MILES COMMUNITY COLLEGE

MID-CYCLE SELF-EVALUATION REPORT

PREPARED FOR

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

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MILES
COMMUNITY COLLEGE

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TABLE OF CONTENTS

Appendix A:
- **MCC Vision 2020**

Appendix B:
- **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's Spring 2017 Demonstration Project (Source of MCC's Canvas Assessment Project)**

Appendix J:
- **MCC Facilities Master Plan**

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

Start Here... Go Anywhere.

COMMITTEES RELEVANT TO MID-CYCLE and AD HOC REPORTS

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 Niedge, Dean of Enrollment Management
Dr. Troy Franklin, Interim Dean of Student Engagement
Garth Sleight, Associate Dean of Academic Affairs

Academic Standards & Curriculum Committee:

Chair: Dr. Rita Kratky, VP Academic Affairs

Kristy Atwood, CTE Division Chair	Lisa Blunt, Registrar
Kristin Buck, Faculty	George Dickie, Library Director
Donna Faber, Faculty	Pauline Flotkoetter, Director of Nursing
Mike Hardy, Faculty	Carolyn Kimball, Administrative Assistant
Rita Kratky, VP Academic Affairs	Loren Lancaster, Financial Aid Director
Sarah Pett, Gen Ed Division Chair	Angela Mendoza, Accounting Specialist
Erin Niedge, Dean of Enrollment Management	
Garth Sleight, Assoc Dean of Academics	

Budget:

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Jeff Brabant, Faculty

Ana Walker, Dining Services Director	Jerry Forman, Faculty
Troy Franklin, Dir. Of Housing & Student Life	Mike Hardy, Faculty
Rita Kratky, Dean of Workforce Dev./Community Ed.	Loren Lancaster, Financial Aid Director
Ross Lawrence, Facility Manager	Pauline Flotkoetter, Director of Nursing
Troy Franklin, Interim Dean of Student Engagemente	Mike Turck, Centra Director
Don Warner, IT	

Career & Technical Division:

Chair: Kristy Atwood, Division Chair

Brett Badgett, Faculty	Jeff Brabant, Faculty
Kristin Buck, Faculty	Jerry Forman, Faculty
Kim Gibbs, Faculty	Dale Marcil, Faculty
Dave McIntyre, Faculty	Nancy Swope, Faculty

Enrollment Action Team

Chair – Erin Niedge, Dean of Enrollment

Anne Anderson, Dir of Student Success & Retention	Kristy Atwood, CTE Division Chair
Pauline Flotkoetter, Nursing Director	Troy Franklin, Interim Dean of Student Engagement
Dr. Rita Kratky, VP for Academic Affairs	Loren Lancaster, Financial Aid Director
Ross Lawrence, Facilities Manager	Sarah Pett, Gen Ed Division Chair
Garth Sleight, Assoc. Dean of Academic Affairs	Tracie Vogel, Marketing and Enrollment Specialist

General Education Division:

Chair: Sarah Pett, Division Chair

Anne Anderson, Dir of Student Success & Retention
George Dickie, Library Director
Dan Ferris, Faculty
Liz Lawrence, Faculty
Molly Magestro., Faculty
Chase Tait, Faculty
Nate Vogel, Faculty

Kristin Buck, Faculty
Donna Faber, Faculty
Michael Hardy, Faculty
Daniel Lolos, Faculty
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Institutional Effectiveness Committee: (as needed to review Accreditation assessment progress)

Chair: Dr. Stacy Klippenstein, President

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Sarah Pett, Dev. Reading and Writing Faculty/FYP

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Erin Niedge, Dean of Enrollment
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Institutional Research Committee:

Chair: Dr. Rita Kratky, VP for Academic Affairs

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Loren Lancaster, Dir. of Financial Aid
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Garth Sleight, Associate Dean

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Canvas Assessment Project Team:

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Miles Community College
Mid-Cycle Self-Evaluation Report
Prepared for the
Northwest Commission on Colleges and Universities
Spring 2018

INTRODUCTION

Miles Community College underwent its Year Seven *Mission Fulfillment and Sustainability* Peer Evaluation on April 22 - 24, 2015. In a letter dated July 17, 2015, to Dr. Stacy S. Klippenstein, president of Miles Community College, 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."

Those six Recommendations 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).*

The appointed Ad Hoc Peer Evaluation took place on April 11-12, 2016. In a letter dated July 18, 2016, Dr. Elman informed the College that the Board of Commissioners had accepted the College's Ad Hoc Report and confirmed the two recommendations that had come from the Ad Hoc Peer Evaluation. The Commission requested that Miles Community College address those two recommendations as an Addendum to the Spring 2018 Mid-Cycle Self-Evaluation.

Those two Recommendations were as follows:

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)*

The Addendum to address the College's response to these two recommendations accompanies this Mid-Cycle Self-Evaluation Report as a separate document.

Furthermore, in a letter dated July 11, 2016, Dr. Elman informed the College that "the Board of Commissioners [had] accepted Miles Community College's Spring 2016 Year One *Mission and Core Themes* Report which was expanded to again address Recommendation 1 of the Spring 2012 Year Three *Resources and Capacity* Peer-Evaluation report." Dr. Elman noted that the "Commission determined that the College [had] satisfied the Commission's expectations regarding Recommendation 1 of the Spring 2012 Year Three *Resources and Capacity* Peer-Evaluation Report." That recommendation was as follows:

> *The evaluation committee recommends that the College establish core theme outcomes and indicators of achievement that provide direct evidence of results rather than process, and which form the basis of evaluating the objectives of the core theme (1.B.2). Further, the committee recommends that the College strengthen its definition of an acceptable threshold of mission fulfillment (1.A.2)."*

The Mission, Core Themes, Objectives, and Indicators that form the bases of this Mid-Cycle Self-Evaluation are those that were approved by the NWCCU Board of Commissioners at its July 2016 semiannual meeting.

PART I: OVERVIEW OF INSTITUTIONAL PLANNING AND ASSESSMENT

Introduction

Strategic planning is at the core of any effective enterprise. It requires assessment at many different levels, followed by the commitment to inform all planning and decisions based on the outcomes derived from assessment activities. In Part I, we will describe the different levels of assessment that occur at Miles Community College, how assessment takes place, and how outcomes inform planning and decision-making.

Three Levels of Planning and Assessment

At Miles Community College planning and assessment take place at three levels:
1. The "Aspirational Level," which takes a long-range view of planning and assessment.
2. The "Institutional Level," which takes a mid-range view of planning and assessment.
3. The "Operational Level," which takes a close-range view of planning and assessment

Conceptually these three levels can be visualized as the three levels of a diving platform (10 meters, 7.5 meters, and 5 meters).

←Aspirational Level of Planning and Assessment

←Institutional Level of Planning and Assessment

←Operational Level of Planning and Assessment

(Public Domain, https://en.wikipedia.org/w/index.php?curid=3709146)

Aspirational Level of Planning and Assessment

The Aspirational Level of Planning and Assessment is reflected in the College's Vision 2020 document, *Pioneering Our Future: A Five Year Vision*. The online link to this document is as follows: https://content.milescc.edu/DownloadFiles/Accreditation/MCCvision2020.pdf.

The Vision 2020 team was charged with the complex process of examining where the College was in the spring of 2015 and envisioning the directions our college should be headed over the next five years. We took the task to consider the growth and long-term viability of the College quite seriously. Our Vision 2020 team was a diverse, multi-dimensional group. Our twenty-two-person team represented all college departments, included a student, a board member, three community leaders, and a facilitator.

We communicated honestly with each other throughout a well-organized process during which everyone became vested in our task and the vision we were building. The practice of creating our

five-year vision brought the campus community together. Even though we are a small campus, separate divisions do still exist. We took great care to work across division lines not only to build the vision itself, but also to intentionally build a vision that leads the college towards a more institutionally integrated way of enhancing lifelong learning and building pathways for students to work towards their completion goals: careers and transfer.

Once completed, the Vision 2020 document was approved by the Miles Community College Board of Trustees. It was also shared with the Montana Board of Regents, Office of the Commissioner of Higher Education, and with the community.

As a college, we will continue to contribute in meaningful ways to the betterment of eastern Montana and the broader region by focusing on the strategies we articulated. To accomplish this work, each year's strategic plan is mapped back to the Vision 2020 document; additionally, our Annual Report publication tracks our yearly progress. Miles Community College belongs to our students, to our community, and to our region—aspirational level planning ensures we continually work towards mission fulfillment by informing our daily agendas with long-range visioning and planning.

Institutional Level of Planning and Assessment

The Institutional Level of Planning and Assessment is reflected in the College's Core Theme Indicator Scorecard (or Scorecard.) The Scorecard aggregates into a single document the status of each of the Objectives and Indicators for each of the Core Themes. The Institutional Research Committee has the responsibility of ensuring that the Scorecard is updated and analyzed. The Chair of the Institutional Research Committee is the Vice President of Academic Affairs. Members of the committee include the Accreditation Liaison Officer, a math instructor (who also holds a Ph.D. in statistics), a science instructor, the Financial Aid Director (who has expertise in aggregating data using Tableau), the Registrar, the IT Director, the Dean of Enrollment Management and Educational Support Services, and the Interim Dean of Administrative Services and HR.

Examples of insights derived from the Scorecard, along with institutional impacts of said insights, include, but are not limited, to the following:

- **Core Theme 1**: Student retention rates at Miles Community College have experienced a decline. One initiative to try to enhance student retention has been the creation of the position of Director of Student Success and Retention. The Director is housed in the Learning Center. There are many services that the Learning Center provides to help with student retention. Guided by the belief that students are more likely to stay in school if they feel valued, supported, and successful, the Director and Learning Center staff have small programs to help with drop-in daycare, free meals at the Café, counseling referrals, and in the near future, transportation help. The larger programs provided at the Learning Center include peer tutoring and training, college success workshops, and Student At Risk reports, along with academic probation and suspension. Once a student is on academic suspension, that individual is required to participate in the GRIP (Grade Recovery in Progress) program, which is designed to provide extra support and academic help. The fall 2017 to spring 2018 retention rate was 83 percent, three percentage points above the 80 percent target.

The Director of Student Success and Retention personally contacts and tracks each student who is on the Early Alert list and tries to help the student through the tough times of college life. The title of Director of Student Success and Retention carries many hats. Along with helping college students transfer into a four-year program after MCC, the Director also helps anyone needing a high school diploma to receive it and eventually transition into college or a career. With all of our students, the College uses a program called MCIS (Montana Career Information System), a college and career exploration web site that gives students some little guidance when they are feeling lost. The Director also travels to Baker (80 miles east of Miles City) and Broadus (80 miles south of Miles City) each month to help in the College's outreach efforts of its HiSET (High School Equivalency Test) program. This has been very successful as we have students from each of those towns now enrolled in our HiSET program. The Director also serves as a member of the College's Behavioral Intervention Team (BIT). The Director also engages in retention at a personal level by finding and communicating with students via text messages and social media.

- **Core Theme 2**: The data for students who progress from developmental education courses to gateway college courses have been impactful. Consequently, the math and writing instructors who have been leading this data-gathering process have been modifying their paradigm as a result of the data they have accrued.

- **Core Theme 3**: Efforts to engage high school students has been very exciting to see. In the spring of 2018, we experienced an increase in the number of partner schools and a marked increase in the number of students who have opted to take advantage of the opportunity to earn college credits while still in high school. We continue to be committed to reaching out to high schools and students to provide opportunities for earning college credits while still in high school.

- **Core Theme 4**: The summer 2017 session of Kids Kollege enjoyed robust participation by the children of Miles City and surrounding area, as noted in the following table:

CLASS	HOURS	FEMALE	MALE
Computerphobia III '17	8	2	1
Flat Stanley Vacation	1.5	2	3
Handmade Paper	2	6	3
Microwave Mug Cooking	1.5	6	4
Movie Making	1.5	8	2
On the Go Grooming	1.5	5	5
Sensational Summer Science I	2	7	5
Sensational Summer Science II	2	4	8
Sensational Summer Science III	2	4	6
Sensational Summer Science IV	2	7	5
Sensational Summer Science V	2	8	7
Spanish Language Skills	2	5	3
Zoo MT Presentation	1	3	5
TOTAL	**27**	**67**	**57**

With regard to assessment of student satisfaction, we still need to determine how best to extract that type of information from the young participants.

Operational Level of Planning and Assessment

The Operational Level of Planning and Assessment is reflected in the College's Annual Strategic Plan. Since the summer of 2007, the MCC President has conducted a semiannual strategic planning retreat with the President's Cabinet. In January of each year, the President conducts a mid-year retreat to determine how well the College is tracking in the goals that were set at the beginning of the academic year. The President has similar retreats twice per year with the Board of Trustees to engage in analysis and strategic planning. The results of those discussions are shared with the college community.

The Annual Strategic Plan is based on the College Mission and Core Themes. It also includes the Board of Trustees' Major Initiatives and Expectations. Each Core Theme is accompanied by a Core Theme Mission Alignment Statement. The table is organized to include Key Strategies (KS), which are derived from the Vision 2020 document; Student Success Metrics (SSM); Key Strategic Objectives, which are broken down as Core Objectives; Alignment of Key Strategies (KS) and Student Success Metrics (SSM); and Action Items.

Community College Survey of Student Engagement (CCSSE)

Beginning in the spring semester of 2015, the College has committed to administering the CCSSE during the spring semester of the odd-numbered year (2015 and 2017, thus far) in order to provide data to inform planning and assessment. In particular, the College has incorporated four of the five CCSSE Benchmarks into Core Theme # 2: Academic Achievement, Objective # 1: Engage in effective educational practices, as identified in the Community College Survey of Student Engagement (CCSSE). The four benchmarks are:
1. Active and Collaborative Learning
2. Academic Challenge
3. Student-Faculty Interaction
4. Support for Learners

The fifth benchmark is "Student Effort." Inasmuch as this benchmark primarily reflects the commitment of students to exert themselves in their studies, we opted not to include this benchmark in Core Them 2, Objective # 1.

After the CCSSE data was returned July 2017, it was reviewed by Cabinet in the summer 2017, reviewed with all faculty during fall 2017 faculty days, and reviewed with the IR committee in fall 2017. Outcomes from those reviews of the CCSSE 2017 results led to two items that were recommended for changes:

- **<u>Enhance Active and Collaborative Learning</u>**: Service Learning opportunities need to increase across campus via classes, programs, student life, community outreach, etc. Therefore, more training during faculty days, faculty monthly meetings, all-employee meetings or use of professional development opportunities will be incorporated in order to enhance our options with Service Learning. Some examples of the implementation of service learning are as follows:

- o Dr. Daniel Ferris, a history instructor, is doing a oral history service learning project with Miles City Club and included Guest Speakers series lecture too.
- o Sarah Pett, a writing instructor, has had her students in WRIT 122 Introduction to Business Writing collaborate with the Miles City Chamber of Commerce to complete a service learning project during Spring 2016 and Fall 2016. By participating in the service learning project, students were able to practice the workplace communication skills they had been practicing in the classroom during the first two-thirds of the semester. Spring 2016 students interviewed museum directors to generate the text for the Southeastern Montana Museum Tour Guide the Miles City Chamber of Commerce published. Fall 2016 students interviewed people involved with the Tongue River Herd and the West End Development Project to generate text for a brochure the Miles City Chamber of Commerce was working to publish.
- o Kristy Atwood, the business instructor, has students placed in internships in conjunction with some of her classes.
- o Kim Gibbs, the agriculture instructor, has had her students help with a 4-H livestock judging contest and create a map of the "Made in Montana" products for Buy Montana.com.
- o Jerry Forman, the CDL instructor, has had the students in his stand-alone CDL work with MCC equipment to assist the Custer County Road and Bridge Department in hauling gravel to resurface public roads in the Yellowstone Valley.
- o Dale Marcil, the Heavy Equipment Operator instructor, has had his students involved with projects for Montana Walleyes Unlimited, the City of Miles City, and Fort Keogh, the USDA Agriculture Research Station. Projects have included construction of roads, dams, jetties at a local lake, and snow removal from public streets.
- o Nancy Swope, an IT instructor, had a student use his graphic design skills to create the poster for the MCC Pioneer Baseball schedule in spring 2017 In addition, she had three students who created web sites for small businesses for their final project.
- o Nursing students do teaching at ROCKs (Raising Our Community Kids Safely) and Sacred Heart Kindergarten students. The students also take blood pressures at Eagles Manor (a senior living facility) the first Sunday of the month
- **Enhance Student-Faculty Interaction and Support for Learners**: Advising Days being established each fall and spring term was added to allow time on campus to have advising appointments, discuss careers, etc. and allows faculty a day to focus on advising, along with other opportunities that day for workshops on study habits, strategies to overcome test anxiety, career exploration, etc.

PART II: OPERATIONALIZING MISSION AND CORE THEMES

Introduction

In Part II of our Mid-Cycle Self-Evaluation Report, we have opted to highlight three areas of assessment that focus on student learning at the institutional and program levels. In doing so, we will illustrate how we are "closing the loop" on student learning assessment. Representative Example # 1 will detail how assessment takes place within our Nursing Program. Representative Example # 2 will explain how we are incorporating the features of Canvas, our recently-adopted

Learning Management System, to link and assess course-to-program assessment. We gleaned this idea from The University of Oregon's Demonstration Project of Spring 2017. Finally, Representative Example # 3 will provide an overview of our implementation of Dickeson's Academic Program Prioritization Process (AP3), and how that process has led to Strategic Enrollment Planning (SEP), along with our Planning, Budget, and Assessment (PBA) process.

Representative Example # 1: Nursing Program Assessment

Miles Community College has had an Associate Degree Registered Nursing (ADRN) program since 1969, and awards successful graduates the Associate of Science in Nursing (ASN) degree. The ADRN Program is also accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), and it is approved by the Montana State Board of Nursing (SBON). For the purposes of this Mid-Cycle Self-Evaluation Report, we opted to choose the program that has the most maturely developed assessment processes. We will then present a recently created assessment process that is in its developmental stages.

End-of-Program Student Learning Outcomes (SLOs)

SLO # 1 - Human Flourishing: The expectation is that 80% of students concurring the 5th semester will pass Kaplan Integrated tests with a 70 percentage or better and will advocate for patients and families in ways promoting their health through self-determination, integrity, and ongoing growth as human beings in culturally diverse settings utilizing the nursing process across the life span.
Subcategories: Nursing Process, Health Promotion and Maintenance and Cultural Diversity.

SLO #2 - Nursing Judgment: The expectation is that 80% of students concurring the 5th semester will pass Kaplan integrated tests with a 70 percentage or better and will make clinical judgments in practice utilizing:
Subcategories: Nursing Judgement, Critical Thinking, Evidence Based Practice and Safety.

SLO#3 - Professional Identity: The expectation is that 80 % of Students concluding the 5th semester will pass Kaplan Integrated test with 70 percentage or better, will practice ones role as a nurse committed to communication, collaborating within the role of the interdisciplinary health care team, reflecting integrity, responsibility, leadership, legal and ethical practices including the patient, family and community.
Subcategories: Legal and Ethical Issues, Communication, Teamwork and Collaboration, Leadership and Management.

SLO#4 - Spirit of Inquiry: The expectation is that 80% of students concluding the 5th semester will pass Kaplan Integrated Test with a 70 percentage or better, and will examine the evidence that underlies clinical nursing practice, challenging the status quo, discriminating data through available technology, questing underlying assumptions and offering the new insights improving high quality care for patients, families and communities.
Subcategories: Technology, Information, Quality Improvement, and Patient Centered Care.

Demonstration of Achievement: Licensure Examination

Program demonstrates evidence of graduate's achievement on the licensure examination. The programs expected level of achievement will be at 80% or better, for all first time-test takers during the same 12 month period. There is ongoing assessment of the extent to which graduates succeed on the licensure examination. There is analysis of assessment data and documentation that the analysis of the data is used in the program decision-making for the maintenance and improvement of the graduates' success on the licensure examination. There is a minimum of three (3) most recent years of available licensure examination pass rates, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location and date of program completion.

The Faculty analyze the findings from National Council of State Boards of Nursing and look for tends as to why Miles Community College Nursing graduates have not meet our estimated level of achievement of 80% on the licensure examination. The results from the National Council of State Boards of Nursing are reviewed annually in January.
In 2015, Miles Community College Nursing Program began the process of implementing the Model Curriculum, which is five semesters. In the first semester the students take college algebra, college writing, anatomy and physiology with a lab, and general chemistry with a lab, as pre-requisites before apply to the nursing program.

The Model Curriculum is a state wide model, developed so students graduating from an associate degree program, would have completed all the required course and be accepted into any bachelor's program in the state of Montana. Miles Community College Nursing Program, was the first program in Montana to implement the Model Curriculum in the fall of 2016, and will graduate the first group of students in the spring of 2018.

During the fall of 2016, faculty changed the program's admission standards: Increased the course passing grade from 78 to 79.51 on all pre-requisites and nursing courses. Changing the GPA from a standardized to a cumulative GPA 2.75. Changed the benchmark on third party assessment examines and Kaplan Pre-Nursing exam score from 60 to 70 percentage. Implemented Canvas as the new learning management system. Canvas provides the instructor with a way to create and deliver4 content, monitor student participation, and assess student performance. Starting with the spring semester of 2018, instructors will be able to obtain the results of their learning outcomes from Canvas.

The rigor of science course, Anatomy and Physiology 1 & 2, Chemistry, and microbiology contribution to GPA seems to be the best predictor, for passing the NCLEX on the first attempt. The standard GPA for science courses is 2.75 to 3.0, and nursing faculty determined that the benchmark of 2.75 is best for our students.

The first time pass rate for the 2017 graduating students at Miles Community College Nursing Program increased from 55% to 70% in one year, which was the highest first-time pass rate in 3 years. The expected level of achievement for the first time test takers is 80%, and the nursing program has not meet that expected level of achievement, since 2013.
Possibly a reason for low pass rates at the partnered and host sites, the Students at the distant sites seem to be disengaged, and it could be due to technical issues with ITV system or distraction from students' with their own personal electronic devices. In fall of 2016, one instructor from Maternal Child nursing course piloted the Big Blue Button toward the last week of the semester.

The faculty member did a one minute class room assessment at the end of the class and found that students were more engaged.

Fall of 2017, a new ITV (Pexip) system was implemented, and the nursing program is still finding that we are experiencing technical difficulties. Each nursing instructor is recording their lectures, and the student is able to down load them on to their personal computer, and listen to the lecture again at their convenience, and these lecture are available, for a two-week period.

Miles Community College Nursing Program

Program demonstrates Evidence of Graduates' Achievement on the Licensure Examination

2015-2017

Year	Pass Rate	Miles City	Partnered Site	Host Site	National Ave. ADN
2015	55%	8/18=44%	4/8=50%	4/5=80%	83.3%
2016	55%	7/8=88%	4/5=80%	8/15=53%	81.68
2017	70%	6/6=100%	4/6=67%	5/11=45%	86%
2018					

Estimated Level of Achievement: The expectation is that 80% of students will pass NCLEX on the first attempt.

Outcome:

The goal was not met for the last three years:

Action Plan:

2015-Decided to Implement the Model Curriculum in the fall of 2016
2016-Changed the standards of admission fall semester:
- Increase the course grades for pre-requites and all nursing courses from 78 to 79.51
- Increased the GPA to 2.75 cumulative
- Change the bench mark on third party assessment examines to 70 percentage from 60
- Increase the Kaplan Pre-Nursing score from 60 to 70 percentage
- Implemented Canvas as a learning management system.
2017-Implemented a new interactive ITV (Pexip) System for Distant Learning

Demonstration of Achievement: Completion of the Nursing Program

The program demonstrates evidence of the student achievement in completing the nursing program. The expected level of achievement for the program completion is determined by the faculty and reflects student demographics. There is ongoing assessment of the extent to which students completed the nursing program. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program. There is a minimum of three (3) years of annual program completion data, and data are aggregated from the nursing program as a

whole as disaggregated by program option, location and date of program completion or entering cohort.

The program uses two forms of assessment to determine student completion of the nursing program. An excel spread sheet is used for each new cohort, it tracks students who are accepted into the program and those who leave the program. Second assessment form is a list of graduates from the Register of the College. The data from these forms of assessment are reviewed annually in the spring following graduation.

Completion at the Miles City Nursing Program can be completed in two, three, four, and six semesters. Those students who complete in two and three semesters are Licensed Practical Nurses who have gone on to complete their education to become a Registered Nurse. Those students who complete the program in four semester are nursing students with no prior nursing experience, and those students who complete the program in six semesters are students who failed in the last semester of their sophomore year, and were readmitted into the Nursing Program the following fall semester.

In the fall of 2016, the Model Curriculum was implemented and consists of five semesters, first semester is pre-requisites required before entering the nursing program, and second semester students start their nursing courses.

In 2016, the faculty reviewed the completion data and clearly identified a trend between high retention rates and low pass rates. The faculty made the decision to increase the course grade average from 78 to 79.51, change the GPA to a2.75 cumulative to 2.75 selective on 4.00 grading scale, and increased the percentage on third party assessment examines from 60 to 70 percentage. All pre-requisites must be completed with a 79.5 grade or better before admission into the nursing program.

Standard 6.3 Program Completion Rates
Miles Community College Nursing Program
3 Years of Data 2015-2017

Year	Number Students Admitted	Number Graduated	Withdrew	Did Not Meet Academic Standards	Left Due to Life Events	Dismissed/Conduct
2015 Completion Rate 94%	MC-19 Partnered Site-8 Host Site-7	MC-18/20=90% Partnered Site-8/8=100% Host Site 7/7=100%		2-MC		
2016 Completion Rate 97%	MC-8 Partnered Site -5 Host Site-16	MC-8/8=100% 5/5=100% Host Site-15/16=94%		1-Host Site		
2017 Completion Rate	MC-11 Partnered Site-5	MC-7/11=64% Partnered		4-MC 3-Host		1-Host Site

77%	Host Site-15	Site-5/5=100% Host Site-11/15=73%		Site		

6.3 Standard Program Completion Rate-Two Semester's
Miles Community College Nursing Program
3 year Data 2015-2017

Year	Miles City	Partnered Site	Host Site
2015	1	0	3
2016	0	0	2
2017	0	0	1

6.3 Standard Program Completion Rate-Three Semester's
3 Years Data 2015-2017

Year	Miles City	Partnered Site	Host Site
2015	0	0	0
2016	0	0	0
2017	0	1	0

6.3 Standard Program Completion Rate-150%
3 Years Data 2015-2017

Year	Miles City	Partnered Site	Host Site
2015	0	0	0
2016	1	0	0
2017	0	0	1

The faculty elected to use a program completion benchmark of 80%. This means that 80% of students who start in a cohort will successfully complete the Nursing Program. The program admits one cohort a year in September/fall semester, and consists of five semesters, starting in the fall of 2016.

Early recognition of the aforementioned risk factors is key to identifying students who may be at risk for academic failure. All faculty members are committed to student success and consistently refer students to support/resources services within the College, as well as a tutor.

Faculty examined the Kaplan Pre-Entrance exam in the fall of 2017, for both the freshmen and sophomore students, and discovered that those students who took, anatomy and physiology at Miles Community College, scored lower in science, compared to those students who took the course at another college.

In the second semester, fall of 2017 only four students were passing pathophysiology, this seem to be correlated with low science scores on pre-entrance exam, and those students who had taken anatomy and physiology at Miles Community College.

After interviewing the students, faculty discovered that students in pathophysiology, had not had the necessary information in anatomy and physiology, and were failing pathophysiology. After meeting with the Dean of Academic Affairs and presenting the problem, the Nursing Program was given permission to hire an instructor, who is a nurse, and enrolled in a Master's in Nursing

Education. This individual started spring semester of 2018, and will teach pre-nursing students anatomy and physiology. The Kaplan Pre-Nursing entrance exam scores will be reviewed in the spring of 2018, for those pre-nursing students taking anatomy and physiology from this instructor.

Identified technology as a problem for the distant students. The technology system that has been in use for a number of years is outdated, so in 2016 the Nursing Program tried Big Blue Button, and found that the students were more engaged at the distant sites. This technology system, was found to have a number of problems, one being students needed to have a high internet sources available otherwise, the system would close and students had to sign in again. In 2017, a new Pexip, ITV system was implemented in the fall of 2017. With the Pexip system, a nursing faculty member is able to record each lecture, and it is available to the students for two weeks, for listening and reviewing. Some students are listening to the lecture again, while they are driving to and from their homes from the College.

In 2015 and 2016 the goal of 80% was met.

In 2017, the goal of 80% was not met at the Miles City campus, or the host site. With the increase in the passing grade in the nursing courses, some individuals were not able to meet the criteria and therefore, did not complete the program, but the pass rate for NCLEX increase by a total of 15%, from 55% to 70%.

Action Plan:
- Fall 2017, Identify high risk students when they are admitted to the nursing program. Anyone with GPA of less than 3.0, those students with grade average of less than 79.51%, or any student who are readmitted back into the nursing program.
- Director of the Nursing Program, and the Program Coordinator are meeting with high risk students, offering suggestion for improving course grades. Seven students, fall semester of 2017 were sent e-mails to arrange meetings with these individuals, met with six students. One student did not respond and failed to meet academic standards in the fourth semester of the nursing program. Other six students have shown slight improvement in their grades.
- Spring of 2018 all students in any nursing course who has a grade of 83 % or less will be referred to a tutor
- Spring 2018-Develop and implement remediation plans utilizing Kaplan and Sherpath
- Nurse teach anatomy and physiology to pre-nursing students spring 2018, and review Kaplan Pre-Nursing exam score in spring of 2018.
- Development of a student remediation, timeframe, and follow-up procedures is in the process.

Representative Example # 2: Incorporation of Canvas, the College's Learning Management System (LMS), to Track and Document Assessment from the Course Level to the Program Level to Inform Planning and Implement Changes that Lead to the Improvement of Teaching and Learning

Miles Community College, through a faculty-led investigation, decided to replace eCollege/eCompanion with Canvas as its Learning Management System (LMS). Summer 2015

was the first term the new LMS was used, and by summer 2016 the full migration had been accomplished.

During the process of migration, faculty who were interested, signed up to be "super users," which involved completing additional Canvas training, helping other faculty with their course conversions, and in some cases, contracting to complete the entire course migration.

Once the migration process was complete, the "super users" began investigating the more advanced capacities, features, and tools available within Canvas. The investigation of these tools overlapped with conversations on campus regarding learning outcomes assessment at the course, program, and institutional level. Starting in fall 2017, Dr. Mike Hardy, Rachel Finn, and Sarah Kloewer Pett began the self-assigned task of learning how to use the Outcomes tool in Canvas.

Also starting in spring/summer 2015, and in response to 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))***, faculty at MCC have been engaged in considering how to make our existing practices of student learning outcomes assessment visible.

MCC has articulated six overarching outcomes of general education. Each of these six outcomes represents a core area that has three outcomes (figure 1). Each of the core area outcomes are included on the syllabus of each course within each area. Our first step was to visibly map the general outcomes to each of the course outcomes (figure 2). We finished all courses fall 2017.
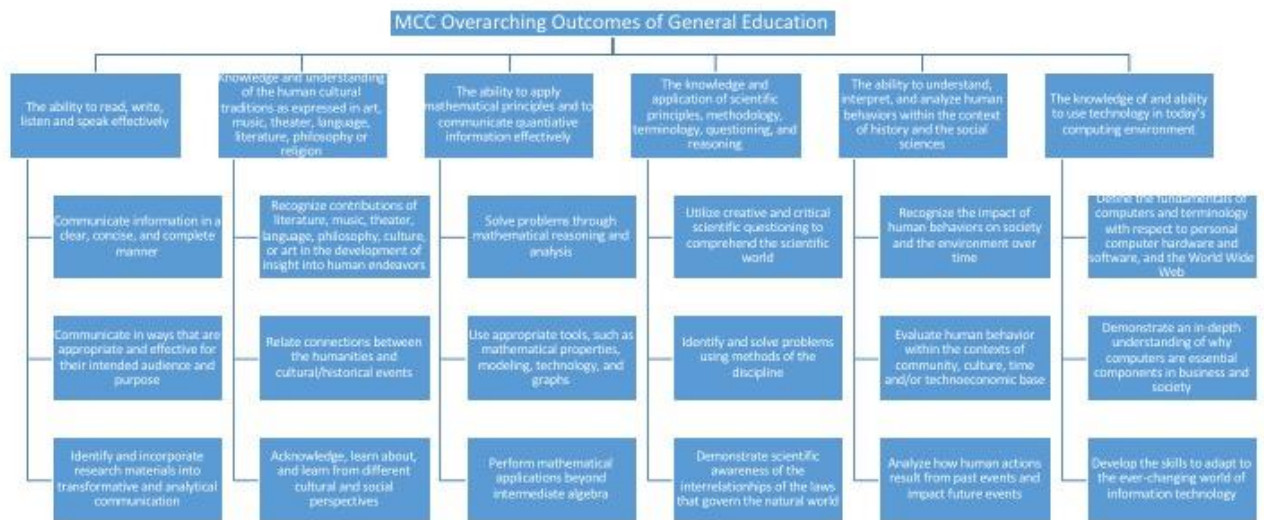

Figure 1

GENERAL OUTCOMES (G.O.) OF THE COMMUNICATIONS CORE AREA
Students will:
- Communicate information in a clear, concise, and complete manner.
- Communicate in ways that are appropriate and effective for their intended audience and purpose.
- Identify and incorporate research materials into informative and analytical communication.

SPECIFIC COURSE OUTCOMES and their Corresponding GENERAL OUTCOME(S)
- Students will develop more self-confidence as public speakers. (G.O. 2)
- Students will develop their ability to stand in front of a group of people and speak with poise, which takes into account such factors as eye contact with their audience, posture, hand and facial gestures, voice projection, self-presentation, etc. (G.O. 1,2)
- Students will deliver well organized speeches—the introduction of their speech will engage the audience; the body of their speech will flow smoothly and logically according to their intended purpose; the conclusion of their speech will recapitulate key ideas and leave an impact. (G.O. 1)
- Students will deliver speeches that are appropriate to their audience and intended purpose. (G.O. 2)
- Students will observe established time limits. (G.O. 1,2)
- Students will put into practice the attributes of respectful listeners. (G.O.2)
- Students will learn fundamental principles of public communication and of the communication process. (G.O. 1,2,3)
- Students will make ethical and effective use of research materials to prepare—and then deliver—objective, informative speeches. (G.O. 1,2,3)
- Students will make ethical and effective use of research materials to prepare—and then deliver—persuasive speeches using well-constructed rationale. (G.O. 1,2,3)

Figure 2

As we neared the end of our project to map course outcomes to core area outcomes, we shifted our attention to assessment. Again, our focus was on creating a system that was user-friendly, meaningful, and faculty-led. To this end, we decided to investigate using the Outcomes tool in Canvas to collect data and assess student learning. The use of Canvas for course-to-program assessment, as explicated in the University of Oregon's Spring 2017 Demonstration Project for NWCCU, continues to be a helpful point of reference as we consider both the function of assessment and the means of conducting assessment, using this LMS. (http://accreditation.uoregon.edu/files/nwccu_uo_finaldraft_march17_2017.pdf) **This report is also accessible in Appendix I.**

During fall 2017, Dr. Mike Hardy, Rachel Finn, and Sarah Kloewer Pett met bi-weekly to collaboratively learn how to use the Outcomes tool in Canvas. These three faculty each represent different areas: Dr. Mike Hardy—Mathematics; Rachel Finn—Nursing; and Sarah Kloewer Pett—Communications and Humanities & Fine Arts. At the start of spring 2018, and once during the semester, they will work with a Canvas Trainer via video conference to review questions as they each implement the use of the tool in one of their courses. At both the beginning and the end of spring 2018, they will present their work to the entire faculty. If the spring 2018 pilot is successful, then starting fall 2018 the faculty will develop an implementation plan to use the tool across campus.

As the Outcomes tool in Canvas is successfully built into courses, the faculty will concurrently work on developing sustainable procedures for analyzing and using this course, core area, and institutional outcomes data in a cycle of continual, measurable improvement.

Representative Example # 3: Undergoing the Academic Program Prioritization Process to Assess the Current Viability and Sustainability of the College's Academic Programs.

In the spring of 2016, Dr. Rita Kratky, Vice President of Academic Affairs, introduced the Academic Program Prioritization Process (AP3). Her first step was to provide to key participants in the process Robert C. Dickeson's book, *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. The recipients received the assignment to read the book in preparation for the discussions that would begin during the fall 2016 semester.

Dickeson's book discusses the following key points:
1. The need for reform in how colleges carry out their educational enterprise;
2. Identifying the leadership responsible for leading the process;
3. Reaffirming institutional mission;
4. Defining what constitutes a program;
5. Selecting the appropriate criteria for the prioritization process;
6. Measuring, analyzing, and prioritizing the data and outcomes of the data;
7. Anticipating issues related to the Academic Program Prioritization Process;
8. Implementing program decisions; and
9. Achieving strategic balance.

During the 2016-2017 academic year, numerous meetings were conducted with faculty to review the criteria suggested in the book, and then to adapt the criteria to the needs of Miles Community College. In this faculty-led project, the drafts of the assessment instrument went through multiple revisions using faculty feedback. Once the instrument was finalized, the faculty for each of the Academic Programs met to discuss and assess each criterion using a Likert scale. Once the

analysis was completed, the Program Prioritization Committee met to review and compile the Master Meta-Analysis of all MCC academic programs. The Meta-Analysis was reviewed with Cabinet during summer 2017 and shared with the full MCC campus for dialog and feedback in fall 2017. As of the beginning of the fall 2017 and through spring 2018, the faculty in the respective program areas from the Academic Program Prioritization Process have developed Strategic Enrollment Plans (SEPs) that reflect the initiatives to enhance a program based on the program outcomes from the Academic Program Prioritization Process. The SEPs were developed by faculty during faculty days of fall 2017 and spring 2018, with support from VPAA, Division Chairs, and Enrollment Action Team. The initiatives on the academic program SEPs will then be utilized by the faculty from the respective academic programs to submit a Planning, Budget, and Assessment (PBA) review and request form as part of the implementation of the PBA process that will align MCC's budgetary decisions based on mission and core theme alignment.

The documents associated with AP3 are located in Appendix D.

The Information Technology (IT) program is one example to illustrate the process of AP3 to SEP to PBA, as explained below.

AP3: Overall, Academic Program Prioritization for IT was listed as "Maintain." Faculty members provided ideas regarding options to explore growth through integration with other programs, and development of certificates for shorter, stackable completion points. The AP3 Analysis Document is included in the flash drive that accompanies this report for members of the evaluation team.

With regard to the IT program, the lead faculty members, division chair, and VPAA made the following comments:
- Program Evolution: After the attending the Computer Science Summit in Billings, the CSCI110—Intro to Programming Visual Basic was updated to CSCI11—Python Programming. The IT advisory committee recommended the addition of a MS Server course, which was also added. All Microsoft Office software and textbooks were updated to the most current version, Office 365 (2016). Cisco networking curriculum was updated to Netspace online curriculum using Canvas platform. Per advice from the advisory committee, more hands-on projects have been implemented into the IT courses, including networking projects, server set-up and maintenance, internships, posting web pages to live server, re-formatting hard drives, and virtual machines.
- There is a huge demand for IT trained graduates; however, the faculty members are perplexed by the challenge of achieving robust enrollment in the program.
- There are possibilities to integrate with other programs (Agriculture/Business/HEO and GIS features)
- The faculty will explore adding areas, certificates, or courses in cybersecurity, and programming of various languages.
- To decrease the gap between job demand and student interest, the College may explore the possibility for collaboration with the Women's Foundation of Montana's STEAM *STEAM* (Science, Technology, Engineering, Art and Math) initiatives in an effort to find more students for the IT program

SEP: The IT faculty members have developed a Strategic Enrollment Plan to identify ways to enhance the marketability and enrollment in the College's IT programs.Thus, IT program then developed its SEP Action Plan.

The IT SEP, along with other representative SEP documents, is located in Appendix E.

PBA: A Planning, Budget, and Assessment document has been prepared for the IT program. See Part III for an explanation of the recently developed PBA process.

The IT PBA document, along with other representative PBA documents, is located in Appendix F.

The members of the evaluation team will have access to this secure site.

PART III: MOVING FORWARD TO THE YEAR SEVEN EVALUATION

Planning, Budget, and Assessment (PBA) Process

Now that we have had the experience of undergoing a Year Seven *Mission Fulfillment and Sustainability* Evaluation, we have realized that we need to enhance our budgeting processes to ensure that they are strategically aligned with our Mission and Core Themes. The process particularly needs to facilitate adherence to the expectations set forth in Standards 3.A Institutional Planning, 3.B Core Theme Planning, 4.A Assessment, 4.B Improvement, and 5.B Adaptation and Sustainability. Furthermore, the process needs to be comprehensive and include participation by all key stakeholders at the College: Board of Trustees, administration, faculty, and staff. Finally, the process also needs to be ongoing and include continual assessment and modifications, as needed.

Accordingly, in order to better align annual budget allocations, MCC has begun the implementation of a new budget planning process during the 2017-18 academic year. Based on best practices from other institutions, MCC has created and implemented the Planning, Budget, and Assessment Process (PBA). This requires each auxiliary unit, department, and academic program to submit a "PBA Review and Request Form," which offers each unit, department, and academic program the opportunity to identify their own mission statement, strategies and actions plans, and assessment methodologies as aligned with the institution's Mission and Core Themes. Budget investments and/or reductions are determined by a PBA Committee. This new process now allows MCC to make budgetary decisions based on Mission and Core Theme alignment. A website was created and all employees of MCC have access to all PBA related materials, including the *Vision 2020: Pioneering Our Future* (five year strategic plan), annual strategic plan, FY18 budget information, and enrollment trend data. The members of the evaluation team will have access to this site.

Information regarding the PBA process provided in Appendix F.

Fine-tuning Core Theme Mission Alignment Statements and Amending Objectives and Indicators

The College President has included review of the College's Mission and Core Themes as an agenda item at all-employee meetings. At this point, we do not anticipate any substantive changes to the Mission or Core Themes. However, the Mission Alignment Statements for each Core Theme will be refined to articulate more accurately our vision of each Core Theme. In addition, the Objectives and Indicators will undergo some revisions to provide a sharper focus to our Mission and to ensure further that the objectives and indicators are meaningful, assessable, and verifiable, as specified in Standard One: Mission and Core Themes. We will also continue to ensure alignment between our Vision 2020 metrics, Core Theme Objectives and Indicators, and Annual Strategic Plan.

Expanding Canvas Assessment Institution-wide

The next four years will be transformational for Miles Community College academic assessment as we develop, implement, and refine our learning assessment using the robust features available in Canvas, the College's learning management system (LMS). We owe a debt of gratitude to the University of Oregon for developing this idea as part of their Demonstration Project for inclusion in the NWCCU's best practices "toolbox." As we stated in our Ad Hoc Report, 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

Having been through the entire seven-year accreditation process, we at Miles Community College have a better understanding of the expectations set forth in the NWCCU Eligibility Requirements, Standards, and Policies. With the initiatives that we have undertaken, as enumerated in Part III of our Mid-Cycle Self-Evaluation Report, we are confident that we will be able to demonstrate that our initiatives have come to mature fruition as we prepare our Year Seven *Mission Fulfillment and Sustainability* Self-Evaluation Report.

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: Facilities Master Plan