Institutional Assessment of Student Learning
Annual Report
AY 2019-2020

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Executive Summary

In spite of challenges created by the COVID-19 pandemic, full-time faculty engaged in the new student learning assessment process at the end of the 2020 spring semester. Background information about the history of student learning assessment at GFC MSU is included in this report, as well as an overview of the new process, data summarizing faculty participation, results of College Learning Outcomes assessment, and results of High Impact Practices integration. Progress on relevant strategic goals and recommendations for future assessment practices are also included. Appendices demonstrating College Learning Outcomes curriculum mapping and High Impact Practices curriculum mapping are provided at the end of the report.

Assessment Process Overview

The revised institutional assessment process was piloted by a small group of faculty during the spring 2020 semester. Full-time faculty were then asked to reflect on one course taught during AY 2019-2020. The process supports individualized assessment plans developed by each academic program and department. Assessment data is collected via faculty course reflections submitted according to the schedule determined by each program or department. At the end of each academic year, assessment reflections will be aggregated into program reports. That data will be further aggregated to develop an institutional report.

Faculty Participation

82% of full-time faculty participated in the AY 2019-2020 student learning assessment process. 100% of full-time General Studies and Trades faculty submitted assessment reflections. 65% of full-time Health Sciences faculty submitted assessment reflections.

College Learning Outcomes Assessment

Faculty who assessed a College Learning Outcome in their course were asked to rate student attainment of the CLO on a scale of 1-4, with 1 being did not meet the expectations of the assessment, 2 indicating approaching expectations, 3 meeting expectations, and 4 exceeding expectations. The average institutional rating for Communication was 3.1. The average institutional rating for Critical Thinking was 2.9 and the average institutional rating for Professionalism was 3.1. Assessment methods for each CLO, as well as identified strengths and opportunities for improvement in student learning are detailed in the report, as well as faculty-identified planned changes to CLO assessment.

High Impact Practices Integration

Eight High Impact Practices (HIPs) were identified in this year's assessment. Faculty in the General Studies and Health Sciences divisions indicated that they had integrated HIPs, with Collaborative Assignments and Undergraduate Research as the most frequently reported. HIPs integration methods, observed impact on student success, and planned changes to HIPs integration are detailed in the report.

Recommendations

Based on the data collected, four recommendations are suggested. First, continue to encourage faculty participation and work to improve faculty perception of student learning assessment. Second, the assessment committee should work to develop recommendations and support for standardizing CLO assessment ratings. Third, a common understanding of HIPs and what it means to integrate them in courses should be developed through a common vocabulary

and criteria. Fourth, the campus should determine how to best use student learning assessment

data to drive decisions and continue to support student success.

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Background

In 2007, Great Falls College MSU began formally engaging in outcomes-based assessment. At that time, the college adopted the 8 Abilities as institutional learning outcomes. These outcomes were based on Alverno College's institutional learning outcomes. To track assessment in courses, the college's Outcomes Assessment Team (OAT) implemented a document called the Phase IV or Learning Outcomes Assessment Form. This document was used for more than a decade to track student learning assessment at the course level.

In 2016, the College Learning Outcomes Assessment Team (CLOAT) revised the institution's learning outcomes from the 8 Abilities to five College Learning Outcomes, based on feedback received from a Northwest Commission on Colleges and Universities accreditation evaluation. The goal was to develop college-wide learning outcomes that were better aligned with the institution's mission and purpose. CLOAT was also tasked with developing an institutional assessment process, but the group dissolved after completing the institutional learning outcomes revision. The five College Learning Outcomes were implemented during the fall 2016 semester.

In the spring of 2017, assessment leadership became centralized with one person, the Director of Assessment. A faculty member was appointed to this position as part of their workload. The Director of Assessment conducted listening sessions with faculty to learn more about faculty perceptions and needs regarding assessment. These conversations shaped the initial revisions and recommendations applied to the institutional assessment process. During the fall 2017 semester, the Director of Assessment conducted research on best practices for institutional assessment and began engaging the General Studies division in conversations to

pilot a revised assessment process. During this time, faculty in the General Studies division began piloting a new course-level assessment process. Included in this process were departmentally created assessment rotation plans. The first round of course-level assessment data was submitted at the end of the fall 2018 semester. This process included replacing the LOAF (Phase IV) form with the faculty reflection and self-evaluation form. Implementation of the revised assessment process and an identified need for training for all divisions postponed CLO assessment.

In January 2019, campus-wide training for the revised assessment process was held. This training was mandatory for full-time faculty and optional, but encouraged, for adjunct instructors. In March 2019, Dr. Natasha Jankowski, Director and Research Associate Professor, University of Illinois Urbana-Champaign, visited the college as a NILOA coach. Dr. Jankowski spent the day offering guidance and feedback on institutional improvement and the revised assessment process. CLO assessment was piloted in spring 2019. A small group of volunteer faculty from across campus tested VALUE rubrics to assess signature assignments in their courses. This pilot offered significant findings regarding the assessment process and the need to review and possibly revise the College Learning Outcomes.

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. In August 2019, faculty participated in campus workshops to discuss assessment, offer feedback and ideas regarding institutional learning outcomes, and to create a foundation for a meaningful, faculty-driven programmatic and institutional assessment process. One result of the workshops was the development of an ad

hoc assessment committee comprised of representatives from all three academic divisions. During the fall 2019 semester, the committee reviewed faculty feedback for further revision to the College Learning Outcomes and served as an advisory group to the Director of Assessment in creating and implementing an assessment process focused on program-level assessment. The committee worked to revise the College Learning Outcomes, following a collaborative process. Faculty input was solicited throughout the process via survey and informed the final results. The three revised College Learning Outcomes (CLOs) were accepted by the Curriculum Committee on November 15, 2019. The assessment committee also resolved to become a permanent standing committee.

In December 2019, the Director of Assessment (currently the Interim Director for Library Services, Assessment, and the Teaching and Learning Center) conducted one-on-one interviews with all department chairs and program directors regarding programmatic student learning assessment. These interviews informed the establishment of a revised assessment process, including individualized program-level goal setting, supporting continuous improvement. The revised assessment process was piloted by a small group of faculty representing all academic divisions in February 2020. After the pilot was completed, members of the assessment committee and pilot participants reviewed and offered feedback on the assessment process and reporting form, informing further revision. The original assessment plan would have required all programs and departments to establish individualized assessment plans during the spring 2020 semester, but complications and closures due to the COVID-19 pandemic prevented this from moving forward. Instead, all full-time faculty were asked to complete the revised reflection form for any course taught during AY 2019-2020 in order to establish

preliminary data. The results of the reflections were used to further inform the institutional assessment process and will be used to guide needed training.

What We've Learned

The past three years have resulted in significant change in the institution's student learning assessment processes. The greatest lesson learned is that the original and revised (2018-2019) assessment processes resulted in a "data rich/information poor" situation. Although our assessment processes have provided valuable information to individual faculty, they have been overly complicated and too narrowly focused on course level reporting without broader application to the program and institutional levels.

We have also learned that assessment needs to be faculty-driven and meaningful, as a compliance-driven approach garnered a lack of faculty engagement. Although change can be challenging, we are well-positioned to move forward with a stronger, more individualized approach that can help us create a culture of and development of a culture of "evidence and betterment" (Suskie, 2018).

Assessment Process Overview

The assessment process initiated at the end of the spring 2020 semester will be fully implemented during the 2020-2021 academic year. This process is based on course-level reflection, with several notable changes from the previous assessment models. Due to the unique nature of two-year college programming, a one-size-fits-all approach is not feasible. Establishing basic expectations that lead to individualized assessment plans became the most logical course of action, particularly based on recommendations from Walvoord (2010) to focus on identifying strengths and weaknesses in student attainment of learning outcomes rather than strictly quantitative measures, such as course pass rates. Further, because many programs must adhere to requirements from their own programmatic accrediting bodies, the goal was to avoid imposing a conflicting institutional assessment process.

The revised process (figure 1) hinges on departmental/programmatic assessment plans, including curriculum maps, schedules for course-level assessment reporting, and goals or planned changes where appropriate. Faculty will follow the schedule determined in their department/program's assessment plan, reporting on courses using the course reflection form. At the end of each academic year, the Director of Assessment will deidentify and aggregate course reflection data, drafting a programmatic or departmental assessment report indicating the program outcomes assessed, as well as observed strengths and opportunities for improvement in student learning. Course reflections also supply College Learning Outcome assessment data and information regarding High Impact Practice integration.

College Learning Outcome and High Impact Practice data will be aggregated into an annual institutional report, along with faculty participation statistics, future assessment recommendations, and progress on applicable strategic goals.

Departments/programs create & submit multi-year assessment plan.
Submit to Director of Assessment

Departments/programs carry out assessment, following plan.
Review assessment results & discuss changes needed in assessment/curricula—document discussion for report

Individual faculty submit course reflections, following department/program plan.

Director of Assessment aggregates faculty reflections in draft program report.

Departments review, finalize, & submit annual assessment report to Director of Assessment.

TBD: Assessment committee reviews selected reports and evaluates their effectiveness with rubric.

Director of Assessment creates annual campus report (including CLOs & HIPs) to share with CPBAC and other stakeholders.

Changes/updates made to institutional plans/processes.

Annual faculty fall gathering to discuss assessment results & make changes/update plans.

Figure 1: GFC MSU Student Learning Assessment Process

Faculty Participation

32 faculty members participated in the assessment process for AY 2019-2020, including 31 full-time faculty and 1 adjunct. 7 full-time faculty did not participate. This is compared to AY 2018-2019 participation where 36 full-time faculty and 20 adjunct faculty participated. For AY 2019-2020, adjunct faculty were not required to participate in assessment as schedule changes due to COVID-19 prevented training. Because adjunct faculty numbers vary between semesters and academic years, only full-time faculty participation is measured for the purposes of this report.

In AY 2019-2020, 82% of full-time faculty participated in the student learning assessment process versus 88% in AY 2018-2019 (figure 2). Faculty participating from General Studies increased from 94% to 100% for AY 2019-2020. Trades participation remained consistent at 100% between AY 2018-2019 and AY 2019-2020. Health Sciences participation decreased from 81% in AY 2018-2019 to 65% in AY 19-20.

Figure 2: Full-time faculty participation by percentage

College Learning Outcomes

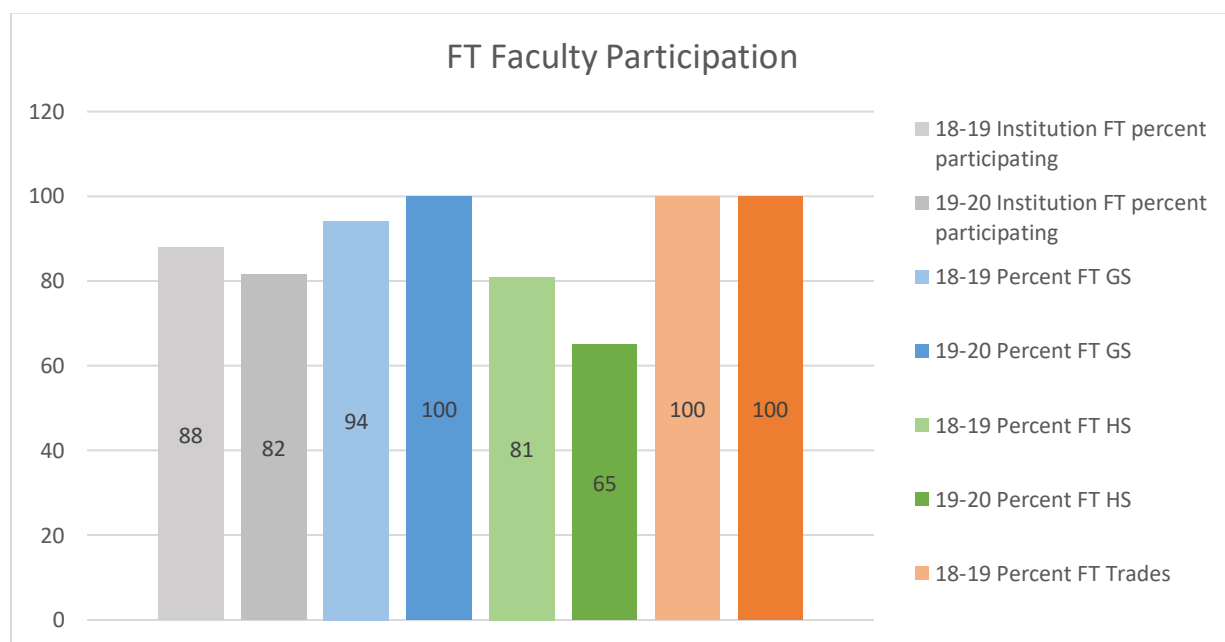Student attainment of the College Learning Outcomes (CLOs) is reported on the faculty reflection document. For courses that align to one or more CLOs, participating instructors were asked to rate on a scale of 1-4 how well students met the CLO assessed in the course. Faculty were also asked to describe how the CLO was assessed, provide a rationale for the rating, and indicate observed strengths and opportunities for improvement in student CLO attainment.

CLOs Assessed by Division

Because only full-time faculty were asked to participate in the AY 2019-2020 assessment cycle, CLO assessment for this year's report is reported based on division instead of program. In many areas, particularly in General Studies, there are several adjunct instructors who teach courses, so the current reported data only represent a portion of the faculty. In the future, if a sufficient number of faculty engage in assessment reporting, CLO results will be analyzed by program. Figure 3 indicates the number of CLOs reported by division.

In the General Studies Division, Communication and Critical Thinking were the two CLOs reported. 7 instructors assessed Communication in their courses, accounting for 47% of the Communication assessments. 10 instructors assessed Critical Thinking, accounting for 50% of that CLO's assessments.

In the Trades Division, 1 instructor assessed Communication, totaling 6% of the assessments in that category. 2 instructors assessed Critical Thinking, totaling 10% of the assessments in that category.

In the Health Sciences Division, all three CLOs were assessed. 7 instructors addressed Communication (47%), 8 instructors assessed Critical Thinking (40%), and 7 instructors assessed Professionalism (100%).

CLOs by Division (count)
AY 2019-2020
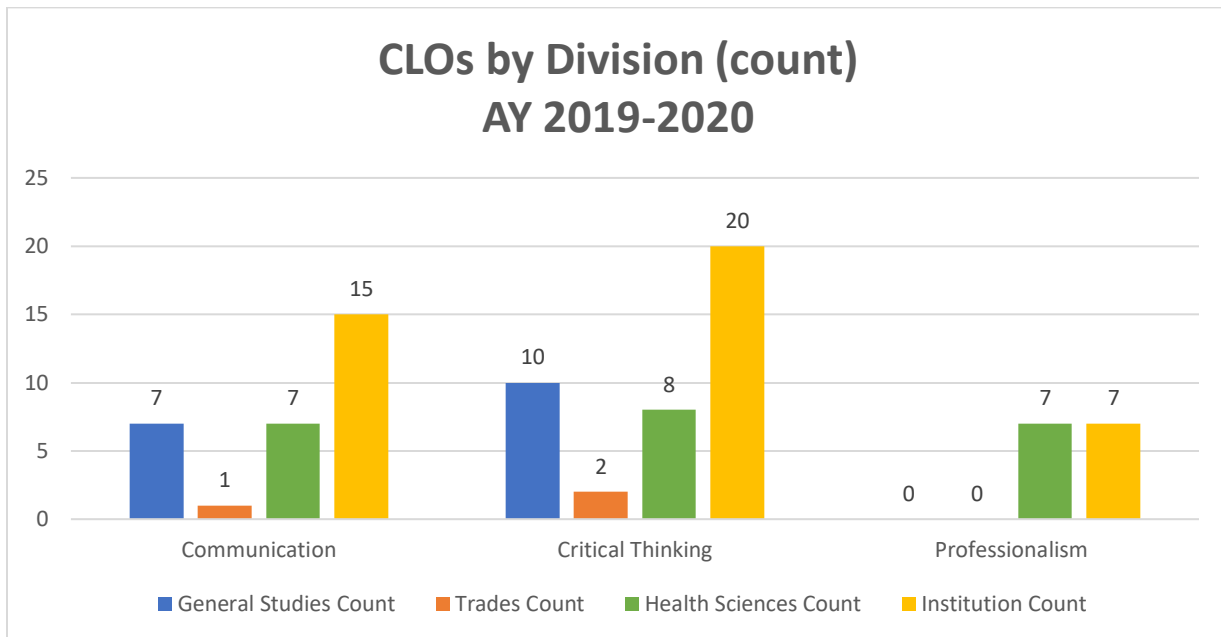
Figure 3: CLOs by division

Average CLO rating by Division

When reporting on student CLO attainment, faculty assigned a rating to the level of proficiency students displayed in CLO assessment. 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 student learning was approaching expectations, a 3 indicated that students met expectations, and a 4 indicated that students exceeded expectations. Figure 4 demonstrates a comparison between CLO ratings by division and institutionally.

In the General Studies Division, the average rating for Communication was 3, close to the institutional average of 3.1. The average rating for Critical Thinking was 2.8, slightly less than the institutional average of 2.9.

In the Trades Division, the average rating for Communication was 3.5, slightly higher than the institutional average of 3.1. The average rating for Critical Thinking was 3, slightly higher than the institutional average of 2.9.

In the Health Sciences Division, the average rating for Communication was 3.1, on par with the institutional average of 3.1. The Critical Thinking average rating was 2.9, the same as the institutional average of 2.9. Health Sciences was the only division to assess Professionalism. The average score for that CLO was 3.1, which also determined the institutional average.
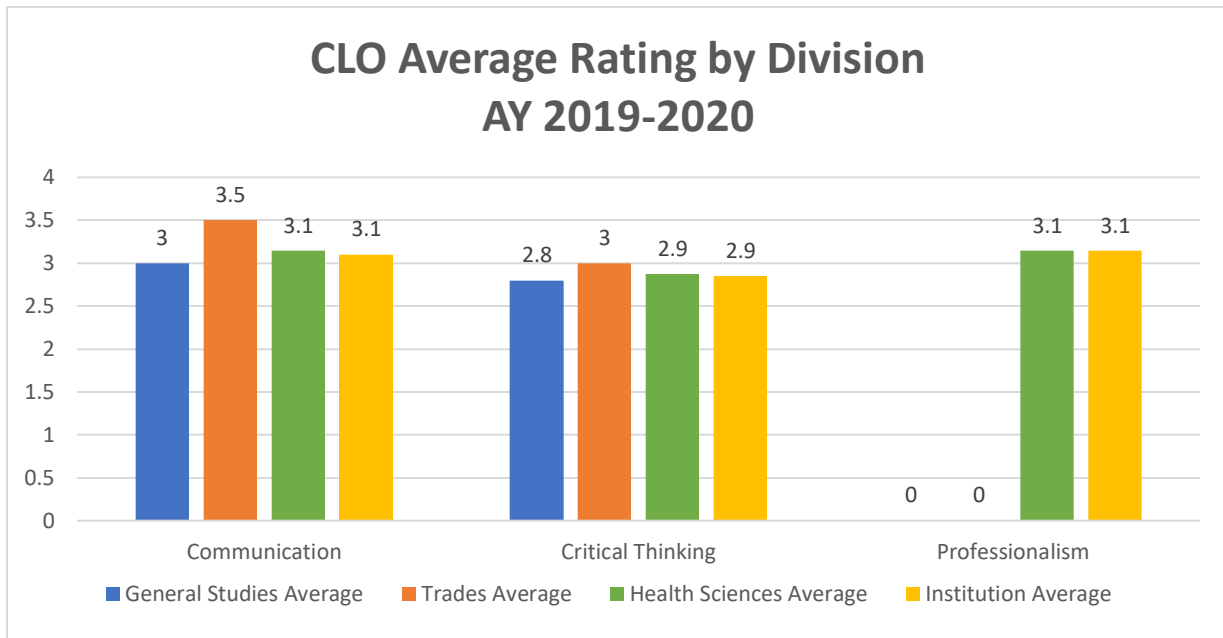
Figure 4: CLO rating by division

To support the ratings assigned to CLO attainment, faculty indicated strengths and opportunities for improvement in student learning. This data was aggregated into departmental and programmatic assessment reports. Aggregated data from the department/program reports was then coded, looking for common themes institutionally.

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
• Specific exam questions • Written assignments • Oral presentations • Discussions: written and oral • Group work activities	• Specific exam questions • Written assignments • Group projects • Lab reports • Cumulative final exam • Discussion assignments and rubric • Final project • Case studies • Real-world problem-solving activities • Practical exams	• Quizzes/exams • Written assignments • Discussion forums • Presentations

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
• Good oral presentation and communication skills • Student engagement with writing • Editing and proofreading • Ability to accept feedback and use it to revise a paper • Determining a relevant topic and articulating an effective argument • Organization of ideas • Integrate ideas from scholarly sources	• Demonstrating required level of detail • Ability to apply a variety of tools and use prior knowledge from previous classes • Idea development • Source integration and documentation • Student engagement in peer review and discussion boards	• Students were engaged in discussion • Enthusiasm

• Ability to communicate and work with people and organizations outside the college	• Achievement of set benchmarks for selected assessment tools • Ability to give and accept feedback • Ability to perform under stressful situations	

Table 2: College Learning Outcomes Identified Strengths

Identified Opportunities for Improvement in Student Learning

Faculty reported opportunities for improvement in student learning through CLO assessment tools. Opportunities for improvement reported in Table 3 are generalized across the institution and are not indicative of specific departments or programs.

Communication	Critical Thinking	Professionalism
• Identifying the main idea • Ability to fully engage in course given lack of previous learning experiences • Overall writing skills	• Distinguishing between fact and opinion • Inconsistent application of feedback • Inconsistent ability to follow instructions/meet assignment expectations • Demonstrating understanding of key concepts • Applying critical thinking to multi-step problems	• Timeliness of assignment submissions

Table 3: College Learning Outcomes Opportunities for Improvement

Planned Changes

Some faculty indicated changes they plan to make to CLO assessment in their courses. Planned changes reported in Table 4 are generalized across the institution and are not indicative of specific departments or programs.

Communication	Critical Thinking	Professionalism
• Changes to instructional techniques	• Incorporate group projects • Coach students through complex assignments, using	• None reported

• Emphasize the importance of communication in context of course and program • Using an end of term assessment instead of one given partway through the term • Provide model examples of the assignment	discussion boards/individual conversations • Incorporate additional written assignments • Revise comprehensive exams based on student performance on other assessments • Revise course structure to help students see how lessons and units build upon previous learning experiences • Use Socratic questioning to encourage application of learning to real-world experiences	

Table 4: College Learning Outcomes Planned Changes

High Impact Practices

Eight High Impact Practices (HIPs) were identified in this year's assessment: Common Intellectual Experiences, Learning Communities, Writing Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, ePortfolios, Service Learning/Community-Based Learning. Figure 5 demonstrates the number of each HIP reported.

Two of the three academic divisions, General Studies and Health Sciences, identified HIPs in their courses. Figure 6 indicates HIPs integration by division.

Overall, Collaborative Assignments and Undergraduate Research were the most widely used HIPs reported during this academic year. Of the faculty participating in the assessment process, 28% indicated using Collaborative Assignments in their courses. Of the faculty participating in the assessment process, 16% indicated using Undergraduate Research in their courses. Figure 7 demonstrates HIPs integration by percentage.
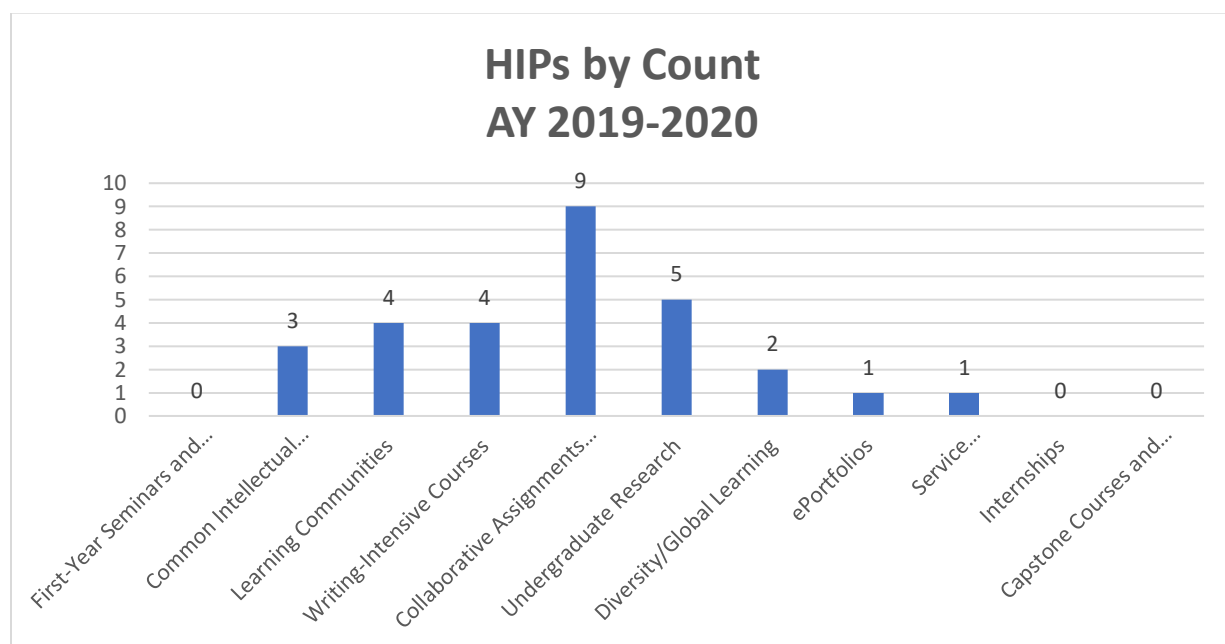
Figure 5: High Impact Practices Institutionally
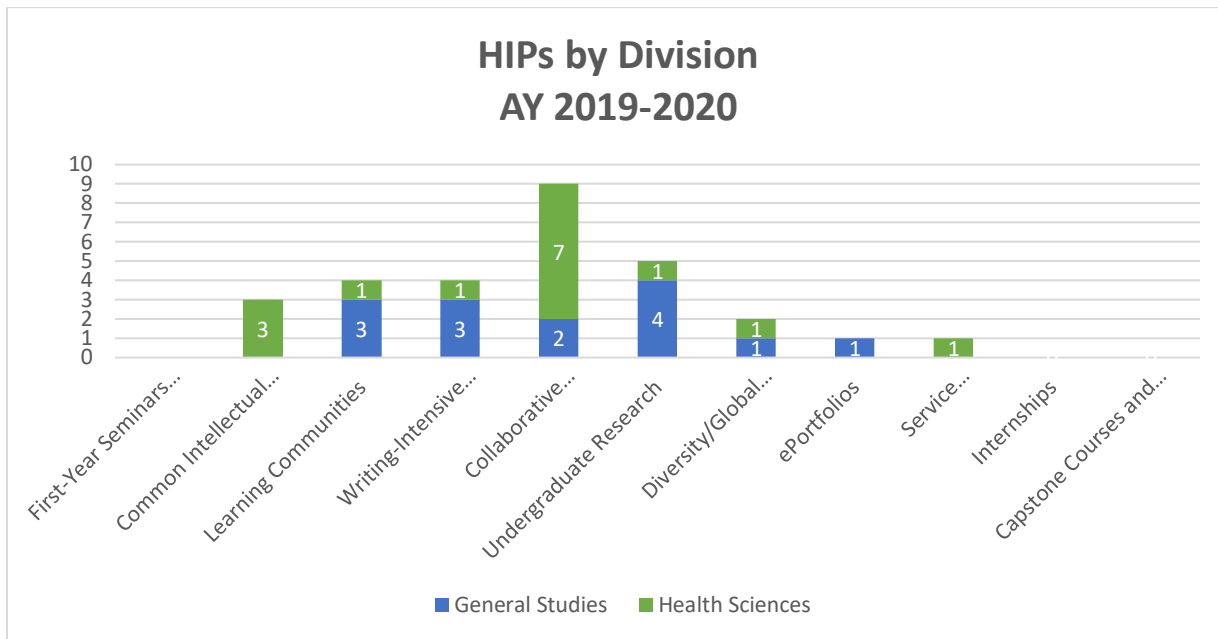
Figure 6: High Impact Practices by Division
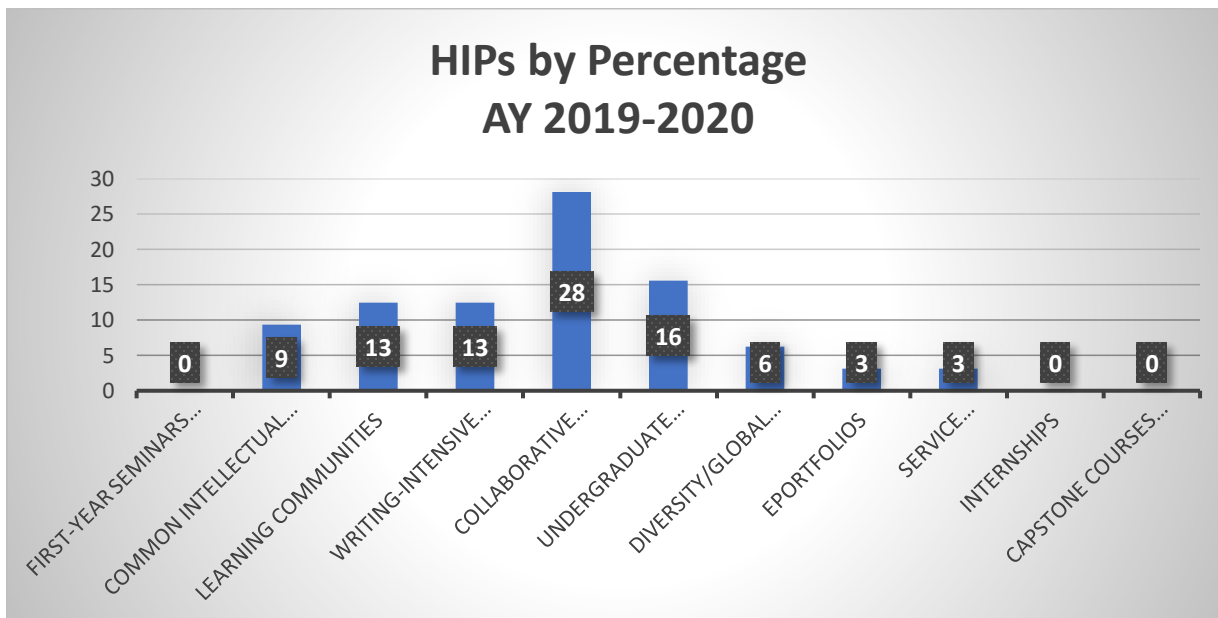
Figure 7: High Impact Practices by Percentage

How HIPs are integrated

In the programs reporting High Impact Practices for AY 2019-2020, HIPs were integrated in the following ways (Table 5). In order to fully capture the various methods of HIPs integration, reported methods were not aggregated for common themes.

HIP	Integration Method
First-Year Seminars and Experiences	
Common Intellectual Experiences	• Interactive discussions • Group discussions • Presentations
Learning Communities	• RD 101 paired with WRIT 101 co-req • Group project • Form study groups and practice lab skills together after scheduled class time • Group discussions • Presentations
Writing-Intensive Courses	• Group project • Written assignments • Research-based writing assignments • Group discussions • Presentations
Collaborative Assignments and Projects	• Group project • Group lab assignments • Final project is a group assignment requiring extended collaborative work • Interactive discussions and group assignments • Group discussions • Presentations
Undergraduate Research	• Group project • Research-based assignments • Students are required to conduct research and include statistical information in their project
Diversity/Global Learning	• Overall focus of the course • Presentations- paired up and discussion underserved populations that may be affected by delivery of healthcare.

ePortfolios	• Students put together a short portfolio to summarize the key concepts/terms from the course. This portfolio would serve as a reference for future accounting courses.
	• Students in this particular course have an ePortfolio project. Part of their grade included having to provide feedback to at least one other peer.
Service Learning/Community-Based Learning	• Each student is required to perform one service-related task for their community and reflect on it- this is not tied to one particular class.
Internships	
Capstone Courses and Projects	

Table 5: High Impact Practice Integration Methods

HIPs Impact on Student Success

High Impact Practices were identified as impacting student success in a variety of ways. Not all faculty reporting HIPs integration identified a measurable impact on student success.

Learning Communities appeared to have impacted overall student success and retention in courses; students in these courses demonstrated better retention and higher overall success rates than in previous instances of the courses when learning communities were not used.

Students also were able to demonstrate improved ability to think and write in subsequent experiences with the same instructor. Emphasis on global learning demonstrated progress.

Faculty focusing on writing-intensive courses, ePortfolios, and collaborative assignments indicated that students were able to demonstrate better writing skills after receiving support, as well as demonstrating stronger skills integration after learning from each other.

Planned Changes to HIPs Integration

Some faculty reported planned changes to HIPs integration. Although not all instructors indicated planned change, those who did focused on common themes and goals. One example was continued collaboration and creating stronger connections to strengthen learning

communities. Another goal was to use collaborative assignments in online sections, emulating

those used in face to face sections, as well as integrating more higher-order thinking

opportunities. Finally, providing more self-directed opportunities through stronger instructions

and peer feedback were indicated.

Response to Assessment

Department chairs and program directors were asked to review assessment data provided in program/department reports and reflect on the information with their faculty. While some leaders did not respond to the assessment data, those who did respond made similar observations. Some leaders noted that opportunities for improvement were "really not content related but more 'learning how to learn' or 'how to be a successful student'." Other leaders noted that continued emphasis on accurate curriculum mapping is needed, both for determining program effectiveness and ensuring intentional improvement at the program and course level. Finally, there was an emphasis on continuing to encourage and build student engagement through small changes to instructional delivery and integration of High Impact Practices.

Strategic Plan Alignment

Student learning assessment is reflected in the college's strategic plan, specifically in Strategic Goal items 1a and 1e.

Strategic Goal 1.a Integrate high quality, High Impact Practices

Metric: Within 5 years, 70% of graduates have experienced two high quality, High Impact Practices

Annual goal: By May 2021, at least 80% of programs will have identified at least one high-impact practice and developed plans for implementation and tracking.

Progress: High Impact Practices identified in academic programs are listed in table 6. Areas where students can earn either a certificate or Associates Degree are not separated.

As of October 8, 2020, 14 of 19 academic programs have identified at least one High Impact Practice, totaling 74%.

PROGRAM	HIPS IDENTIFIED
ACCOUNTING	eP, IN, CCP
AA/ GENERAL STUDIES CERTIFICATE	LC, WIC, CAP, UR
AS/ GENERAL STUDIES CERTIFICATE	LC, WIC, CAP, UR
CIT – INFORMATION SYSTEMS SUPPORT	
CIT - NETWORK SUPPORT AND SECURITY	
COMPUTER PROGRAMMING	
CYBERSECURITY AAS	
DENTAL ASSISTANT	
DENTAL HYGIENE	CAP, CCP
EMS/PARAMEDIC	CIE, LC, WIC, CAP, UR, DGL, eP, SL, IN, CCP
HEALTH INFORMATION CODING	WIC, CCP
HEALTH INFORMATION TECHNOLOGY	WIC, CCP
INDUSTRIAL TECHNICIAN/RENEWABLE ENERGY	CIE, CCP
NURSING PN	IN
NURSING ASN	CAP, IN
PHYSICAL THERAPY ASSISTANT	CIE, LC, WIC, CAP, DGL, eP, SL, IN, CCP
RESPIRATORY THERAPY	CIE, CAP, UR, SL, IN, CCP

SURGICAL TECHNOLOGY	LC
WELDING (CTS, CAS, AAS)	FYS

Table 6: High Impact Practices by Program

Strategic Goal 1.e Strengthen the student learning assessment process

Metric: Within five years, the student learning assessment of a random sample of students will show an improvement over the baseline set in 2022 for program-level goals.

Progress: The college continues to collect student learning assessment data in order to set a baseline in 2022.

Recommendations

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

Recommendation 1: Encourage faculty participation and improve perception of assessment

We should strive to maintain current levels of full-time faculty participation in the General Studies and Trades divisions, while working to increase full-time faculty participation in the Health Sciences division. The level of full-time faculty participation may vary from year to year, however, as programs and departments follow their assessment schedule. The campus may need to continue monitoring overall faculty participation and determine whether this is a useful metric, given the individualized departmental/programmatic assessment plans and schedules.

Additionally, a concerted effort should be made to improve the way in which faculty perceive student learning assessment. One step toward this improvement might involve developing a communication plan that fosters continued faculty engagement with and ownership of the assessment process. Emphasizing assessment as a teaching practice, rather than a form of compliance is an important distinction.

Recommendation 2: Standardize CLO assessment ratings

While College Learning Outcomes assessment should be determined by departments and programs, the campus should develop a standardized method of rating student attainment of CLOs. Using the 4-level Likert scale to rate student CLO attainment is a good first step, but

perceptions of each level may vary, leading to inconsistent ratings. This is an area that should be addressed by the Assessment Committee, whether through creating more specific guidelines or rubrics.

Recommendation 3: Standardize HIP integration

In order to support quality and consistent application of High Impact Practices, the Director of Assessment is working to create framing language and checklists to help faculty use a common vocabulary to discuss and integrate HIPs. Targeted campus support of these tools, as well as clearly articulated expectations for HIPs integration should be communicated. It should also be determined whether we want to emphasize specific HIPs as a campus.

Recommendation 4: Determine how to best use assessment data to improve student learning

In order to meet NWCCU (2020) accreditation standards 1.C.5[1], 1.C.7[2], and 1.D.4[3], the campus needs to develop a consistent system of using assessment data to improve instructional programs, support continuous improvement, and allocate resources. While some of this effort lies in the hands of individual programs, campus policies and practices should be developed to support and guide this work. For example, the data from faculty regarding "Opportunities to

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[1] **1.C.5** The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

[2] **1.C.7** The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

[3] **1.D.4** The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Improve Student Learning" will be shared with the First-Year Experience committee. The FYE

committee will make a recommendation as to how to best teach those learning skills, whether

it be a separate course, workshops, integrated instruction, etc. This is an excellent use of

student learning assessment data, but a more formalized process that includes documentation

of the use would create stronger ties between student learning assessment and use of that

data.

References

Northwest Commission on Colleges and Universities. (2020, April 07). NWCCU 2020 Standards.

      https://www.nwccu.org/accreditation/standards-policies/standards/

Suskie, L. (2018). *Assessing student learning: A common sense guide* (3rd ed.). San Francisco,

      CA: Jossey-Bass.

Walvoord, B. E. (2010). *Assessment clear and simple: A practical guide for institutions,*

      departments, and general education (2nd ed.). San Francisco, CA: Wiley.

Appendix A: Institutional CLO Map

College Learning Outcomes by course as indicated on department/program plans, as of

10/8/20.

Course	Communication	Critical Thinking	Professionalism
ACTG 101	X		X
ACTG 102	X		X
ACTG 180	X		X
ACTG 201	X		X
ACTG 202	X		X
ACTG 205			X
ACTG 211	X		X
ACTG 215	X		X
ACTG 291	X		
ACTG 298			X
AHMS 103	X		
AHMS 105			X
AHMS 108			X
AHMS 108			X
AHMS 144		X	
AHMS 144		X	
AHMS 157	X		
AHMS 157	X		
AHMS 158			X
AHMS 158			X
AHMS 160	X		
AHMS 160	X		
AHMS 164	X		
AHMS 164	X		
AHMS 201	X	X	X
AHMS 201	X	X	X
AHMS 208	X		
AHMS 212	X		
AHMS 212	X		
AHMS 213	X		
AHMS 213	X		

Course	Communication	Critical Thinking	Professionalism
AHMS 227			X
AHMS 240		X	X
AHMS 275	X		X
AHMS 285	X		
AHMS 288	X		
AHPT 101	X		
AHPT 105	X	X	X
AHPT 201	X	X	X
AHPT 205	X		
AHPT 206	X	X	
AHPT 210	X	X	X
AHPT 213	X	X	
AHPT 215	X	X	
AHPT 218	X	X	
AHPT 220	X	X	X
AHPT 225	X		X
AHPT 230	X	X	X
AHRC 141		X	X
AHRC140		X	X
AHRC152			X
AHRC155	X		
AHRC170	X		
AHRC171	X		
AHRC180	X		
AHRC240		X	X
AHRC241		X	X
AHRC245		X	X
AHRC246		X	X
AHRC251	X		
AHRC254	X		
AHRC262	X		
AHRC264			X
AHRC273	X		
AHRC274	X	X	
AHST 115	X		
AHST 215	X		
AHST 250	X		X
AHST 251	X		X

Course	Communication	Critical Thinking	Professionalism
AHST 295	X		X
ARTH 160	X	X	
ARTZ 101		X	
ARTZ 105	X	X	
BGEN 105	X		
BGEN 220	X		
BGEN 235	X		
CRWR 240		X	
DENT 105			X
DENT 250		X	
DENT 260	X		
ECP 131	X	X	X
ECP 203	X	X	X
ECP 209	X	X	X
ECP 210	X	X	X
ECP 211	X	X	X
ECP 212	X	X	X
ECP 215	X	X	X
ECP 237	X	X	X
ECP 238	X	X	X
ECP 239	X	X	X
ECP 240	X	X	X
ECP 241	X	X	X
ECP 245	X	X	X
ECP 298	X	X	X
EDU 200	X	X	
EDU 211			X
EDU 221	X	X	X
EDU 270	X		X
ELCT 120	X		
ELCT 130	X		
ELCT 250	X		
ETEC 101	X		
ETEC 103	X		
ETEC 230	X		
ETEC 231			X
ETEC 245	X		

Course	Communication	Critical Thinking	Professionalism
HIT 230	X		
HIT 265	X		
HTH 140	x	x	x
LIT 110	X		
LIT 270	X		
M 105	X		
M 151	X		
MCH 130	X		
MUSI 101	X	X	
MUSI 103		X	
MUSI 105		X	
MUSI 106		X	
MUSI 112		X	
MUSI 135		X	
MUSI 136		X	
MUSI 140		X	
MUSI 141		X	
MUSI 195		X	
MUSI 203		X	
MUSI 205		X	
MUSI 206		X	
MUSI 207		X	
MUSI 240		X	
MUSI 241		X	
NASX 240	X		
NRGY 101	X		
NRGY 110	X		
NRGY 120	X		
NRGY 130	X		
NRGY 210	X		
NRGY 230	X		
NRSG130	X	X	X
NRSG131	X	X	X
NRSG135		X	
NRSG136	X	X	X
NRSG140	X	X	X
NRSG141	X	X	X

Course	Communication	Critical Thinking	Professionalism
NRSG142	X	X	X
NRSG143	X	X	X
NRSG148	X	X	X
NRSG149	X	X	X
NRSG152	X	X	X
NRSG153	X	X	X
NRSG230	X	X	X
NRSG231	X	X	
NRSG232	X	X	X
NRSG233	X	X	X
NRSG234	X	X	
NRSG235	X	X	X
NRSG236	X	X	X
NRSG237	X	X	X
NRSG244	X	X	X
NRSG245	X	X	X
NRSG246	X	X	
NRSG247	X	X	
NRSG254		X	X
NRSG255	X	X	X
NRSG256	X	X	
NRSG259	X	X	X
NRSG260	X	X	X
NRSG261	X	X	X
NRSG266	X	X	X
NRSG267	X	X	X
PSYX 100	X	X	
PSYX 230	X	X	
PSYX 240	X	X	
PSYX 260	X	X	
SIGN 101	X	X	
SOCI 101	X	X	
SPNS 101		X	
SPNS 102		X	
STAT 216	X		
WRIT 101		X	
WRIT 121		X	

Appendix B: Institutional HIPs Map

High Impact Practices by course, as indicated by faculty reflections, 2019 faculty survey, and

program/department assessment plans, as of 10/8/20.

Course	FYS	CIE	LC	WIC	CAP	UR	DGL	eP	SL	IN	CCP
ACTG 101								X			X
ACTG 102								X			X
ACTG 180								X			X
ACTG 201								X			
ACTG 202								X			
ACTG 205											
ACTG 211											X
ACTG 215											X
ACTG 291											
ACTG 298										X	
AHMS 103											
AHMS 105											
AHMS 108											
AHMS 108											
AHMS 144											
AHMS 144											
AHMS 157											
AHMS 157											
AHMS 158				X							

Course	FYS	CIE	LC	WIC	CAP	UR	DGL	eP	SL	IN	CCP
AHMS 158				X							
AHMS 160											
AHMS 160											
AHMS 164											
AHMS 164											
AHMS 201				X							
AHMS 201				X							
AHMS 208											
AHMS 212				X							
AHMS 212											
AHMS 213											
AHMS 213											
AHMS 227											
AHMS 240											
AHMS 275											X
AHMS 285											X
AHMS 288											
AHPT 101		X	X		X						
AHPT 105		X	X	X							
AHPT 201		X	X	X	X		X	X	X		
AHPT 205		X	X		X			X			
AHPT 206		X	X		X			X			
AHPT 210		X	X				X			X	X

Course	FYS	CIE	LC	WIC	CAP	UR	DGL	eP	SL	IN	CCP
AHPT 213		X	X		X			X			
AHPT 215		X	X		X			X			
AHPT 218		X	X		X		X	X			
AHPT 220		X	X				X		X	X	
AHPT 225		X	X					X	X		
AHPT 230		X	X				X		X	X	X
AHRC 140										X	
AHRC 141										X	
AHRC 141		X								X	
AHRC 240										X	
AHRC 241										X	
AHRC 264		X									
AHRC140		X								X	
AHRC152		X									
AHRC155		X									
AHRC170		X									
AHRC171		X									
AHRC180		X									
AHRC240		X								X	X
AHRC241		X								X	X
AHRC245						X			X		X
AHRC246						X			X		X
AHRC251		X									
AHRC254		X									
AHRC262		X									
AHRC264		X									
AHRC273					X						
AHRC274											X
AHRC280			X								
AHST 101											

Course	FYS	CIE	LC	WIC	CAP	UR	DGL	eP	SL	IN	CCP
AHST 115			x								
AHST 154											
AHST 200											
AHST 201											
AHST 202											
AHST 215			x								
AHST 250											
AHST 251											
AHST 295											
ANTY 101						X					
BGEN 105											
BGEN 220											
BGEN 235											
BIOH 104					X						
BIOH 201					X						
BIOH 250											
BIOM 250					X						X
CAPP 131	X										
CHMY 141/143						X					
COMX 102											
COMX 111						X					
COMX 115											X
CRWR 240				X							

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Course	FYS	CIE	LC	WIC	CAP	UR	DGL	eP	SL	IN	CCP
CSCI 299										X	
DENT 101											
DENT 102											
DENT 105											
DENT 110											
DENT 118											
DENT 122											
DENT 122											
DENT 125											
DENT 130											
DENT 150											X
DENT 151											
DENT 160											
DENT 165											
DENT 195			X								
DENT 205											
DENT 220											
DENT 223											X
DENT 232					X	X					
DENT 235		X			X						
DENT 237											
DENT 240											
DENT 250											X

Course	FYS	CIE	LC	WIC	CAP	UR	DGL	eP	SL	IN	CCP
DENT 251											
DENT 252											
DENT 260											
DENT 263											
DENT 280											
DENT 281										X	
ECP 131	x	x	x					x	x	x	x
ECP 203		x	x				x				
ECP 209		x	x				x		x		
ECP 210		x	x				x				
ECP 211		x	x		x		x	x			
ECP 212					x	x					
ECP 215			x	x				x			
ECP 237		x					x		x		
ECP 238		x					x				
ECP 239		x			x			x			
ECP 240		x									
ECP 241		x			x	x					
ECP 245			x	x				x			
ECP 298		x	x					x		x	x
EDU 211											X
ELCT 120											
ELCT 130											
ELCT 250											
ETEC 101											
ETEC 103											
ETEC 220		x									x
ETEC 230		x									x
ETEC 231		x									x
ETEC 234											
ETEC 236											
ETEC 245											
HIT 230											
HIT 265											

Course	FYS	CIE	LC	WIC	CAP	UR	DGL	eP	SL	IN	CCP
HSTR 102				X		X	X				
HTH 140											
HTH 140							x				
LIT 110											
LIT 270				X		X					
LIT 291											
M 065											
M 090											
M 095											
M 105											
M 120											
M 121											
M 130									X		
M 131											
M 140											
M 151											
M 171											
M 172											
M 191B											
M 273											
M 274											
MCH 130											
MUSI 112									X		
NASX 240							X				
NRGY 101		x									x
NRGY 110											
NRGY 120											
NRGY 130											
NRGY 210											
NRGY 230											
NRSG 152										X	
NRSG 236										X	

Course	FYS	CIE	LC	WIC	CAP	UR	DGL	eP	SL	IN	CCP
NRSG 256					X						
PHL 110									X		
PSYX 100				X	X						
PSYX 230				X	X				X		
PSYX 240				X	X						
PSYX 260			X	X	X	X					
RD 101			X								
SOCI 101				X		X			X		
SPNS 101						X					
STAT 216											
WLDG 110	X										
WRIT 101			X (co-req)			X					
WRIT 104/			X								
WRIT 121				X							
WRIT 201				X							
WRIT 220					X						

First-Year Seminars/Experiences (FYS)

Common Intellectual Experiences (CIE)

Learning Community (LC)
Writing-Intensive Courses (WIC)

Collaborative Assignments/Projects (CAP)

Undergraduate Research (UR)

Diversity/Global Learning (DGL)

ePortfolios (eP)

Service Learning (SL)

Internships (IN)

Capstone Courses/Projects (CCP)