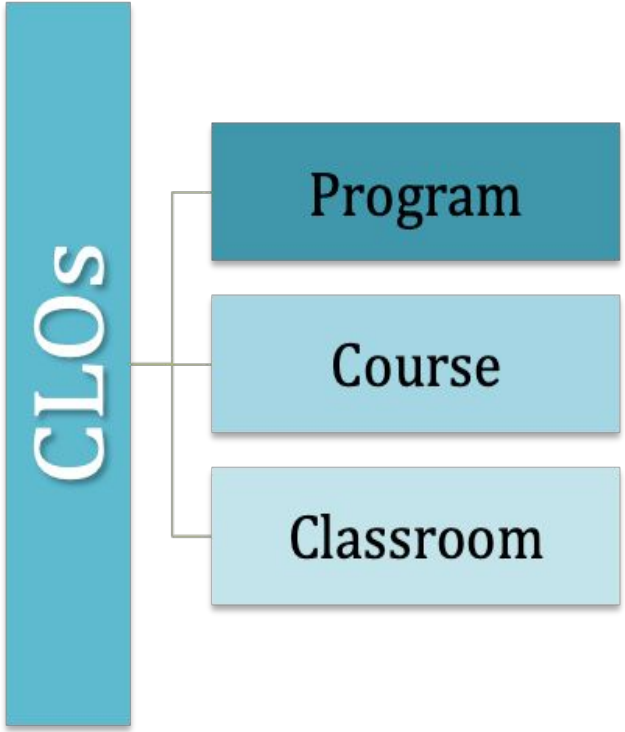
Institution: College Learning Outcomes

***Division**: General Studies, Health Sciences, Trades

Program: Gen Ed Core, AA, AS, AAS, HS programs, Trades programs

Course: departmental (WRIT 101)

Classroom: single classroom, instructor-led (WRIT 101-01)



Situating ourselves as an institution

- All courses will have a completed curriculum map that serves as the master document for that course
- All sections will adhere to the course outcomes and common course outline
- Instructors meet the course learning outcomes with assessment tasks that they deem appropriate. Outcomes must be consistent across sections, but assessment tasks may be individualized
- 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 CLOs by the time they leave GFCMSU
- Student learning can be assessed on a rotating schedule—everything does not have to be assessed annually

Collecting Data

Data is collected in a variety of ways

- Report data primarily through online forms
- Keep copies of student work samples for future use/analysis
  - Capstone projects/papers: “What are students’ strengths and weaknesses at the end of our program?”
  - Pre/post examples: “What is the ‘value added’ for students in our program of study?”
  - Portfolios: “How do students develop?” or “How well can students exhibit particular skills in a variety of settings?”

For accreditation reports, we need to show a mix of direct and indirect assessment

Walvoord, 2010

Collecting Data: Examples of Direct Assessments

- standardized exams (nationally normed, proficiency, licensing, etc.)
- specific embedded test questions (that are aligned to specific learning goals)
  - multiple choice questions
  - short answer questions
  - essay questions
- portfolios (graded with a rubric)
- writing assignments may test multiple learning outcomes but each learning outcome should be assessed independently (graded with a rubric)
- lab reports (graded with a rubric)
- checklists of requisite skills
- minute papers or muddiest point exercises
- pre- and/or post-testing – ask specific test questions at the beginning and end of the term (or before and after you teach a specific topic)
- oral presentations (graded with a rubric)
- group projects (graded with a rubric)
- performances (musical, theater, etc.)
- posters
- capstone experiences
- oral defenses or exams

Collecting Data: Examples of Indirect Assessments

- surveys (of current students, alumni, etc.)
- exit interviews
- focus groups
- journaling (reflective, or other types)
- interviews
- alumni database
- library usage

Classroom Assessment

Section-level

What

Why

How

Classroom assessment

What: Instructor/section level

Why:

- Individual faculty can monitor student learning in their own classes and make adjustments as needed
- Opportunity for conversations with Division Directors and department

How:

- Report through faculty self-evaluation and reflection form at the end of each 16 week term (replaces LOAF/Phase IV)--due when grades are due
- One form can be used for multiple courses (aggregate section data)--room for up to 4 courses

Classroom Assessment Data

Data collected (per course):

- Course information
- Number of students completing the course (how many received a final grade)
- What percentage of students achieved all of the course learning outcomes?
- Overall, what went well in this course this semester?
- Overall, what might you want to change/improve in this course for future semesters?
- What is your plan to implement these changes or improvements?
- Final thoughts: Please share any additional notes or comments.

Course-level assessment

Overview

Common Course Outline

Assessment rotation

Making a plan

Choosing outcomes

Setting benchmarks

Gathering data

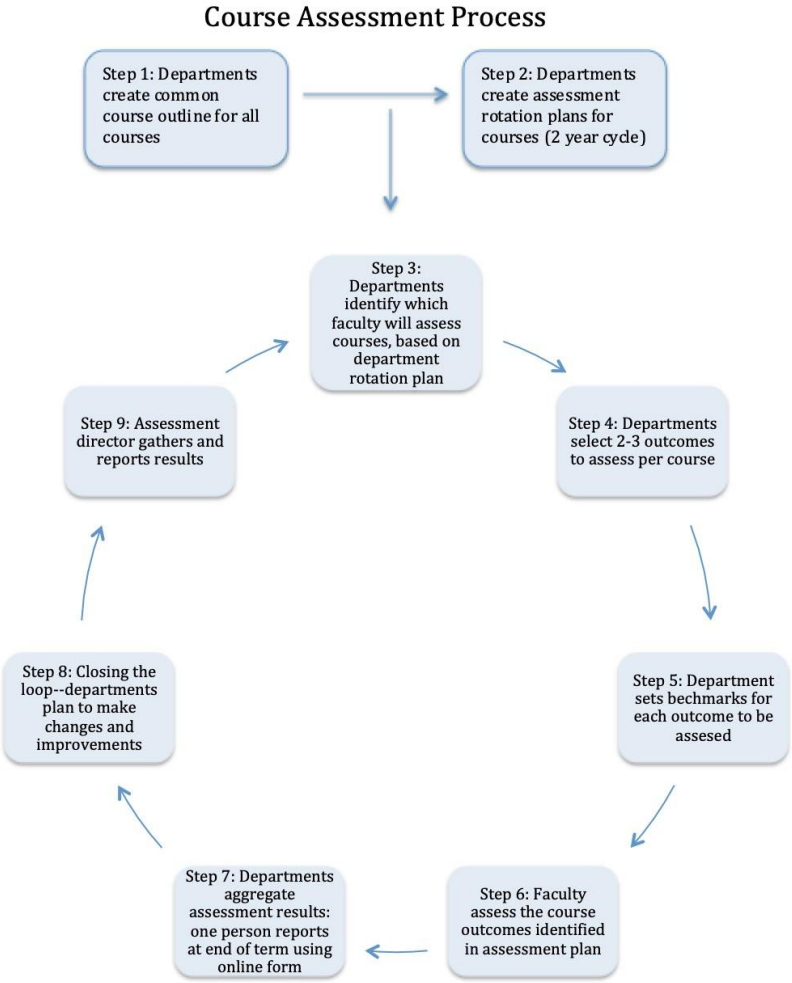
Reporting data

Purpose of Course-level Assessment

- 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-level assessment overview

1. Common course outlines and outcomes maps for all courses in the department.
2. Establish 2-year course assessment rotation.
3. Make assessment plan--optional course assessment planning form
4. Select 2-3 course outcomes to assess.
5. Set benchmarks for each outcome assessed. Common assessments not required.
6. Assess the course.
7. Aggregate & report assessment results.
8. Close the loop.



Common Course Outlines & Curriculum Maps

Purpose of the form: why this instead of a syllabus?

- Serves as ‘master document’ for the course
- Not individualized--collaboration within department
- Focuses on learning outcomes and alignment at the course level, not on individual instructor grading and policies at the classroom level
- Inward and outward facing: faculty, departments, institution, and outside stakeholders

Review the form

Common Course Outline

Course Number: STAT 216

Course Title: Introduction to Statistics

Catalog Description: This course presents concepts, principles and methods of statistics from two perspectives: descriptive and inferential. Statistical topics include organizing data, sampling, measures of central tendency, probability, correlation, random variables, hypothesis testing, confidence intervals, and inference.

Topical Outline:

1) Demonstrate knowledge of Central Limit Theorem;
2) Given a population mean and standard deviation, be able to convert to a z score, obtain probabilities from the z-table;
3) Demonstrate knowledge and use of random variables, means and variances, sampling distributions;
4) Given sample mean, sample size, and sample variance, construct a test statistic for testing any other set value and a confidence interval;
5) Explain which degrees of freedom to use for a t-distribution test statistic when testing a hypothesis about a single mean;
6) Use the t table to find bounds on a p-value in a t-test, or to find the multiplier to use when building a CI for a mean;
7) Define a p-value;
8) Set up null and alternative hypotheses, given alpha and a p-value, decide what to do with the null hypothesis; After making the decision state a conclusion in terms of the problem;
9) Interpret a confidence interval. (i.e. How does a 95% confidence interval relate to a hypothesis test with alpha =.05?);
10) Explain and demonstrate common abuses of tests.
11) Investigate and explore linear regression and correlation.
12) Study randomness and probability including counting techniques, conditional probability, independent and dependent events, mutually exclusive and non-mutually exclusive events, etc.

Course Outcomes Map

Course Outcomes (***Indicate where your course outcomes come from, i.e., Montana University System, national organization, etc.***)	**Aligns with MUS FLOC'd Outcomes** (***Only complete if your course outcomes are not from the Montana University System Common Course Numbering rubric)***	**Aligns with the Following Program/ MUS Core Outcomes** (***Indicate either MUS Core or the program your course outcomes align to***)	**Aligns with Great Falls College MSU College Learning Outcomes** (***Indicate which CLO relates to your course outcomes—only use CLOs you are actually assessing. Not every course outcome has to connect to a CLO***)
Demonstrate knowledge of Central Limit Theorem	MUS	Think critically and independently about mathematical situations.	CLO 3
Given a population mean and standard deviation, be able to convert to a z score, obtain probabilities from the z-table	MUS	Reason analytically and quantitatively. Think critically and independently about mathematical situations. Understand the quantitative aspects of current events.	CLO 3

Health Sciences Common Course Outline

Course Number: NRSG 230

Course Title: Nursing Pharmacology

Catalog Description:

Course Outcomes Map

Course Content	Course Outcomes Alignment	Program Outcomes Alignment	Great Falls College MSU College Learning Outcomes Alignment (list only CLOs that will be assessed in the course)
Chapter #/ Content area	Identify the classification of major medications in terms of specific actions, and nursing implications.	Program outcome #2	CLO 3 CLO 4

Health Sciences courses may require a different version of the form

Aligning course outcomes with program outcomes

Alignment will vary depending on course type (Gen Ed vs programmatic)

Not every course outcome will align with a program outcome

All program outcomes should be addressed within a program, but not necessarily within a course--this is where curriculum mapping at different levels comes in

Programmatic accreditation requirements also affect alignment

Aligning course outcomes with CLOs

Only the CLO(s) that are *actually assessed* should be included on the map

All course outcomes should not and will not align with CLOs

Select the primary CLO that the course assesses--do you have, or could you create, an assignment or task that assesses a CLO?

Department assessment rotation

What

- Spreadsheet to create departmentally determined rotation of courses to assess--two-year rotation, or every time an infrequent course is taught.

Why

- Supports departmental assessment planning.
- Creates a timeline and rotation to determine department-wide course assessment.
- Supports institutional planning and assessment process.

How

- Departments should develop a rotation schedule that works logically for the number of courses offered and number of faculty involved.

Great Falls College MSU

Departmental Course Assessment Schedule

Department: English						
Department Chair/Program Director: Mandy Wright						
Date Plan Submitted: 3/22/18						
Course Number	**Course Name**	**Semesters Taught (F, S, Su)**	**Frequency taught (if not every semester, annually, on demand, etc.)**	**Semester and Year to be Assessed**	**Primary CLO Assessed in this Course (i.e., a CLO that would have a signature assignment)**	**Faculty Connected to Course**
WRIT 220	Business and Professional Writing	S	annually	S 20 (tent.)	CLO 1	staff
WRIT 201	College Writing II	S	on demand	S 20 (tent.)	CLO 1	staff
CRWR 240	Intro Creative Writing Wrkshp	F	annually	F 18	CLO 1	Ruggiero
WRIT 098	Accelerated Developmental Writing	F, S		F 18	CLO 1	Wright
WRIT 101	College Writing I	F, S, SU		F 18	CLO 1	rotates
WRIT 121	Intro to Technical Writing	F, S		F 19	CLO 1	Wright, staff
WRIT 122	Intro to Business Writing	F	annually	F 19	CLO 1	staff

Optional Planning Form

Use to facilitate and support departmental planning for course-level assessment.

Can be downloaded as a Word file from the assessment website

Does not need to be submitted--for department use only

- Who will assess the course?
- Which outcomes will be assessed? Choose 2-3
- How will the outcomes be assessed?
- Set performance targets or benchmarks for each outcome being assessed (e.g., 70% of all students completing the assignment will…)

Choosing outcomes to assess

Select 2-3 outcomes to assess

All faculty assessing the course should focus on the same outcomes

Assessment tools and methods can be individualized

How to decide?

- Low-hanging fruit?
- Difficult to measure/consistently less success?
- A mix of both?

Setting benchmarks

Each outcome being assessed should have a departmentally selected performance benchmark:

What:

- Comparative
- Data intended to be shared
- Intended to learn about what you can improve

How:

- Do you have some baseline data already?
- Do you have a sense of how students currently perform?
- Avoid setting benchmarks unreasonably high or too low.
- Recognize that, at this point institutionally, this is an information gathering process.

Gathering data

Each instructor participating in the course assessment should:

- Follow the assessment plan created by the department
- Record the number of students who participated in each assessment activity/assignment
- Record the number of students who met the performance benchmark for each assessment activity/assignment
- Reflect on what contributed to student success/lack of success
- Consider what changes or adjustments might need to be made in the future and how success will be determined
- Be ready to have a conversation with colleagues and share your results

Reporting data

Currently, one person should aggregate departmental data and report it using the Course Assessment Results form (on the assessment website)

- This may change once we have a database in place

- Names of all faculty involved in the assessment
- Number of course sections involved in assessment
- Total number of students enrolled in sections involved
- Outcome language (up to 3 outcomes can be included on the form)
- Assessment methods used for each outcome
- Performance target or benchmark for each outcome
- Total number of students across all sections who participated in the assessment for each outcome
- Total number of students (across all sections) who met the target or benchmark
- Assessment results reflection for each outcome: What contributed to student success and/or lack of success?
- Reflection and closing the loop:
  - What changes or adjustments to the course will be made?
  - How will you know if the changes or adjustments are successful?
  - What resources or assistance would be required to make the adjustments you have identified?
  - Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.
  - Share any additional information you wish to include.

CLO Assessment

Aligning courses with CLOs

Choosing signature assignments

Assessing

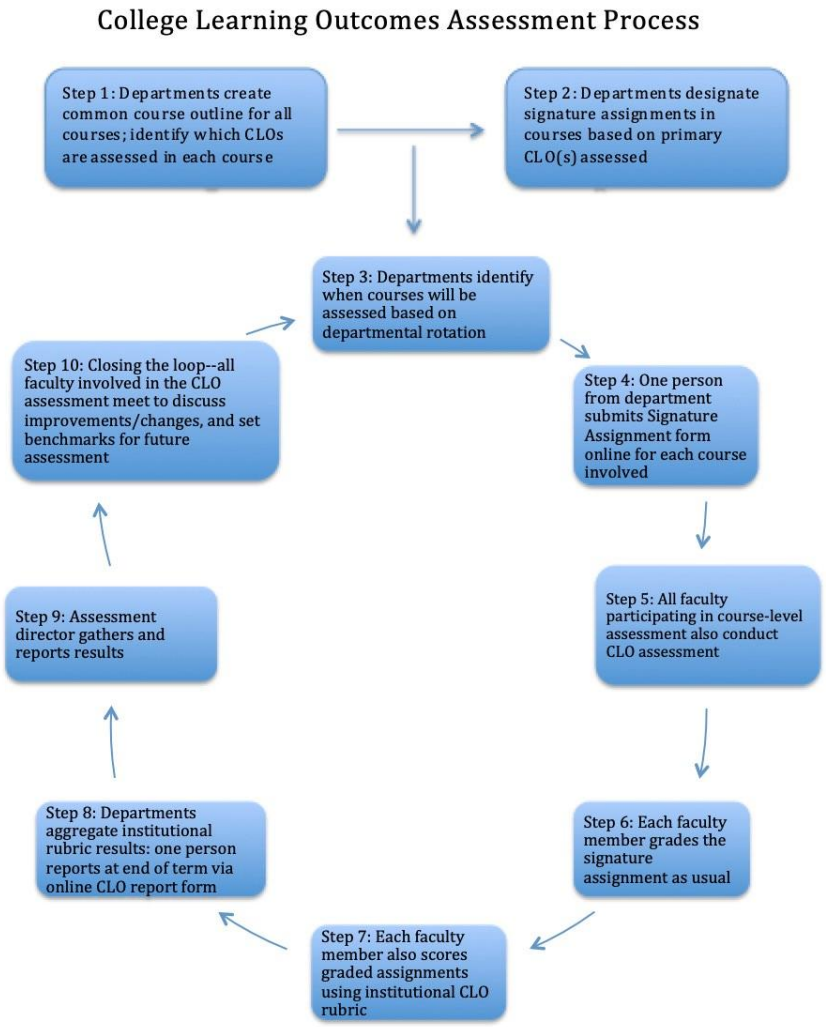
Reporting

Purpose of CLO Assessment

- 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
  - e.g., 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
- To align student learning with institutional mission fulfillment

CLO Assessment Overview

- Beginning in spring 2019, we will pilot CLO assessment using the AAC&U VALUE Rubrics.
    - Full implementation of CLO assessment will begin fall 2019.
- CLO assessment will follow departmental assessment rotation schedule
- Identify signature assignments
- Use institutional rubrics to assess
- Submit aggregated assessment results
- Meet to collaborate, discuss, make plans for improvement, set benchmarks



Aligning courses to College Learning Outcomes

- Determine which CLO(s) fit most logically with your course content overall
- Only align to CLO(s) that are or can actually be assessed in your course
- All CLOs will not be reflected in every course
- CLOs do not need to align with every course outcome

5 CLOs

CLO 1: Effective Communication

CLO 2: Technical Literacy

CLO 3: Critical Thinking/Quantitative Reasoning

- **proposal to split**

CLO 4: Workforce Readiness

CLO 5: Citizenship

Splitting CLO 3

- Clear divide between which courses map to the critical thinking piece and which map to quantitative reasoning.
- Difficult to have one comprehensive rubric for CLO 3 as it is currently written.
- Separating these two concepts will also better support the institution's strategic plan, making alignment with core themes and indicators more logical.

Proposed language

CLO 3: Critical Thinking

The ability to explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Assessment Criteria:

- Identify problems, formulate hypotheses, gather evidence, interpret and evaluate information appropriate to program-specific problems.
- Take a position while also recognizing the perspective of others, as well as one's own biases.
- Engage in reflection, creative thinking, and expression.

CLO 4: Quantitative Reasoning

The ability to comfortably use numerical data to examine hypotheses and test or solve problems in order to draw conclusions.

Assessment Criteria:

- Select and use theoretical models, quantitative techniques, information sources, and technology tools.
- Reason and solve quantitative problems from authentic contexts and everyday life situations.
- Understand and create arguments supported by quantitative evidence.

Selecting signature assignments

Do I have to create a new assignment? No!

May be individual or departmental assessments. Departments should select a common assignment or task across course sections whenever possible.

Signature assignments should occur later in the semester in order to best assess student learning.

Assessing signature assignments

Assessing vs grading

- Assignments should be graded as usual
- Will also be assessed using the the institutional rubrics

Institutional rubrics: we will pilot VALUE rubrics to see how they work and then revise for fall. Faculty who pilot the assessment will also give input on how to best incorporate CLO assessment with regular grading workflow

Reporting results

Data will be reported via online CLO Assessment Results form.

The goal is to gather information in order to make decisions to improve student learning. This process is not intended to be punitive.

We will meet in groups, based on CLO, in the fall to discuss plans and set benchmarks.

Report will include aggregated course results, including:

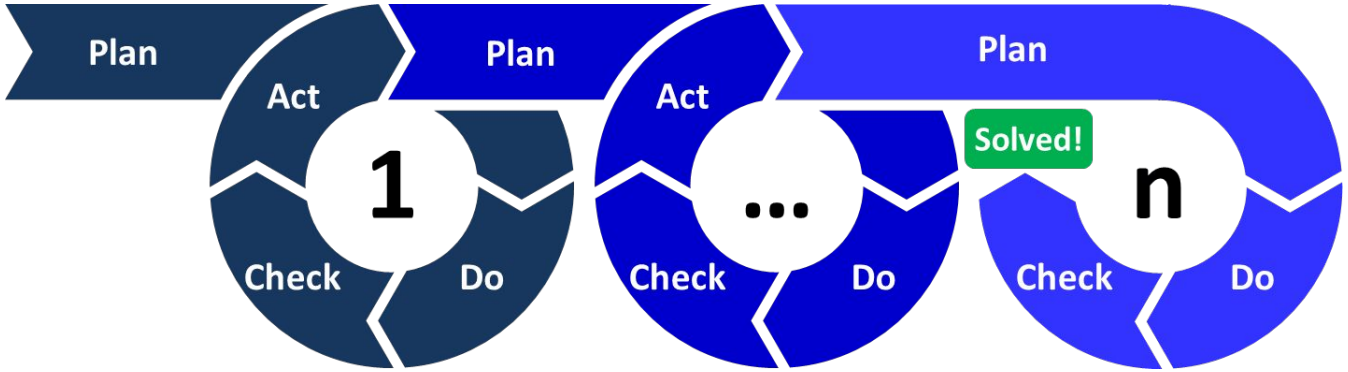
- CLO Assessed
- Number of course sections involved in the assessment
- Total # of students enrolled in all sections of course
- Total # of students who completed the scored assignment
- Rubric results for each level and criterion

Factors to consider moving forward

NILOA coach visit (March)

NWCCU standards revision

Assessment is an iterative process



Next steps

Work with your department to make a plan

- All courses need Common Course Outline completed by last day of spring classes (May 3)
- All depts/programs complete rotation form by last day of spring classes (May 3)
- All faculty complete self-eval in spring--due by May 7
- Volunteers needed to pilot CLO process in spring
    - VALUE Rubrics will be used to revise for fall
- Program assessment TBA--Mandy will work with program directors

References

Iowa State University. Center for Excellence in Learning and Teaching. http://www.celt.iastate.edu/teaching/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measureable-learning-objectives/

Suskie, L. (2009) Assessing student learning: A common sense guide. 2nd ed.

Walvoord, B. (2010) Assessment clear and simple. 2nd ed.

Subject: Assessment training follow up and video

Date: Friday, January 11, 2019 at 1:46:32 PM Mountain Standard Time

From: Mandy Wright

To: Distribution - Faculty All, Distribution - Adjuncts All

CC: Charla Merja, Heather Palermo, Heidi Pasek, Jeri Pullum, Joel Sims, Laura Wight, Leanne Frost, Russell Motschenbacher, Toni Quinn, Carli Cockrell

Attachments: Assessment Training Slides.pdf, common_course_outline_curriculum_map.docx, DepartmentAssessmentRotationSchedule.xlsx

Good afternoon,

As promised, I am following up on Monday's assessment training. Thank you to those who were able to attend. I know it was a lot of information and want to reiterate that I am happy to work with you one-on-one, as well as attend department and division meetings.

All instructions, links to forms (both downloadable and online fillable) are available on the **assessment website** at http://www.gfcmsu.edu/about/assessment/resources.html.

- Attached is a PDF of the **presentation slides**.
- Here is a link to the **video recording** of the presentation: https://gfcmsu.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=bd40b3c4-91ce-4898-9a1a-a9d10140af84 (thank you, Carli!).

Timeline for next steps:

- All courses need to have a completed **Common Course Outline & Curriculum Map** by last day of spring classes (May 3)—this form is **attached** and can also be downloaded from the assessment website. This form should be sent to me once completed.

- All depts/programs should complete the **Department Course Assessment Rotation** form by last day of spring classes (May 3)—this form is also **attached** and can also be downloaded from the assessment website. This form should be sent to me once completed.

- All faculty should complete the online **self-evaluation and reflection** in spring--due by May 7

- Volunteers are needed to pilot the **proposed CLO assessment process** this spring—please let me know if you are interested!

    - VALUE Rubrics will be used to revise for fall

- Program assessment TBA--Mandy will work with individually with program directors

More information will be forthcoming as we move on with this process. I am also working on creating a FAQ page for the website to address questions asked during the training.

If you have questions or need help, please let me know.

Thanks,

Mandy

Mandy Wright

English faculty/Department Chair
Director of Academic Assessment
Great Falls College MSU
406-268-3713
mandy.wright@gfcmsu.edu

Subject: All of the actual questions (some answered face-to-face, some answered by me typing in the Q/A)
Date: Monday, January 7, 2019 at 3:07:09 PM Mountain Standard Time
From: Carli Cockrell
To: Mandy Wright

Answer about signature assignments: The CLO rubrics aren't often used for "formal" grading, but yes can be placed in D2L. The CLO rubric does not need to be provided to the students. More info. soon.

Should every section of a specific course use the same CLOs?

Are we supposed to use course outcomes on the syllabus? If so, then how do we relate this to a COL?

How can you tell if your course is in alignment with the floc?

What happens when CCN outcomes comes into competition with accreditation outcomes for a particular class?

I am "required" by accreditation to develop specific course outcomes that meet my accreditation standards. These sometime CONFLICT with the CCN outcomes. Then what???

With everything contained in D2L for online, do we need to go back to find this information or can it be done by some sort of database search?

Are we going to get a link like when these are due like the final grades link to fill in grades at the end of semester?

Where do we find MUS Core Outcomes?

MUS Core Outcomes can be found in the catalog: http://catalog.gfcmsu.edu/academic-programs/montana-university-system-core/

Answer regarding link and calendar reminder: Yes, we can send calendar reminders with a link to the form.

We have Adjunct Instructors who teach specific courses in the program. Are they supposed to know how to complete this form?

Answer about D2L and database search: Carli will be making a tutorial on how to put rubrics in D2L and then use the stats on the rubric to help you with your form.

I am adjunct and teach one class that nobody else teaches---so I hear so far there are 3 forms I am to complete for this one class--Right?

What happens when we have to change program outcomes due to changes in accreditation standards? Do we need to complete a new Course Outcomes Map?

Answer regarding changes in accreditation standards: Yes, you will likely do another outline if that happens.

Answer for adjuncts that are the only person that teaches the course: Make sure to work w/ your prog./div chair. He/she should also help w/ this process. Initially, 3 forms, but then 1 each semester.

It would be beneficial to learn, for online courses, how we can tie in our course outcomes to our assessments/grading and how to do that with D2L....

Answer related to course outcomes and accreditation standards: I would encourage a conversation w/ Mandy/Dena. There is a process to follow & they can help. Mapping outcomes to accred. standards helps
Do students need to know about the signature assignment and the rubric associated with it? How easily can the institutional rubric be placed in D2L for us to complete?

Answer about how to find the FLOC outcomes: Please visit ccn.mus.edu/search to view the FLOC'd outcomes. Please inform

your program chair if there is a problem & he/she will work w/ Mandy.

If there are more than one section of one of the classes and taught by different instructors, how is the self evaluation completed? Does each instructor evaluation.

How will we get a copy of the filled out form? Does the online form get sent back to us?

I teach 5 classes each term so do I just skip one course each time?

AND how do you do indirect assessment ONLINE?

How do you get students to ANSWER the surveys, exit interviews, and focus groups????

Doesn't this all assume students are putting forth their best effort? How does student effort factor in to assessment?

When you speak about accreditation are you referring to the College's accreditation or to the accreditation standards of the programs? This IS different.

What is the best way to measure "attendance" in the online delivery of the program????

***Carli Cockrell**, M.Ed.T.*
Instructional Designer, Faculty Development Center
Adjunct Instructor, Instructional Technology and Multicultural Education
carli.cockrell@gfcmsu.edu
Phone: (406) 771-5148
Office: R279

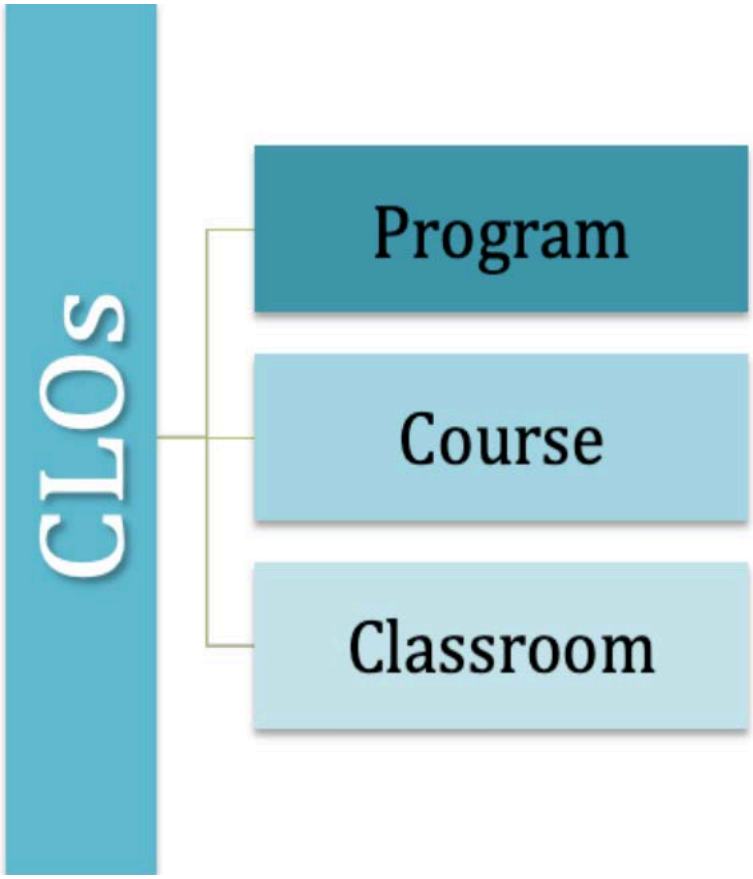
Schedule an appointment with me

*The mission of Great Falls College MSU is to **educate and inspire you.***

Great Falls College MSU
Institutional Assessment

What	Why	When
Common Course Outline and Curriculum Map	- Each course must have a completed form to serve as the "master" document for the course. - All sections of the course should adhere to the topical outline and outcomes listed on this document. - Assists with program and institutional curriculum alignment and mapping.	Should be reviewed and updated any time curriculum changes are made.
Faculty self-evaluation and reflection	- Support individual instructors in reflecting on student learning and "closing the loop." - Supports data requirements for accreditation. - Supports departmental conversations when planning course-level assessments.	Must be submitted at the end of each 16-week term.
Department Assessment Rotation	- Supports departmental assessment planning. - Creates a timeline and rotation to determine department-wide course assessment. - Supports institutional planning and assessment process.	Will be reviewed and updated as needed. All departments should have this form submitted.
Course Assessment Planning form	- Use to facilitate and support departmental planning for course-level assessment.	This form is optional and will not be collected for institutional assessment purposes
Course Assessment Results form	- Report aggregated departmental assessment results for course-level	Must be submitted at the end of the 16-week term during which courses have been

	assessment.	assessed.
CLO Signature Assignment form	- To support departmental and institutional planning for CLO assessment.	Submit at the beginning of the term during which the CLO will be assessed
Institutional Rubrics	- Used to assess signature assignments to support College Learning Outcomes assessment	Submit to designated faculty after signature assignment has been assessed
CLO Assessment Results form	- Report aggregated departmental signature assignment results for CLO assessment	Submit at end of term



Common Course Outline

Course Number:

Course Title:

Catalog Description:

Topical Outline (topics/chapters/concepts covered):

Course Outcomes Map

Course Outcomes (*Indicate here where your course outcomes come from, i.e., Montana University System, national organization, etc.*)	MUS FLOC Outcomes Alignment (*Only complete this column if your course outcomes are not from the Montana University System Common Course Numbering rubric*)	MUS Core/Program Outcomes Alignment (*Indicate here either MUS Core or the program your course outcomes align to*)	Great Falls College MSU College Learning Outcomes Alignment (list only CLOs that will be assessed in the course)

Health Sciences Common Course Outline

Course Number: NRSG 230

Course Title: Nursing Pharmacology

Catalog Description:

Course Outcomes Map

Course Content	Course Outcomes Alignment	Program Outcomes Alignment	Great Falls College MSU College Learning Outcomes Alignment (list only CLOs that will be assessed in the course)
Chapter #/ Content area	Identify the classification of major medications in terms of specific actions, and nursing implications.	Program outcome #2	CLO 3 CLO 4

Faculty Self-Evaluation and Reflection Questions

For each course you taught during the 16-week term, record:

1. Course information (course title, course number)
2. Number of students completing the course (how many received a final grade)
3. What percentage of students achieved all of the course learning outcomes?
4. Overall, what went well in this course this semester?
5. Overall, what might you want to change/improve in this course for future semesters?
6. What is your plan to implement these changes or improvements?
7. Final thoughts: Please share any additional notes or comments.

Great Falls College MSU

Departmental Course Assessment Schedule

Department:						
Department Chair/Program Director:						
Date Plan Submitted:						
Course Number	**Course Name**	**Semesters Taught (F, S, Su)**	**Frequency taught (each semester, annually, on demand, etc.)**	**Semester and Year to be Assessed**	**Primary CLO Assessed in this Course (i.e., a CLO that would have a signature assignment)**	**Faculty Connected to Course**

Form Updated 12/19/18

Course Assessment Planning Form

This form is intended for departments to use in planning course-level assessments. This form does not need to be submitted to the Director of Assessment; it is for department use only.

Course Number and Name:

Who will assess this course?

Who will report the department's results at the end of the term?

Choose a minimum of two or maximum of three course outcomes to assess this term. List each outcome below.

- How will you assess student learning for each of the outcomes listed? Please be specific.
- How will you know if you were successful in your efforts to teach this outcome? Share desired targets or benchmarks for each outcome listed.

Outcome 1:

Outcome 1 Assessment Method(s)—what faculty will do to assess student learning:

Outcome 1 Target or Benchmark: this should include number of students, i.e., 70% of students completing the assignment will…:

Outcome 2:

Outcome 2 Assessment Method(s)—what faculty will do to assess student learning:

Outcome 2 Target or Benchmark: this should include number of students, i.e., 70% of students completing the assignment will…:

Outcome 3:

Outcome 3 Assessment Method(s)—what faculty will do to assess student learning:

Outcome 3 Target or Benchmark: this should include number of students, i.e., 70% of students completing the assignment will…:

Course Assessment Results Questions

Departments should aggregate their results so one person can report for the department. The form can be found on the assessment website.

1. Course name and number
2. Names of all faculty involved in the assessment
3. Number of course sections involved in assessment
4. Total number of students enrolled in sections involved
5. Outcome language (up to 3 outcomes can be included on the form)
6. Assessment methods used for each outcome
7. Performance target or benchmark for each outcome
8. Total number of students across all sections who participated in the assessment for each outcome
9. Total number of students (across all sections) who met the target or benchmark
10. Assessment results reflection for each outcome: What contributed to student success and/or lack of success?
11. Reflection and closing the loop:
    - Based on your department's analysis of the results of this assessment, what changes or adjustments to the course will be made?
    - How will you know if the changes or adjustments are successful?
    - What resources or assistance would be required to make the adjustments you have identified?
    - Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.
    - Share any additional information you wish to include.

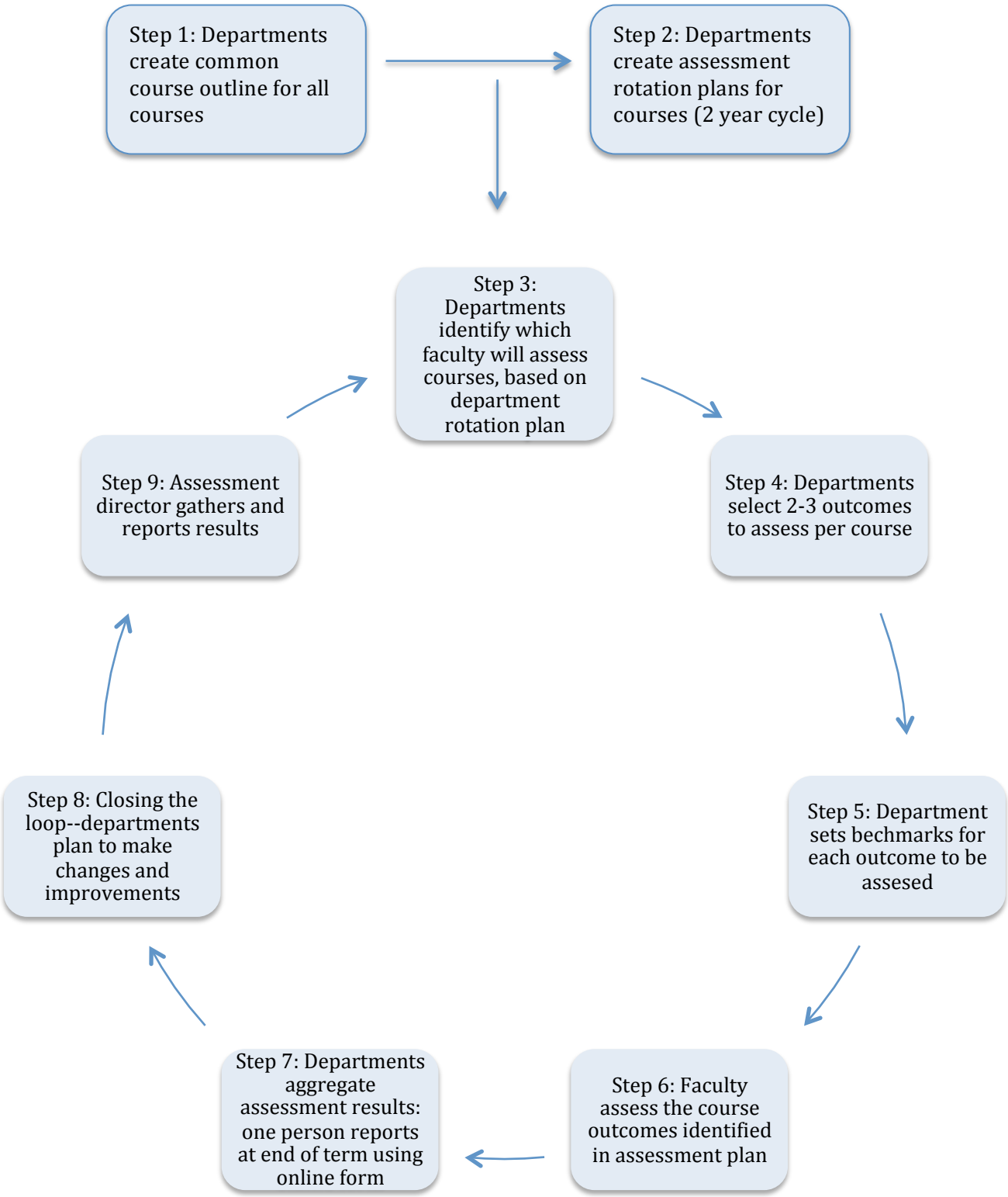
CLO Signature Assignment Form Questions

The form can be found on the assessment website.

This form allows the institution to track the types of assignments being used for CLO assessment and helps ensure all CLOs are being addressed throughout students' courses of study.

1. Department and Course Information
2. Choose the primary College Learning Outcome that applies to your course. Choose only one.
    - For the outcome you select, choose all assessment criteria that apply.
3. Overview of Assignment or Task
    - Briefly summarize the nature of your task or assignment. It is preferred that departments select a common assignment for CLO assessment. If faculty are using different assignments or tasks, please list all that will be used.
4. Signature assignments should be summative assessments of student learning. At what point in the term will this assignment be used?
    - mid-term
    - end of term
    - other
5. Share any additional information you wish to include.

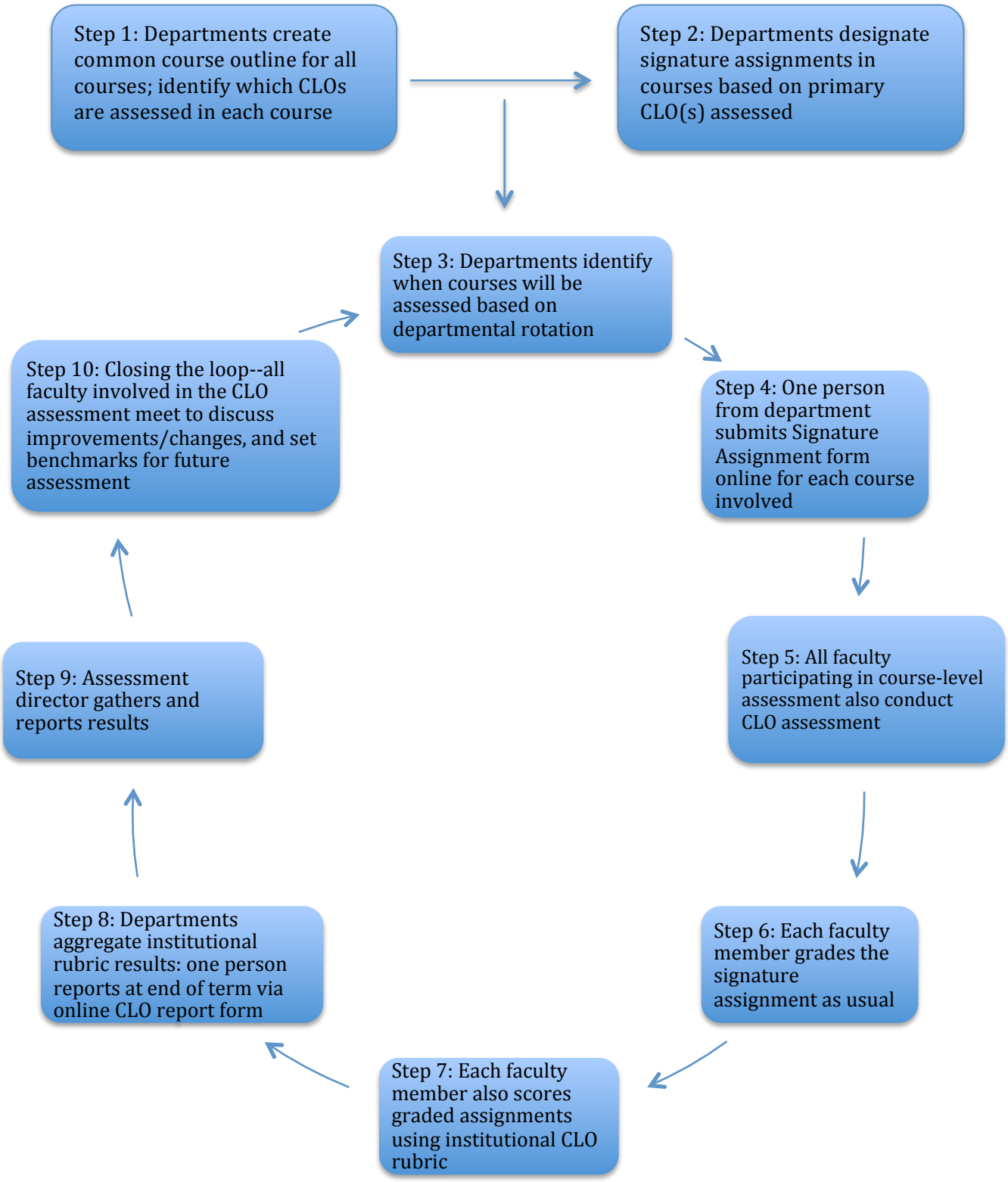
Course Assessment Process



Course assessment instructions for faculty

1. Departments create common course outlines and outcomes maps for all courses in the department. This serves as the “master” document for the course.
    a. All sections of the course should use the same outcomes and cover the same information
2. Departments establish course assessment rotation
    a. Courses are assessed on a two-year rotation
3. No later than the end of the first week of class during the term that the course will be assessed, departments should discuss who will assess the course. Ideally, all faculty teaching the course will be involved in the assessment; however, this is up to the discretion of the department chair.
4. For each course assessed, departments should select a minimum of 2 course outcomes, a maximum of 3, to assess during the term.
5. Participating faculty collaborate to set benchmarks for each outcome assessed.
    a. Common assessments for outcomes are not required, but all assessments must adhere to the agreed-upon benchmarks.
6. Assess the course. Each instructor should record the following information for their section(s):
    a. Total number of students enrolled.
    b. For each outcome, number of students who completed/participated in the assessment and the total number who were successful (i.e., passed or met the benchmark).
7. At the end of the term, one faculty member will complete the Course Assessment Results form, aggregating the results from all sections of the course. Assessment results must be reported no later than the day after grades are due.
8. As part of the assessment report, departments will reflect on their course results and make a plan to implement changes/improvements.
9. Assessment result data will be gathered and maintained by the Director of Assessment.

College Learning Outcomes Assessment Process



CLO Assessment Instructions

- CLO assessment will coincide with course-level assessment, based on department assessment rotations.
- Faculty will identify signature assignments in their courses
    - These may be individual or departmental assessments. Departments should select a common assignment or task across course sections whenever possible.
    - Signature assignments should occur later in the semester in order to best assess student learning.
    - One faculty member from the department should complete the CLO Signature Assignment form
- Faculty will use institutional 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 will grade the assignments as usual and <u>also</u> use the CLO rubric for a separate assessment.
- Departments 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.
    - One faculty member from the department should complete the CLO Results form
- 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 gather 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 will also set benchmarks for future assessment.