Subject: Seeking volunteers to pilot course reflection
Date: Tuesday, March 3, 2020 at 1:53:18 PM Mountain Standard Time
From: Mandy Wright
To: Distribution - Faculty All
Priority: High

Hi all,

I have been working on a revised assessment process to implement in the fall and I need your help.

Based on feedback from the assessment club, I have revised the faculty reflection document that we piloted last year. The assessment process hinges on this document, so I want to make sure it will provide the information needed without being overly complicated to complete.

I need a few volunteers to test the reflection document and give me feedback. If you're interested in volunteering, here's what I will ask you to do:

- Complete the reflection document on a course of your choice (ideally from Block A, but we can negotiate this)
- Complete a short survey sharing your experience and suggestions
- As needed, have a short conversation with me to answer some follow-up questions.

All reflections, surveys, and one-one-one conversations would need to be completed by April 3.

Please let me know by the end of this week (3/6) if you are willing to participate. I will send out the reflection forms with instructions the week after spring break.

Thanks for your help!

Mandy

Mandy Wright, MA, MEd
English Faculty
Director of Assessment & Faculty Development
Great Falls College MSU
(406) 268-3713
mandy.wright@gfcmsu.edu
My pronouns are she, her, and hers

Subject: Reflection pilot--form and instructions
Date: Thursday, March 5, 2020 at 2:29:51 PM Mountain Standard Time
From: Mandy Wright
Priority: High
Attachments: Draft Assessment Process 2_26_20.docx, Draft Faculty Reflection template.docx

Hi all,

Thanks again for volunteering to pilot the faculty reflection form!

I have attached the form for you to complete (Draft Faculty Reflection Template). Instructions are provided as comments in the document—you should be able to see the comment bubbles. If not, please let me know.

I have also attached the draft assessment process so that you can see the overall plan and context for how this document will work to support our program and institutional processes. You don't need to do anything with this, but I wanted to give you the background information in case you were interested.

If you would **please keep track of any ideas or recommendations** that come to mind as you complete the form, that would be great. I would love to hear them when we follow up after everyone has completed the form.

Please email your completed forms to me no later than March 27. I will then follow up with you with some feedback questions.

Mandy

Mandy Wright, MA, MEd
English Faculty
Director of Assessment & Faculty Development
Great Falls College MSU
(406) 268-3713
mandy.wright@gfcmsu.edu
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Student Learning Assessment
Faculty Reflection

Name:

Department/Program:

Semester & Year: e.g., Spring 2020

Please list the course(s) referenced in this reflection. You may reflect on more than one course on this document: e.g., WRIT 101

Based on your department or program outcome alignment, list the <u>program or Gen Ed</u> outcomes addressed in the course(s) referenced in this reflection.

This information should come from the outcomes chart on your syllabus or from a common course outline, if applicable

Please answer the following questions to reflect on your teaching experiences this semester, specifically in relation to student learning. Indicate whether any experiences are related to a specific course.

1. Overall, what went well in your course(s)? Explain.

2. Overall, what might have gone better in your course(s)? Explain.

3. Create a list of strengths and weaknesses you observed in student work in your course(s).

    a. Strengths:

    b. Weaknesses:

4. Based on the strengths and weaknesses identified in question 3, will you make any changes to your course in order to improve student learning?
    a. What changes will you make and how will you implement them?

    b. How will you know if they are successful?

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5. Did you implement any changes to your course based on student feedback from previous semesters? If so, what changes did you make? Did the changes accomplish what you had hoped for? Explain.

6. Based on student feedback (from anecdotal, instructor-created feedback forms, and/or course evaluations), student success rates in your course(s), or other indirect measures of student learning, do you plan to make any changes to your course(s) for the future?

    a. What changes will you make and how will you implement them?

    b. How will you know if they are successful?

7. Do you have any additional goals for improving student learning in this course?
    a. What information or data led you to make this decision?

    b. What changes will you make and how will you implement them?

    c. How will you know if they are successful?

College Learning Outcome Assessment
Not all courses will assess a CLO

1. Do you assess a College Learning Outcome in your course(s)? If so, which one?
    Communication
    Critical Thinking
    Professionalism
2. How do you assess the CLO referenced in item 1? What assessment tool do you use?

3. On a scale of 1-4, with 1 being the lowest, how well did students meet the CLO assessed in your course?
    4) Exceeded expectations
    3) Met expectations
    2) Approaching expectations
    1) Did not meet expectations
4. Please explain your rationale for the rating you gave in item 3 and provide a list of strengths and weaknesses observed in the student work used to assess the CLO.
    a. Rationale for rating

    b. Strengths

    c. Weaknesses

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5. What changes, if any, will you make to CLO assessment in the future?

6. How will you know if those changes are successful?

High Impact Practices
******Not all courses will include a HIP*

1. Please indicate which, if any, of the following High Impact Practices you have implemented in your course(s).
    - First-Year Seminars and Experiences
    - Common Intellectual Experiences
    - Learning Communities
    - Writing-Intensive Courses
    - Collaborative Assignments and Projects
    - Undergraduate Research
    - Diversity/Global Learning
    - ePortfolios
    - Service Learning/Community-Based Learning
    - Internships
    - Capstone Courses and Projects
2. Please share how you integrated the HIP in your course(s)—what did you do?

3. What impact did the HIP have on student success in your course(s)? How do you know?

4. Will you make any changes regarding HIPs in the future? If so, what will you do?

Closing the Loop:
Please share the results of any changes or improvements you indicated on your last reflection. How did it go?

Resource Needs
Please share any needs you have for continued support in assessing student learning.

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Draft Assessment Process

Tentative Timeline

Spring 2020

- Conduct focus group (with assessment committee) to pilot draft process
- Seek volunteers to pilot reflection and obtain feedback from them
- Full-time faculty to complete course reflections for one AY 2019-2020 course

Summer 2020

- Aggregate information from faculty reflections and create reports
- Draft curriculum maps for faculty review in August
- Create list of goals and recommendations for programs/depts based on assessment interviews (from December 2019)
- Develop August workshops based on identified needs from interviews and from reflections
- Develop HIPS framing language and rubrics
- Develop HIPS training
- Create instructional support videos
- Update website with program maps, schedules, common course outlines
- Develop classroom assessment "hot topics" videos and workshops
- Draft strategic plan/goals for project implementation and continuation

AY 2020-2021

- Implement new process
    - Training and workshops during August non-instructional days
- Work with individual programs to address needs identified in interviews (e.g., creating curriculum map)
- Gather information through complete round of process—all faculty reflect on courses, based on program plans
- Ongoing training and support
- Draft assessment handbook and support materials (e.g., glossary of terms, acronyms)
- Write assessment policy and procedure
- Update website with reports, program maps, schedules, common course outlines

AY 2021-2022

- Process fully implemented
- Ongoing training and support
- Evaluate process and make necessary changes
- TBD: Develop a rubric to offer feedback on assessment reports (Suskie, 2018, p. 134)
- Begin shifting emphasis to faculty & programs setting a goal or asking a research question to guide assessment

Course level

Assessment of student learning occurs at the course level. Results are used to examine attainment of program or Gen Ed Core outcomes, as well as College Learning Outcomes.

Purpose

- To support individual faculty in reflecting on teaching and learning in their courses
- To gather information for departmental/program assessment
- To gather information for CLO and HIPs assessment
- To learn more about faculty needs for continued support

Information needed

- Alignment between course & program outcomes and CLOs (can come from syllabi)
- Course assessment rotation as determined by department—this will help faculty determine when and which courses to reflect on
- List of strengths and weaknesses observed in student work overall (direct measure)
- Discussion of planned changes based on identified strengths and weaknesses in student work
- Discussion of changes made based on student feedback and their results.
- Summary of student feedback (from anecdotal, instructor-created feedback forms, and/or course evaluations), student success rates in course(s), or other indirect measures of student learning, and plan to address any identified concerns/needs (indirect measure)
- Identify any CLOs assessed and how they were assessed (what tool was used)
    - How well CLOs were met (scale of 1-4)
    - Discussion of rating (e.g., why a 3 out of 5)—strengths and weaknesses
    - Any changes to implement in future
- Identify any HIPs used
    - How they were met and any impact they had on student success
    - Any changes to implement in future
- Report back on results of changes made from previous semester or year
- Identify needs for resources or support

Data sources

- Indirect measures of student learning: student course evaluation reports, instructor-created feedback tools, anecdotal feedback, course success rates
- Classroom assignment results (based on rubrics or other assessment tools/criteria)
- Results of assignments used to assess CLOs
- HIPS evaluation tool (TBD)

Process & Expectations

- All sections of the same course should be using the same learning outcomes and show the same curricular alignment to program outcomes and CLOs.
- Faculty may choose to reflect at the end of each block or do it all at the end of the semester. They may also choose to aggregate sections of the same course or separate, whatever is most useful to them.

- Faculty will submit reports to Director of Assessment for aggregation of responses based on course and department or program. That is, all responses for WRIT 101 will be aggregated and all English department course responses will be compiled.

Program level

Program-level assessment is based on course-level results and information. This is determined through curriculum mapping to align program outcomes with courses and specific assessment tools. Program-level assessment should be based on what is already happening, focused on real programmatic challenges and goals, and support and improve student learning.

Purpose

- To help programs/departments and students.
- To articulate what students should be able to do when they complete a credential (degree or certificate), including the Core.
- To gather and use information about student learning to drive decisions that impact student learning.

Information Needed

- Curriculum maps showing alignment between program outcomes and courses, including assessment tools, CLOs, and HIPS
- Faculty reflections
- Changes made as a result of the previous year's assessment and their results
- Goal(s) for upcoming year and action items

Data Sources

- Course success data from IR
- Faculty reflections
- Any other data required by programmatic accreditation
- Program/department collaborative meeting

Process & Expectations

- Individual departments can decide whether they want to focus on all courses every year, or follow a rotation schedule to examine success in specific courses each year
- General Studies courses will map to the Gen Ed Core as their program. We will also create alignment between the Core and AA/AS program outcomes to make program assessment less complicated.
- Annually at beginning of fall semester, Director of Assessment will distribute previous year's assessment data to departments
    - Program curriculum map for review
    - Compiled, deidentified faculty reflections for each department/program (Including CLOs & HIPs)
    - Course success rates from IR (what range should be considered? Last 3 years?)—aggregated so instructors are not singled out
        - How to address areas like Cindy's where there are lots of different courses taught by adjuncts? E.g., aggregate all NASX classes? Will this give sufficient information?
- Departments/programs: Review program report with faculty during August assessment meeting

    - Review program map and outcomes and share any changes or concerns that need to be addressed
    - Reflect on changes made as a result of previous year's assessment and their results
    - Set goal(s) for upcoming year and outline action items
    - Share requests for support or resources
- Send plan to Director of Assessment by deadline (see template in Suskie, 2018, p. 136)
- Carry out plan and keep records of meetings, results, etc. to discuss at annual fall meeting

Institutional level

Purpose

- To examine how well students have achieved college-wide learning goals, regardless of program.

Information Needed

- Aggregated examples of how each CLO was assessed
- Aggregated ratings of how well each CLO was met (1-5 scale)
- Aggregated list of strengths and weaknesses

Data Sources

- Faculty reflections

Process and Expectations

- Director of Assessment will aggregate all CLO data from faculty reflections and distribute at fall campus-wide assessment meeting
- Departments/programs should review curriculum maps to ensure CLOs are addressed at key points throughout program
- Faculty will discuss assessment results from previous year, in program and inter-departmental groups
    - Programs/departments will select artifacts to share as examples of successful CLO assessment
- Faculty will collaboratively set goals and identify any changes to implement in future

Subject: Re: Reflection pilot--form and instructions
Date: Monday, March 30, 2020 at 9:56:49 PM Mountain Daylight Time
From: Mandy Wright
[redacted]

Hi [redacted]

Thanks so much for completing the form. I really appreciate it.

I have a few follow-up questions for you, if you don't mind. I may need to ask faculty to do some reporting this semester and I want to make sure what I'm asking isn't too much.

Here are my questions:

1. How long did it take you to complete the document?
2. Would it work to use one form for multiple courses or should faculty use a separate form for each course?
3. Is it better to use a Word document or should we create an online fillable form?
4. Do you have any other comments, ideas, or suggestions for improving the document?

I hope everything is going well for you in our current circumstances. Take care!

Mandy

Mandy Wright
English Faculty
Director of Assessment & Faculty Development
Great Falls College MSU
(406) 268-3713
mandy.wright@gfcmsu.edu
2100 16th Avenue South
Great Falls, MT 59405