



MILES COMMUNITY
COLLEGE

AD HOC REPORT

PREPARED FOR

THE NORTHWEST
COMMISSION ON COLLEGES
AND UNIVERSITIES
APRIL 26-27, 2018

 www.milesccl.edu

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MISSION STATEMENT

Miles Community College prepares students for success and provides opportunities for lifelong learning through quality programs, community outreach, and partnerships.

CORE THEMES

1. Student Success
2. Academic Achievement
3. Workforce Training and Partnerships
4. Community Outreach and Lifelong Learning

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COMMITTEES RELEVANT TO MID-CYCLE and AD HOC REPORTS

March 2018

President's Cabinet:

Chair: Dr. Stacy Klippenstein, President

Dr. Rita Kratky, Vice President of Academic Affairs

Kylene Phipps, Interim Dean of Administrative Services and HR

Erin Niedege, Dean of Enrollment Management

Dr. Troy Franklin, Interim Dean of Student Engagement

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Kristin Buck, Faculty

Donna Faber, Faculty

Mike Hardy, Faculty

Rita Kratky, VP Academic Affairs

Sarah Pett, Gen Ed Division Chair

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Lisa Blunt, Registrar

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Pauline Flotkoetter, Director of Nursing

Carolyn Kimball, Administrative Assistant

Loren Lancaster, Financial Aid Director

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Ana Walker, Dining Services Director

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Troy Franklin, Interim Dean of Student Engagement

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Jerry Forman, Faculty

Mike Hardy, Faculty

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Pauline Flotkoetter, Director of Nursing

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Kim Gibbs, Faculty

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Jerry Forman, Faculty

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Chase Tait, Faculty
Nate Vogel, Faculty

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Donna Faber, Faculty
Michael Hardy, Faculty
Daniel Lolos, Faculty
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Stan Taylor, Faculty

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Sarah Pett, Dev. Reading and Writing Faculty/FYP

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Don Warner, IT

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Rachel Finn, Faculty
Gwen Gunther, Administrative Assistant
Tammy Jones, Faculty

Deidre Fitzgerald, CRRN
Mary Janssen, Nursing Program Coordinator
Katrina Luther, Faculty

Canvas Assessment Project Team:

Dr. Mike Hardy, Mathematics Instructor
Sarah Pett, Writing Instructor
Rachel Finn, Nursing Instructor

**Miles Community College
Ad Hoc Report
Prepared for the
Northwest Commission on Colleges and Universities
Spring 2018**

INTRODUCTION

Miles Community College underwent its Year Seven *Mission Fulfillment and Sustainability* Evaluation on April 22 - 24, 2015. In a letter to Dr. Stacy S. Klippenstein, MCC President, dated July 17, 2015, Dr. Sandra E. Elman, NWCCU President, reported that the Board of Commissioners had reaffirmed the institution's accreditation. The letter also stated that "the Commission requests that the College submit an Ad Hoc Report with a visit in spring 2016 to address Recommendations 1,2,3,4,5, and 6 of the Spring 2015 Year Seven Peer-Evaluation Report."

The Recommendations that were addressed in the Spring 2016 Ad Hoc Report were as follows:

Recommendation 1:

The evaluation committee recommends that the College improve timeliness and consistency of business processes (Standard 2.F.4 and 2.F.7).

Recommendation 2:

The evaluation committee recommends that the College update long-range plans for facilities, technology and equipment replacement (Standard 2.F.5, 2.G.3, 2.G.4, and 2.G.8).

Recommendation 3:

The evaluation committee recommends that the College centralize institutional research efforts, including data collection and analysis (Standard 4.A.2).

Recommendation 4:

The evaluation committee recommends that the College systematically assess student learning outcomes at the course, program, and institutional level (Standard 4.A.3 and 4.A.6).

Recommendation 5:

The evaluation committee recommends that the College use the results of its assessment of student learning to inform planning and practices in all areas of the College (Standard 4.B.2).

Recommendation 6:

The evaluation committee recommends that the College engage in a system of evaluation of its programs and services in order to make determinations of quality, effectiveness, and mission fulfillment (Standards 1.B.2, 4.A.2, and 5.A.2).

As a result of the Spring 2016 Ad Hoc Peer Evaluation, Dr. Sandra E. Elman notified Miles Community College in a letter dated July 18, 2016, that the Board of Commissioners had requested that the College's Spring 2018 Mid-Cycle Self-Evaluation Report include an Addendum with the College's response to the following two recommendations:

Recommendation 1:

It is recommended that the College continue to develop and implement updated long-range plans for facilities, and ensure that those plans clearly connect facilities planning and investment to the College mission and core themes (Standard 2.F.5 and Standard 2.G.3).

Recommendation 2:

It is recommended that the College develop consistent and systematic processes to record and document assessment practice and planning across all programs and departments. (Standard 4.A.3, 4.B.2)

RESPONSES TO THE RECOMMENDATIONS REQUESTED BY THE NWCCU BOARD OF COMMISSIONERS

Recommendation 1: Long-range Planning for Facilities

It is recommended that the College continue to develop and implement updated long-range plans for facilities, and ensure that those plans clearly connect facilities planning and investment to the College mission and core themes (Standard 2.F.5 and Standard 2.G.3).

OVERVIEW

This recommendation was both timely and directive, and it assisted Miles Community College in mobilizing a facilities planning team to review past facilities long-range plans and formulate strategies to establish a new long-range plan. Prior to 2014, Miles Community College was operating off an old facilities long-range plan created in 2005. This plan was almost non-existent in planning and discussions with facilities staff, campus leadership, and trustees. Since that time, new leadership, trustees, faculty, and facilities personnel have been hired and was not involved in the 2005 facilities long-range plan.

When President Klippenstein arrived in January 2014, the MCC Board of Trustees asked that the President, the MCC Foundation, and MCC create a fundraising campaign to build a new educational facility for equine and agriculture academic programs. Around that same time, the old National Guard Readiness Center (Armory), which is adjacent to MCC, was to become vacant. The MCC Board of Trustees asked that President Klippenstein and MCC review the potential purchase and renovation of that facility for the heavy equipment operations and CDL training programs. These two projects, along with NWCCU Recommendation #1, brought attention to the need for MCC to think long term about facilities management, construction, deferred maintenance, preventative maintenance, land acquisition, and fiscal resource alignment and planning, especially as they relate to enrollment growth and mission alignment.

RESPONSE

By 2017, the Facilities Master Plan was developed through the efforts of diverse stakeholders, which included Miles Community College administration, faculty and staff, Stevenson Design (Architects), Con’eer (Engineering), city and county planners, state and county representatives, Miles Community College Board of Trustee members, Miles City business owners, and representatives from the Miles Community College Foundation.

The MCC Facilities Master Planning Committee first met in April of 2016. In this meeting, President Klippenstein discussed the purpose of the Facilities Master Plan, and Chad Sutter of Stevenson Design provided an overview of the findings as reported in the *February 2016 Master Plan, Preliminary Facilities Report* (Con’eer). This engineering report was created by Con’eer Consulting and provided MCC a “current status” of all buildings and mechanical structures by identifying issues that need attention and providing the expected remaining life of buildings, roofing, mechanical systems, etc. The key findings from these assessments indicated that MCC’s facilities are generally well-maintained; however, some significant improvements are needed to promote accessibility and energy-efficiency. In addition, committee members broke into three groups—Internal Drivers group; External Drivers group; and Strengths, Weaknesses, Opportunities and Threats (SWOT) group—to begin an analysis of the current state of MCC facilities.

The new Facilities Long-Range Plan describes a compelling vision for the next ten years of growth and change at MCC. Recommended improvements are achievable in incremental, realistically fundable steps. Some improvements may take a substantial investment by local taxpayers, the County Commissioners, and the MCC Board of Trustees. This Plan will help MCC develop and monitor annual facilities plans and cost analysis. The Plan was approved by the Miles Community College Board of Trustees at their February 26, 2018, meeting.

The Facilities Master Plan is located in Appendix J.

Recommendation 2: Recording and Documenting Assessment Planning and Practice

It is recommended that the College develop consistent and systematic processes to record and document assessment practice and planning across all programs and departments. (Standard 4.A.3, 4.B.2)

OVERVIEW

This recommendation is an abridgment that reflects what the College has accomplished and still needs to accomplish for the three recommendations the College received from the Spring 2015 Year Seven Peer-Evaluation Team, as noted earlier. Providing additional historical context, the Standard Two section of the Spring 2015 Year Seven Peer-Evaluation Report contained the following observations:

The learning outcomes are identifiable and assessable which relate to college mission and program outcomes. The committee through campus interview confirmed and examined evidence of assessment of general education outcomes and encourages the College to include such examples of evidence in future reporting. . . . Faculty are . . . actively involved in fostering and assessing learning outcomes with the most notable example

demonstrated in the Summative Case Study process used to assess outcomes for general education.

Compliment: General education portfolio and review process is well designed and highly functional.

In preparation for the Spring 2016 Ad Hoc Peer Evaluation, faculty members prepared reports on their respective instructional areas, using the following template:

Instructional Programs: Assessment, Planning, and Improvement

PROGRAM NAME

4.A.2 Evaluation of programs and services to achieve program goals. Primary role of faculty in evaluating educational programs and services. (Recommendation 6)

4.A.3 Systematic assessment of student achievement of course, program, and degree learning outcomes. Primary role of faculty in evaluating student achievement of learning outcomes. (Recommendation 4)

4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services.

4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement. (Recommendation 4)

- ✓ **Introduction:** Your report needs to begin with a brief introduction of your program area(s). Indicate the name of the program/option, credential(s) offered, and then provide a bullet list of the program outcomes. (By the way, they are listed in the catalog, so use that list.)
- ✓ **Alignment of Course Outcomes with Program Outcomes:** For this section, provide specific examples of linkages that you have in place to indicate how different course outcomes lead to the achievement of program outcomes.
[Note: We believe that this section of the Program Reports should remedy the following concern that was expressed in the Year Seven Peer-Evaluation Report:
“The lack of assessment for learning outcomes combined with no apparent clear mapping between course, program, and institutional assessment is a cause for concern.”]
- ✓ **Course Assessment:** Describe the assessment processes you use for your courses and how they inform you on the degree to which both course and program outcomes are being achieved.
- ✓ **Program Assessment:** Beyond course assessment, we need to explain and provide evidence of the program assessment that takes place.
 - For Career-Technical programs, this would include explanations and specific examples of the following:
 - Advisory Committees play a substantial role in helping C-T faculty ensure that their curriculum is current and relevant to the needs of the field of specialization.
 - Graduate Surveys assess student satisfaction with C-T program.
 - Job placement data verify the C-T programs facilitate student success in obtaining and retaining employment.
 - For General Education programs, this includes the assessments that take place at the three levels of General Education Assessment:

- Macro-level Assessment Strategies
 - Medial-level Assessment Strategies
 - Micro-level Assessment Strategies
- ✓ **Evaluation of Assessment Processes:** Describe what changes, if any, you may need to make in your assessment processes?

4.B.2 Results of assessment of student learning inform planning and practices to enhance student learning achievements. Results of learning assessments are communicated to appropriate constituencies. (Recommendation 5)

Improvement: In this section, you describe, using specific examples, how your course and program assessment activities have led to changes in order to enhance student learning achievement. Specify the changes that have taken place and link those changes specifically to results obtained from assessment activities. For Career-Technical programs, assessments include things such as Advisory Committee feedback, graduate placement rates, and graduate surveys. For General Education assessment, the Faculty Action Plans for each core area verify changes that have been made on the basis of the different assessments that have been conducted.

Review of Findings by Spring 2016 Ad Hoc Peer Evaluator

The following excerpts from the Spring 2016 Ad Hoc Peer-Evaluation Report place into context the current recommendation being addressed (with emphasis added in bold):

The College provided **extensive examples of program assessment processes and reports both in the written report and electronically**. Typically, these reports included course level assessments and outcomes as well. In some cases, such as for the Nursing program, course and program level assessments were very clearly defined, measurable, and responses to findings were described. **Program assessment plans consistently and clearly articulate the connection between learning outcomes at the course and program level.**

Compliment: The College is to be complimented on the clear articulation of learning outcomes at the course and program level as evidenced by program assessment plans.

However, while there is clear evidence of comprehensive assessment practice at the course, program, and degree level, **there are inconsistent practices with regard to documenting actions taken as a result of assessment practice, and of the continued evaluation of those actions**. During the visit, the evaluator met with several faculty from general education, vocational, and academic transfer programs. **Faculty and academic administrators were consistently able to describe effective and informed assessment practice. There was a clear understanding of data collection and application for assessment, and without exception, a visible commitment to evidence-based continuous improvement for student learning was demonstrated.** However, while assessment plans described the assessment methods in use and intended actions, **these plans did not include documentation of assessment findings nor articulate actions to these findings.**

It was clear from the evidence provided with the Ad Hoc Report, and in meetings with student support staff, that **effective assessment utilizing a variety of methods and tools is taking place, and actions are implemented in accordance with those findings.**

Compliment: The College is to be complimented on providing outstanding examples of and a visible commitment to course, program and student support assessment by faculty and staff.

The evaluator finds that significant work is being done to evaluate both instructional and support programs' effectiveness with regard to student learning and success, and that the College clearly communicates course, program and degree learning outcomes. **However, the evaluator finds that while extensive assessment of student learning is taking place, and in many examples there is clear evidence of that assessment informing improvements, there is more work to be done to systematically record the assessment practice and planning to ensure 'closing the loop'.**

*The evaluator finds that **Standard 4.A.6 of Recommendation 4 of the Year Seven Evaluation has been met.***

*The evaluator finds that **Recommendation 6 of the Year Seven Evaluation has been met.***

The evaluator finds that while substantial progress has been made with regard to Standards 4.A.3 and 4.B.2 of Recommendations 4 and 5 of the Year Seven Evaluation, the College needs to implement effective systems to record and document existing assessment practice.

The last finding from the Spring 2016 Ad Hoc Peer Evaluation Report served as the basis for Recommendation 2, which is being addressed in the College's Spring 2018 Ad Hoc Report.

RESPONSE

The response to this recommendation has two components:

1. The short-term response for addressing the current recommendation for the Spring 2018 Ad Hoc Report;
2. The long-term response for addressing the appropriate NWCCU standards for the Spring 2018 Mid-Cycle Self-Evaluation (MCE) Report. The MCE Report provides further detail for this component as one of the examples of how the College operationalizes fulfillment of its Mission and Core Themes.

Short-term Response

As was noted in the excerpts from the Spring 2016 Ad Hoc Peer Evaluation Report, MCC was able to demonstrate that assessment at both the course and program levels is an integral component of the College's academic enterprise. However, the essence of the constructive feedback we received from our Ad Hoc Peer Evaluator was that we were not providing adequate documentation of the assessment we already conduct as a part of our standard operation procedures. For the sake of the Spring 2018 Ad Hoc report, faculty members were asked to provide specific examples of assessments they have conducted, the outcomes of the assessments,

and how the results have led to changes that would ostensibly enhance teaching and learning. What follows is a collection of the faculty responses:

Faculty-provided Examples of Assessment and Resulting Changes to Improve Teaching and Learning

FACULTY MEMBER:		Jeff Brabant		
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
CAPP 151	Spring 2017	Implementation of SNAP assessment tool/software	Determine if a software program of assessment for Microsoft Office applications increases retention	The SNAP software has improved skill level, however true application has decreased.
CAPP 156	Fall 2017	Same as above	Same as above	Same as above

FACULTY MEMBER:		Stanley Taylor		
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
Intermediate Algebra College Algebra Contemporary Math Calculus I	Fall 2017	<p>Tests: Those who care to raise their scores can retake their tests. That is, take similar tests.</p> <p>A test may be retaken within ten school days of the scheduled test date.</p> <p>To be eligible for a retake: *the student must attend class regularly *the student must take the initial test at the scheduled time or make a prior arrangement. *the student's homework must be neat, complete, and current for the tested sections.</p>	<p>Prior to the retest, the student must correct the original test. In doing so, review and repetition provoke understanding.</p> <p>Two days after test correction, the student is free to retest.</p> <p>The two-day wait forces concept retention.</p>	The second chance results in a higher incidence of an "I can do this" student attitude, improved mathematical skills, and a higher rate of student success.

FACULTY MEMBER:	Jerry Forman
<p>Jerry Forman is a faculty member for the Heavy Equipment Operator program and currently teaches the Commercial Driver's License (CDL) classes. Mr. Forman had a difficult time breaking down his analysis into the format provided in the table. As a result, what follows is a narrative summary of his instructional, assessment, and improvement practices:</p> <p>My process for student assessment and assurance of learning in the CDL course varies between the classroom and lab portions of the class. The classroom portion is strictly for the purpose of students being prepared to pass the required written CDL tests administered at the Montana Motor Vehicle Division. In order to pass those tests (3 minimum required), students have to achieve an 80% score on each test individually. At my classroom level, we use a simulated MT CDL test software, in conjunction with my lecture and concept instruction, to prepare students for the tests. As the MVD requires an 80% score to pass, I require students to be routinely getting 95% or higher each time they practice the tests on our software. When they achieve that level of understanding, they have no problem passing the MVD tests with an 80%. Our software has the capability of printing test scores as well as providing student feedback on the amount of time they took to finish the tests. They are on time constraints at the MVD as well, so this monitoring from our software helps them prepare for the speed requirement too. I require all student to print their sample test results prior to their actual written test day. This is how I grade them for their classroom score. Students often will take an additional two tests which are not required on their official test day and pass those as well. The students have been immersed deep enough in the study and discussion process during this intense "first week" of the class, that they have learned even more than required, and can add these two additional endorsements to their license without much trouble.</p> <p>As for the lab portion of the course, I have developed not only written guides for the students to study the three "skills tests" they are required to pass once they have passed the written exams, but I have also made a few pre-trip inspection videos for them to watch when they are not in lab or are not around the truck. The pre-trip inspection is the hardest of the three skills tests and these study guides and videos have proven very helpful for students. State of Montana Drivers Examiners I work with have told me CDL applicants, in general, average 17 points incorrect throughout the skills tests, and they have also told me that most of my students miss only up to seven points at the highest, but more often three or less. I attribute this to holding the students to a higher standard and challenging them to give the Drivers Examiner more information than they need. Additionally, I provide the students with enough hands-on training to pass the tests on the first attempt, every time. Since the onset of the CDL classes I teach, I am proud to say that 100% of my students have obtained their CDL. It's not all me either. Far from it. There is a lot of work required from the students, and as long as someone is there to push them to their capability, they achieve their goal.</p> <p>As for data, I really don't have any data that I can think of. The Drivers Examiners haven't given and won't give me anything in writing, stating what successes they witness. The only thing I have is the fact that the students all get their CDLs, but because this is a non-degree seeking class, there is no real tracking or "proof" of their licensing. Students are shown in Banner, and I assign grades to all of them, but that doesn't prove that they obtained their CDLs. As far as anything I tweak to help students be more successful, the videos I mentioned are a verifiable tweak, but anything else I do is simply spending more individual time with the student who is struggling. I either provide a different explanation to a question they have so that they might understand better, or I give them a different method of remembering a process, such as maneuvering the truck into a loading dock. There is no way that I can think of to assign any quantifiable data to the time spent, or a varying explanation to a concept they don't understand.</p>	

FACULTY MEMBER:	Vicky Tusler
<p>Vicky Tusler teaches the online version of NUTR 221 Basic Human Nutrition. As was the case with the previous entry by Jerry Forman, Ms. Tusler opted to provide a narrative that incorporated the elements called for in the table to explicate her instructional, assessment, and improvement practices:</p> <p>Course objectives are for students to understand and apply basic concepts of human nutrition which include carbohydrates, lipids, proteins, vitamins, minerals, absorption, digestion, metabolism, and energy utilization as they relate to health and food consumption at different stages of the life cycle.</p> <p>The course format includes Power Point presentations and textbook readings. Each unit includes chapter questions, which the student answers and posts to the Canvas classroom. These are utilized to assess student understanding of the basic concepts of the chapter. Understanding could be improved through video feed. For future classes I will post video or YouTube links to supplement current information.</p> <p>Student understanding is assessed through a mid-term exam and final exam. I review information if several students miss the same question.</p> <p>Students complete a paper to explore nutrition on the web and gain skills to evaluate web postings for truthfulness. In the past, some students had difficulty completing this assignment as expected. It will be re-written and broken into parts for better comprehension.</p> <p>This class is built with an online format. Several assignments utilize other websites such as the American Heart Association and UDSA websites: ChooseMyPlate.gov. These websites are frequently updated. Students have had some difficulty when a site is updated after the assignment worksheet has been posted. I will be more diligent with visiting the sites and updating worksheets.</p> <p>Students complete a personal dietary project designed to assist in self-assessment of dietary choices and understanding of personal eating habits. Questions answered make students aware of their current habits and require self-analysis to make healthier food choices. It fulfills the goals of this course well.</p> <p>Students set and carry out two health goals with the purpose to help them take steps toward better health. One goal project is completed after the personal dietary project to allow a goal for small change to reflect what was learned through the personal diet analysis. I will alter the format of this goal setting assignment to make submission more seamless for future classes.</p> <p>Student input is encouraged and utilized to improve class format. It is not difficult for all students to earn a good grade in the class. However, they must put forth the effort to complete assignments and demonstrate understanding of concepts. As an instructor, I have the goal of guiding all students to be successful.</p>	

FACULTY MEMBER:	Kristin Buck			
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
CHMY 141 College Chemistry 1	Fall 2016 to 2017	The chapter 8 and 9 covered corresponding material while chapter 10 did not – I was testing over 8 then 9+10, but	Average grade on the chapter 8 and 9 material improved to reflect a better understanding of the combined chapters 92 vs	I plan to leave the order of chapter 10, then 8 and 9

		changed this fall to chapter 10 first and then 8 and 9 together	87% and the chapter 10 material scores improved 3% points	
ANSC 100 Introduction to Animal Science	Fall 2015 to 2017	The first test scores were low for the content covered (78%) and set a tone for discouragement	I moved one chapter out of the first test for more logical organization and added a class day.	Test scores improved to 91% in Fall 16 and 87% in Fall 17

FACULTY MEMBER:		Sarah Kloewer Pett		
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
WRIT 122: Introduction to Business Writing	Fall 2017	Students complete bi-weekly Critical Thinking Journals using a discussion room in Canvas. The assignment is to make an initial post and two responses.	The goal of the response component of the assignment is that students consider each other's ideas and consider their own initial ideas in conversation with each other. However, despite a variety of efforts on my part, the majority of their responses are not dimensional or nuanced a frequently don't include reference to their own original post.	Starting Spring 2018, I will modify the assignment to require students to make an initial post as well as a second post in which they "reply" to their first post. In their second post, they will be asked to go into greater depth than their first post and to cite the posts of at least two other students, going beyond "I agree" or "I disagree" to explain and support their thoughts.
LSCI 101: Introduction to Information Literacy	Spring 2017 and Fall 2017	An assignment towards the end of the semester in which students explore the dissemination of scientific information across scholarly and popular sources.	By the final quarter of the semester, I had predicted that students would have recognized the need to always cite their sources, and would do so without being explicitly told to do so; however, over the first two semesters that the	Starting Spring 2018, I will modify some of the discussions of citations earlier on in the semester to increase the emphasis of this concept. I will also add an end of unit quiz after the assignment in question that explicitly asks

			course has been taught, less than half of students include citations when not explicitly instructed to do so.	students if they did/didn't include citations on assignment 9.2 and to discuss why they did/didn't.
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FACULTY MEMBER:		Nate Vogel		
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
KIN 105 – Fundamentals of Exercise Science	Fall 2017	This was my 1 st semester but I plan to test after every chapter as opposed to 1 test over 3-4 chapters moving forward.	I believe test scores will go up as a result.	If outcome is as expected, I will continue to test after every chapter.
NUTR 221 – Basic Human Nutrition	Fall 2017	Same as above	Same as above	Same as above

FACULTY MEMBER:		Garth Sleight		
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
SPNS 101	Fall 2017	Cultural Portfolios of reports on the “Country of Focus” for each chapter. Students respond to a prompt based on each of the Humanities General Outcomes	The quality of responses is very mixed, and some responses stray from the discipline of Humanities.	The Spring 2018 syllabus will have clearer expectations, and the instructor will create a rubric for grading the submissions from the students.
COMX 115	Spring 2013	Multiple choice tests without essay questions.	The reviewer for the Summative Case Study Portfolio suggested that the students be given the opportunity to demonstrate mastery of material with some essay questions, as well.	The instructor has added short essay questions to the test. As a result, students have been able to demonstrate in their own words their mastery of the material. The class average for the test scores has increased.

FACULTY MEMBER'S NAME:		Dr. Molly Ann Magestro		
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
WRIT 101 (3 sections)	Fall 2017	Two rounds of individual conferences with students designed to assess engagement in revision process	Students were able to explain and explore their decision making within the confines of various stages of the writing process	When I next teach this course, I will look for opportunities to add a third round of similar conferences as the students found the individual focus and attention beneficial
		One round of individual conferences with students designed to assess their final paper	Students were asked to explain their process on a completed essay assignment and assign a grade to the final product in order to gauge their awareness of assignment goals and their own achievement	I found students were particularly well-prepared for this type of conference and will do a better job of documenting just how many students are able to provide an assessment of their work that matched my own. I will continue to use this method of assessment for the final essay
		Two (one after the first essay assignment and one at midterm) in-class discussions about course progress and expectations	Students were asked to provide feedback on the direction and development of the course	The majority of students provided helpful feedback—both about the aspects that were working well within the course and the areas where they saw room for adjustment and improvement
		Multiple self-reflection opportunities (named Author's Notes) used primarily by the students but also as tools for assessment of instructional decision making and	Students provided written feedback about their own engagement in a variety of writing assignments which created a pool of data to be considered while making decisions	The students were thoughtful about their own engagement in their coursework and also provided me with insight into ways I might be able to adjust the course in order

		planning	about the course's approach to future work	to ensure that I was meeting the students where they are. This was particularly helpful as an assessment tool in my first semester at MCC
WRIT 201	Fall 2017	Two rounds of individual conferences with students designed to assess engagement in the research and development process	Students were able to explain and explore their decision making during various stages of a semester-long research project	I had originally intended two rounds of conferences but decided to move the second round from the end of the semester (week 14) to shortly after midterm (week 10). This change allowed us to address concerns regarding student progress
		Daily work assigned to students in order to ensure progress toward the goals of a semester-long research project	A substantial number of students were not keeping up with the daily work designed to develop the necessary skills to conduct an academic research project	In response to poor completion rates, I decided to re-evaluate the course schedule mid-semester. This led to the changes in conference timing as well as my approach to specific daily work in an attempt to provide more structure and clearer expectations
		Multiple self-reflection opportunities (named Author's Notes) used primarily by the students but also as tools for assessment of instructional decision making and planning	Students provided written feedback about their own engagement in a variety of writing assignments which created a pool of data to be considered while making decisions about the course's approach to future	The students were thoughtful about their own engagement in their coursework and also provided me with insight into ways I might be able to adjust the course in order to ensure that I was meeting the

			work	students where they are. This was particularly helpful as an assessment tool in my first semester at MCC
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FACULTY MEMBER'S NAME: Kimberly Gibbs				
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
Intro to Ag AGSC 101	Fall 2016 & 2017	Ask for the students what they will change in the class	Students respond with suggestions needed to be made for future classes. For example, more fieldtrips and longer time for the speaker to talk.	I have responded by making the classes 1.5 hours and having more time for the speakers. I have also tried to incorporate more speakers relative to their interest.
Applied Ag- AGSC 103 & 104	Spring 2018	Taken the student feedback from Fall 2017 class evaluations	The students want to see more of a ranch planning type class for the Applied Ag Classes.	In the spring of 2018 I will be incorporate the ranch planning class and working with area businesses and banks to help the student better learn ranch planning
Rangeland Plants-NRSM 102	Fall 2017	Taken suggestions from the students	Students wanted a plant mounts that were readily available to them to study for the plant class.	Provided 500 plant mounts for the students to use in the Fall Semester for the plant class.
Intro to Ag- AGSC 101 online	Fall and Spring Semesters 2017	Ask the students what they would change about the class.	The students wanted less writing and more of a variety of projects.	Incorporated discussions, video recordings from the students comparing and contrasting the different degrees they learn about.

FACULTY MEMBER'S NAME: Nancy Swope				
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
CAPP120—Intro to Computers	Fall 2016	Instructor Evaluation and	Need additional in-class	Added additional In-class

		Student Comments	instruction and opportunity to ask questions regarding the Microsoft Access section	assignment after first two sections of Access
CAPP120—Intro to Computers	Spring 2015	Student Interaction	Numerous questions regarding missing assignments, scores earned, and detailed directions on assignments	Switched to Canvas grading platform and posted detailed daily assignments
CSCI 116—Python Programming	Fall 2015	Final Exam Questions—asked students to give written input regarding programming curriculum	Students felt need for the three programming languages offered but wanted more graphics	Implemented a Turtle graphic section into Python course
CSCI111—Programming with Java I	Spring 2015	Course/Teacher Evaluation Form	Students did not like the textbook	Changed to different textbook with more hands-on assignments
CCNA1—Intro to Networks	Fall 2016	Final Exam—Hands on Assessment	Students scored poorly on the wireless section of the hands-on portion of the exam	Implemented 2 additional hands-on labs on wireless networks during the semester

FACULTY MEMBER'S NAME:		Dr. Daniel Ferris		
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
HSTA 101, 102; HSTR 101,102	Fall 2016	Addition of “End-of-Week” writing assignments, a weekly exercise in which students explored two topics of interests from the past week in greater depth, organizing their thoughts and posing probing questions. Stimulation of additional thought on key topics in preparation for formal writing assignments provided the rationale for the implementation of the exercise.	Generally, the construction of solid thesis statements and overall organization of formal writing assignments improved.	This exercise became part of the regular class structure after its initial success.
LSH 101	Spring 2017	After teaching the course for the first time at MCC	The students responded well	After the initial success of this

		in Fall 2016, the instructor determined that in order to supplement a discussion of human expression via film, art and music, the course would benefit from a unified theme. Thus, the instructor identified a specific work of literature, <i>Moby-Dick</i> , and centered the class on the reading of the novel. In addition, films, music and other works of art were selected that possessed common themes regarding the human condition. The instructor felt that the packaging of various forms of expression around a select group of key themes would allow for students to better conceptualize/comprehend the works. The beauty of this approach is that it allows for a new theme/approach each semester centered on a new work of literature, ensuring continued vibrancy.	to this approach. Instead of moving from one topic to another, the core of the semester was grounded in reading <i>Moby-Dick</i> , and the odd days found students considering other forms of expression, such as Robert Wise's 1966 film, <i>The Sand Pebbles</i> , which directly relate to many of the same themes in the novel. This connection of themes allowed for a more focused final exam question, which students found helpful and improved the scores from the previous semester.	method, I regularly implement this approach every semester.
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FACULTY MEMBER'S NAME: Donna Faber				
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
ARTH 101 Foundations of Art	Fall 2017	Short paper about appreciation of art history and cultural aspects of each unit after each unit was completed	Overarching Outcome: Relate connections between the humanities and cultural/historical events. Student Outcome: Make connections between visual arts and other disciplines	Students did show some degree of appreciation and interest in particular areas. Overall, students enjoyed the process and history of papermaking more. They were very surprised at the history and variety of alphabets and

				very impressed at the dedication of becoming a good calligrapher. Some expressed an enthusiasm to continue what they learned in the class.
ARTZ 105 Visual Language- Drawing	Fall 2017	As part of the final test, students were asked to write an observation paper on all the different media explored during the semester as well as types of subject matter they drew. I purposely varied the subject matter: still life, landscape, copying work from the Old Masters and modern artists, and their own choice of subjects in order for a good discussion.	<p>Overarching Outcome: Acknowledge, learn about, and learn from different cultural and social perspectives.</p> <p>Student Outcome: Work with the tools and techniques of drawing and strive for an individual style. Relate personal choices to master works; emulate style.</p>	Students generally chose the subject matter of copying from other artists' works. That is fairly typical as many of the students didn't have the experience of taking art in high school and can be a little insecure of their creative ability. I assured them that copying from an artwork is a viable instrument of learning a new technique. Even though they didn't always look forward to drawing from still life setups, they did express the value of having more control over shape and creating three-dimensional representation.

Additional Narrative from this Faculty Member:

As always, I struggle with finding instruments to assess student understanding and progress in the art courses I teach.

Progress in this area:

1. Attaching the Humanities Overarching Outcomes to the course outcomes has been a good identifier.
2. I have implemented several written self-assessments for the students to verbalize how completing the art courses relate to other areas in their education, career, and personal life. At the beginning of each course I present the Overarching Outcomes to them and instruct them to discuss what each outcome means to them, what artistic experiences relate to each outcome, and what their expectations of the class and themselves are as they relate to the outcomes. I collect and keep those responses. Then as a post-assessment, I return the pre-assessment and have them do an observation paper on their preliminary answers and ask them to react to those answers and then add what they learned from the artistic experience of the course.
3. From the above exercise, two things were gained: through writing, students are given another avenue of thinking about art; and I learn from their reactions and experiences and where I need to strengthen lectures and activities as they relate to the outcomes.
4. In my Foundations of Art class I have added another writing assignment to the hands-on projects. We cover 4 major units in the course. As students finish each unit and are given criteria for a "final project" in each, I have added an observation paper they must complete that covers how they appreciate the historical and cultural aspects of the units. As part of the final test, students will again be given another opportunity to discuss their growth in the areas around the Overarching Outcomes, with the addition of specifically discussing if they may continue similar artistic endeavors moving forward in their lives and careers (lifelong learning)
5. My new implementation to the art courses is to add Outcome rubrics to the assignments closely related to the outcomes. This may be the most objective instrument to finally be able to measure student learning!!

FACULTY MEMBER'S NAME:		Karla L. Elder, MSN		
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
Certified Nursing Assistant NRSG 106 90A	Sept. 6- Oct. 21 - 2017	Student Assessment: Graded discussion Weekly Assignments Weekly exams Clinical assessments Course Assessment: Student Feed Back End of Semester Instructor Survey National Assessment Exam – Headmaster (HM) Employment	Student Assessment: 3 students. 2 earned B or A "Key" for HM exam 100% liked course Course Assessment: 3/3 failed one or more questions on national exam 0 employed at this time	Review CNA manual and check state requirements. Highlight key areas that will be on HM exam. Observe clinical instructor. Students will retest
Certified Nursing	Oct. 25- Dec. 9 -	Student	Student	Review CNA

Assistant NRSG 106 90 B	2017	Assessment: Graded discussions Weekly Assignments Weekly exams Clinical assessments Course Assessment: Student Feed Back End of Semester Instructor Survey National Assessment Exam Employment	Assessment: 1 student. Earned A's Course Assessment: "Key" for HM exam Suggested use of "Key" Passed Full time employment	manual and check state requirements. Highlight key areas that will be on HM exam
Intro Pharmacy Tech 100 – 1L	Sept. 6 – Dec. 15 2017	Student Assessment: Graded discussion Weekly Assignments Weekly exams Course Assessment: Student Feed Back End of Semester Instructor Survey	2 students. One excelled, the other failed 1 student suggested course be face to face class and assessed the course and instructor as poor. 1 student happy with course and instructor.	Reached out to the struggling student by: emails, face to face, list of campus resources, Student at Risk reports, and encouraged student to drop class at mid-term. student refused. End of semester earned a C-
Pharmacy Tech Calculations 101 1L	Sept. 6 – Dec. 15 2017	Student Assessment: Graded discussion Weekly Assignments Weekly exams Course Assessment: Student Feed Back End of Semester Instructor Survey	2 students. One excelled, the other failed 1 student suggested course be face to face class and assessed the course and instructor as poor. 1 student happy with course and instructor.	Reached out to the struggling student by: emails, face to face, list of campus resources, Student at Risk reports, and encouraged student to drop class at mid-term. student refused. End of semester earned a D-
Intro Sociology 101 on campus	Sept. 6 – Dec. 15 2017	Student Assessment: Graded discussion Weekly Assignments Unit exams Final Exam Course Assessment:	End of semester; 60% completed course with C+ or higher Students frustrated with instructions in	1 st time of teaching Sociology. For Spring semester, reorganized syllabi, more organized and user friendly. Implementing:

		Student Feed Back End of Semester Instructor Survey	syllabi. 86% approval of course and instructor.	“Flipping the Class, for spring semester
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FACULTY MEMBER’S NAME:		Dale Marcil		
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
EO 100L EO 101 EO 103 Heavy Equipment / CDL	Fall 2016 Spring 2017	The HEO class is a two-semester program that teaches the basic operation of heavy equipment. With the instruction, SAFTEY is a major component with all aspects of the course and used during both semesters. Operation and basic maintenance used in all stages of the course with students getting hands on time or like we like to call burning fuel. This is very important to the students learning what each piece of equipment does and surface control areas in the machine, and how they work.	Students learn safe practices in the construction industry and knowledge of equipment and different areas that equipment is used in the process of a project or construction site.	Students that have taken jobs in the industry have responded back with a few things that they would have liked to see in the class, mostly different types of equipment. Such as Steel Wheel rollers and larger size equipment along with some specialty pieces. They also mention that they are making better wages after attending MCC.
EO110 EO 110L EO113 EO121L EO 121	FALL2016	The CDL works hand in hand with the Heavy Equipment, most employers like there operators to have CDL so they can transport equipment they are operating. We use software for preparation for the written portion and hands on driving for the	Students learn the safe and proper way to operate a Commercial Vehicle maintenance, inspections and securing loads. Safe driving techniques in all types of conditions	Students have said that there time with the CDL class was well spent and a positive outcome has made it better for finding a well paying job.

		driving portion of the CDL test.		
EO120 EO120L EO 130 EO 130L Spring 2017 Heavy Equipment /CDL		In the spring semester we finish our NCCER portion of the program, NCCER is the class room portion and with passing that the student receives a certification card. The card is for life, they can show it to NCCER employer and all study information is bar coded on the back. We Also, do small projects in the community so the students can build projects with the equipment they have learned on and see the outcome of their work.	Working on projects with a start and finish is very important in learning and seeing how working together with fellow students and equipment match what they will see in the working world.	Response on what the students are actually working on is limited and difficult to track.

FACULTY MEMBER:		Dr. Mike Hardy		
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
NC 021 Supplemental Instruction	Fall 2017	Analyzed pass rates in Math by course.	Pass rates for M 090 students were low (33%)...several individual M 090 students had a successful start to semester only to slip later.	Instituting changes to catch slips in performance earlier and make students more aware of the "breaks" offered by their particular instructor.
M 105 Contemporary Mathematics	Fall 2017	Examined test scores for chapter tests.	Averages for last two exams were lower than in previous semester where only one of those chapters was covered.	Will return in Spring 2018 to only teach the on section on Fair Division at the end of the course and allow more time for students to absorb it.

FACULTY MEMBER:		Liz Lawrence		
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
BIOH 201 1L Human Anatomy & Physiology I Online	Spring 2018	The last time I taught this online I would have the students print off the Chapter Notes and then view the PowerPoint to fill in the required information in the notes.	When I use Chapter Notes with PowerPoints it seems students are less inclined to go to the "book" to learn the material.	I want to improve learning and mastery by changing to a Chapter Notes only format where the students are required to look up information in their textbooks in order to complete Chapter Notes.
BIOH 211 1L Human Anatomy & Physiology II Online	Spring 2018	Online tests	Last semester the students who took this course online struggled with learning the material in an online format.	In order to increase learning and application of the material I will be having a Weekly Discussion where I will interact with the students on the Chapter material

				for that week. This will give the students more of a classroom feel to the course and will help with getting their questions answered either by their peers or myself.
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FACULTY MEMBER'S NAME: Brett Badgett				
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
EQUH 155 Intro to Natural Horsemanship	Fall 2017	Specific modules with videos of other professionals in the industry were included sequentially with the course. Corresponding Rubrics were then used for grading on a scale of 4 for mastery down to 1 for an attempt.	Students reviewed the modules and video in the classroom before attempting the goal on their own horse. Students complained about having to watch some of the film but I believed it still helped their understanding before working on the goal with my hands on help.	There was better understanding and communication between human and horse. Students liked the immediate feedback of rubric grading in canvas.
EQUH 254 Natural Horsemanship: Harmony with your horse 1	Fall 2017	Students were asked to submit a personal weekly goal as a journal entry with their horse for the class on Canvas.	Students could be very inconsistent about turning the assignment in. When they did they provided me with some good information and ideas for class.	This helped students keep moving forward with their horses and become less bogged down in certain areas. I think this is a good habit for them to develop in all areas of their life.

FACULTY MEMBER'S NAME: Kristy Atwood				
COURSE NAME & NUMBER	SEMESTER	ASSESSMENT CONDUCTED	OUTCOME	RESPONSE
BMGT 210 Small Business Entrepreneurship	Spring 2016/Spring 2017	The students wrote a business plan for a fictions business.	Student plans were good, but lacked data based research. They did not understand how to find the correct	For the Spring 2018 semester, the class will have Alex Evans, the director of the SBDC for the

			resources to help them conduct the research.	local region, present on starting a small business. In his presentation, Alex will provide the students with real business examples where businesses successfully completed the startup phase. In addition, Alex will provide resources for research that will aid the students in learning to conduct solid, data driven research to add to their plans. As the students begin to write their plans, Alex will provide continued support by helping the students navigate the resources properly. Alex will come back to the class periodically to answer any necessary questions. The long range plan/vision is to have the students help write plans or conduct research for local startup businesses.
BFIN 205 Personal Finance	Spring 2014	Students completed a final project looking at financial websites.	Students weren't getting the hands on financial experience necessary to benefit their future.	In the Spring of 2015 through the current semester (Spring 2048), a final project was developed to help the students understand

				<p>personal finance and how it will impact their future. In the project, the students are asked to find a job relating to their ideal career path in a location where they would like to live. Then, using research students are asked to research costs associated with living in the “real world” and provide those in their project as well. A multitude of areas are discussed in the project to give students a hands on approach to what they will face when they graduate from college. Adjustments are made each semester to the project as necessary to make the project valuable to the students. Alterations have been made to accommodate nontraditional students that have these costs already identified. In those scenarios, we develop a final project that fits their needs and benefits their future.</p>
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Long-term Response

For a more detailed explanation of the College's long-term response, we refer the evaluators to the College's Spring 2018 Mid-Cycle Self-Evaluation (MCE) Report. In Part II of the Spring 2018 MCE Report, one of our examples for operationalizing Core Theme assessment includes the incorporation of Canvas, the College's Learning Management System (LMS), in order to develop a means of conducting course-to-program assessment for our classes. The Northwest Commission on Colleges and Universities invited four member institutions to conduct and report on Demonstration Projects, which were evaluated during the Spring 2017 NWCCU evaluation cycle. The purpose of the Demonstration Projects was to allow the NWCCU to create a "toolbox" of best practices for assessment. One of the participating institutions was The University of Oregon. Part of their study included the use of Canvas as a means of conducting course-to-program assessment. See the following link:

http://accreditation.uoregon.edu/files/nwccu_uo_finaldraft_march17_2017.pdf

This document is also available in Appendix I.

Three faculty members at Miles Community College took the initiative to study this process in greater depth to see how it might be adapted to meet the needs of MCC. During the Fall 2017 semester they met bi-weekly to create their action plan. During the Spring 2018 semester they have been piloting the process in at least one of their classes. Once they have completed their pilot project, they will train the rest of the faculty at Miles Community College on how to implement this assessment "best practice."

We are confident that as we refine our use of the assessment features of Canvas to develop course-to-program assessment, by the time we undergo our next Year Seven *Mission Fulfillment and Sustainability* Evaluation, we will be prepared to provide detailed documentation on how assessment takes place at the course and program levels; how assessment results provide credible evidence of learning; and how assessment informs practices that lead to the improvement of teaching and learning.

CONCLUSION

Since 1939, Miles Community College has been and continues to be a dynamic and vibrant asset to the sparsely populated yet historically rich corner of the world known as Eastern Montana. The people who live in Eastern Montana endure cold, harsh winters and hot, dry summers. At Miles Community College, we are committed to the ideal that “Student success is our passion!” As a comprehensive community college, we strive assiduously to be forward thinking while honoring our rich and robust Western heritage.

We are hopeful that our responses to the two Recommendations addressed in this Ad Hoc Report demonstrate our commitment to adhering to the standards and expectations of the Board of Commissioners of the Northwest Commission on Colleges and Universities. To wit, we have created a comprehensive Facilities Master Plan that is aligned with our Mission and Core Themes and that will be an integral instrument for informing and implementing improvements and additions to our physical plant. Our faculty have identified how they have used assessment results to enhance teaching and learning. Furthermore, the Canvas project of linking course assessment to program assessment will be well developed and actively implemented as we prepare for our next Year Seven *Mission Fulfillment and Sustainability* Evaluation in 2022.



APPENDICES

Appendix A: MCC Vision 2020

Appendix B: Mission and Core Themes

- **Mission and Core Themes Display**
- **Mission and Core Themes Table**
- **Mission and Core Themes Scorecard**

Appendix C: 2017-2018 Strategic Plan

Appendix D: AP3 Representative Documents

Appendix E: SEP Representative Documents

Appendix F: PBA Representative Documents

Appendix G: 2016-2017 Annual Report

Appendix H: MCC 2017-2018 Catalog

Appendix I: University of Oregon Demonstration Project (Source of MCC's Canvas Assessment Project)

Appendix J: MCC Facilities Master Plan