![Miles Community College logo]

*Miles
Community
College*

AD HOC REPORT

Prepared for:
THE NORTHWEST COMMISSION
ON COLLEGES AND UNIVERSITIES

MARCH 2, 2020

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TABLE OF CONTENTS

Miles Community College
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Spring 2020

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. At that time, the College was directed to 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, at which time the Recommendations were reduced from six to two. The Commission then 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).*

Following the peer evaluation of the College's Mid-Cycle Self-Evaluation and Addendum, the Commission accepted the College's response to Recommendation 1, with no further action required. However, the Commission requested that the College address Recommendation 2 in an Ad Hoc Report without a visit in Spring 2020.

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).*

RESPONSE TO RECOMMENDATION 2

Introduction

The approach Miles Community College has opted to take in responding to Recommendation 2 is to provide the Commission a comprehensive overview of the College's holistic commitment to being "consistent and systematic [in its] processes [campus-wide] to record and document assessment practice and planning across **all** programs and departments." (Emphasis added) This commitment has been nurtured for several years by the College's Board of Trustees and has been led, in particular, by the College's immediate past president, Dr. Stacy Klippenstein. While president of Miles Community College from December 2013 to June 2019, Dr. Klippenstein brought both expertise and passion for strategic planning and evidence-informed decision-making. Notably, he brought to the College his experience as a consultant for Ruffalo Noel Levitz, a company that works with higher education institutions to enhance, among other things, enrollment growth and management, student search and recruitment, student retention and completion, digital marketing and communications, and fiscal management.

In January 2020, the Miles Community College Board of Trustees appointed Mr. Ron Slinger as the ninth President of MCC. Mr. Slinger came to Miles Community College from Red Rocks Community College, which is located in Arvada and Lakewood, Colorado, where he served as Vice President of Institutional Advancement, Strategic Partnerships, and Workforce Solutions. In that position, he oversaw government, community, and alumni relations, the RRCC foundation, grants development, and strategic partnerships. The expertise and vision President Slinger brings to the College will ensure ongoing engagement in rich and robust institution-wide "assessment practice and planning across all programs and departments." Thus, the College is hopeful the Commission will accept the thorough response to Recommendation 2 in this Ad Hoc Report so that MCC can move forward and focus its time and attention on the Spring 2022 *Evaluation of Institutional Effectiveness Self-Study Report*, which will be based on the Accreditation Standards and Eligibility Requirements the Commission adopted on January 1, 2020.

RECORDING & DOCUMENTING ASSESSMENT PRACTICE & PLANNING:
INSTRUCTIONAL PROGRAMS

GENERAL EDUCATION

As was reported in the 2018 Mid-Cycle Self-Evaluation Report, Miles Community College looked to the University of Oregon's Spring 2017 Demonstration Project for NWCCU as the means of engaging in course-to-program assessment by using the capabilities embedded within Canvas, the Learning Management System (LMS) being used at the University of Oregon and at Miles Community College. Since the Mid-Cycle Peer Evaluation visit, the College's process has matured to the point that we feel we are on the right track for carrying out the Commission's charge to "develop consistent and systematic processes to record and document assessment practice and planning across all programs and departments," whether instructional or non-instructional. What follows are, first, an explanation of the Assessment Cycle; and second, the Ad Hoc Reports that were prepared by faculty of each of the College's General Education Core Areas. **Appendix C** contains the Assessment Cycle Flow Chart and the Canvas Course-to-Program Data Charts.

Process and Cycle, As Presented to General Education Faculty

10 January 2019

Overview

Each January, each core area selects work based on the previous three semesters' worth of data. For example, if Humanities and Fine Arts instructors observed students had the lowest rate of "meets expectation" with Humanities and Fine Arts Outcome 1, then the faculty might decide to intentionally increase instruction and formative assessment opportunities related to that outcome over the coming three semesters in all of our humanities courses. The following January, faculty would expect to see an increase in the rates of students earning "meets expectation." The faculty would document the increase if it happened and set a new goal for the coming three months.

Work for Spring 2019, Summer 2019, and Fall 2019

Faculty are to attach the General Education Core Area Outcomes to summative assessments in Canvas in each core area class each faculty member teaches. For consistency in the data, faculty should attach each of the three outcomes to two or three assignments per course. This step only has to be done once per course because this work copies forward each semester when courses are imported into their new shell.

Each semester, faculty use the outcomes to collect data and assess student learning. When faculty enter grades for the assignment to which a rubric has been attached, the rubric is viewable in the "speed grader" tab of the Canvas grade book. For each outcome, click on the appropriate box for each student, as follows: *meets expectation; attempted, not yet mastered;* or *not attempted*

Work for January 2020

By this time, faculty will have three semesters of data for each core area and can begin to see a picture of how the students are doing at the core area level across courses. Faculty for each of the core areas will review their respective data and set a goal for the upcoming three semesters.

Work for January 2021

Review the January 2020 goal and document progress.
Review the 202030, 202050, and 202070 Canvas data to set a new goal.

GENERAL EDUCATION CORE AREA REPORTS

COMMUNICATION (ORAL & WRITTEN)
Names of Faculty Members: Donna Faber**,** Kim Gibbs, Sarah Kloewer, Dr. Molly Magestro, and Garth Sleight

General Outcomes of Core Area (G.O.)

1. Communicate information in a clear, concise, and complete manner.
2. Communicate in ways appropriate and effective for their intended audience and purpose.
3. Identify and ethically incorporate research materials into informative and analytical communication.

Rubric and Name of Example Courses
Specific Course Outcomes and Link to General Outcomes (G.O. #)

COMX 111—Introduction to Public Speaking

1. Students will develop more self-confidence as public speakers. (G.O. 2)
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)
3. 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)
4. Students will deliver speeches that are appropriate to their audience and intended purpose. (G.O. 2)
5. Students will observe established time limits. (G.O. 1,2)
6. Students will put into practice the attributes of respectful listeners. (G.O.2)
7. Students will learn fundamental principles of public communication and of the communication process. (G.O. 1,2,3)
8. Students will make ethical and effective use of research materials to prepare—and then deliver—objective, informative speeches. (G.O. 1,2,3)
9. 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)

WRIT 101—College Writing I
1. Develop and apply our understanding of how and why writers make decisions while creating a draft. (G.O. 1, 2)
2. Critically read and analyze examples of college-level reading and make connections across texts. (G.O. 3)
3. Create appropriately structured and developed written texts that demonstrate our understanding of

what is effective in college-level writing and within the guidelines of a particular assignment. (G.O. 1, 2)
4. Develop and apply skills in navigating the resources available through an academic library.(G.O. 3)
5. Engage in a successful writing process from stages of invention through drafting and revision. (G.O. 1)
6. Make appropriate choices about writing conventions based on the audience and goals of a writing exercise which will include documentation and citing sources. (G.O. 2)

WRIT 122—Introduction to Business Writing
1. Generate appropriate business communication directed to a specific audience using effective strategies to achieve the writer's purpose, such as to inform, request, persuade, or respond. (G.O. 1, 2)
2. Demonstrate appropriate communication strategies to convey effective messages appropriate to the situation. (G.O. 1, 2)
3. Create messages that spotlight audience benefits and cultivate a "you" view. (G.O. 1, 2)
4. Apply appropriate research techniques to obtain the necessary information for writing documents. (G.O. 3)
5. Select an appropriate medium and format, including the use of visual aids/graphics for business documents. (G.O. 1, 2, 3)
6. Apply principles of grammar, punctuation, and language usage that pertain specifically to business communication such as conversational tone, positive language, inclusive language. (G.O. 1, 2)
7. Identify situations to use direct and indirect approaches to convey positive and bad news messages. (G.O. 2)
8. Plan and revise messages to achieve concise wording, to use jargon sparingly, to use familiar words, and to avoid slang and clichés. (G.O. 1)
9. Demonstrate an understanding of the communication process. (G.O. 1)

Method for Assessing Linkage of Course Outcomes to General Outcomes

The General Education Core Area Outcomes are attached to summative assessments in Canvas in each core area class each faculty member teaches. For consistency in the data, the three outcomes are attached to two or three summative assessments per course. This step only has to be done once per course because the rubrics copy forward each semester when faculty import their courses into the new shell.

Each semester faculty use the outcomes to collect data and assess student learning. When faculty enter grades for the assignments to which the General Outcomes are attached, each student is assessed by clicking on the appropriate box using the following rubric: *meets expectation; attempted, not yet mastered*; or *not attempted.*

Each January faculty for each core area review the previous three semesters of data to see a picture of how our students are doing at the core area level across courses.

After reviewing their respective data, faculty (by core area) will collectively set a goal for the upcoming three semesters.

Results of Assessment of General Outcomes

Describe what you have learned from the outcomes data pulled from Canvas.

The data we have collected addressing the Communications General Education Core Outcomes shows the number of students who have not attempted is the same across all three general outcomes. Similarly, the number of students who mastered Outcomes 1 and 2 (versus attempted, not yet mastered) match. What we found interesting was the disparity between the number of students who mastered Outcomes 1 and 2, and

had attempted but had not yet mastered Outcome 3. That numbers shift seems like a good place to focus our work moving forward.

We also came to the realization that we did not have complete data sets as not all of our instructors posted their responses to the rubrics in the Fall 2019 semester. While we believe we have collected enough data to move forward, that additional data will be posted and available for future assessment cycles.

Plans for Implementing Action Items to Enhance Teaching and Learning as a Result of Assessments

Describe what you will do as a result of what you have learned from the outcomes data pulled from Canvas.

As a result of what we have learned from this data, we have discussed the need to create additional formative assessments across the Communications area to help students develop their skills prior to the summative assessments. For instance, in WRIT 101, instructors can address Outcome #3—identify and ethically incorporate research materials into informative and analytical communication—through in-class activities that explore how academic sources use research material and how students can transfer their observations to their own writing. Another example, from WRIT 122: Only two course outcomes connect up to core outcome #3:

- Apply appropriate research techniques to obtain the necessary information for writing documents. (G.O. 3)
- Select an appropriate medium and format, including the use of visual aids/graphics for business documents. (G.O. 1, 2, 3)

Therefore, additional formative assessment opportunities are being built into each unit of the course. For example, end of unit reflection assignments now include a question asking students to (1) describe the types of information they needed to seek to compete unit assignments, (2) assess the success of their search methods, and (3) consider which strategies they will modify as they seek information for assignments in the next unit.

HUMANITIES & FINE ARTS

Names of Full-Time Faculty Members: Donna Faber**,** Dr.Daniel Ferris, Dr. Molly Magestro, and Garth Sleight

Names of Part-Time Faculty Members: David Florian, Bonny Beth Luhman, Calli Rusche-Nicholson, Martin Thone

General Outcomes of Core Area (G.O.)

1. Recognize contributions of literature, music, theater, language, philosophy, culture, or art in the development of insight into human endeavors.
2. Explore connections between the humanities and cultural/historical events.
3. Acknowledge, learn about, and learn from different cultural, artistic, and social perspectives.

Rubric and Name of Example Courses
Specific Course Outcomes and Link to General Outcomes (G.O. #)

LIT 110—Introduction to Literature
1. Read, discuss, and evaluate literary texts from various genres using various methods of analysis. (G.O. 1, 2, 3)
2. Employ literary terminology in written and oral assignments; (G.O. 2, 3)

3. Analyze and describe the critical and cultural significance of works of literature in written and oral assignments. (G.O. 1, 2, 3)
4. Write critically and/or imaginatively about literature. (G.O. 1, 2, 3)

PHL 110—Introduction to Ethics
1. Identify and discuss theories of ethics by a range of philosophers worldwide. (G.O. 1)
2. Compare and contrast systems of ethics with regard to varying aspects of culture, values, and morality. (G.O. 1, 2, 3)
3. Evaluate ways in which historical forces have informed social and political issues through an exploration of conflicts within and between various approaches to moral philosophy. (G.O. 2)
4. Address the impact of the development and change of ethical practices both historically and in the contemporary era. (G.O. 2)
5. Discuss the differences between secular-based ethics and historically religious approaches to morality. (G.O. 3)

PHOT 113—Understanding Photography
1. Apply basic guidelines for making successful photos. (G. O. 2)
2. Demonstrate how point of view can affect the interpretation of an image. (G.O. 1)
3. Create and display a portfolio of semester work, demonstrating knowledge of skills learned in the course. (G.O. 2)
4. Apply traditional film camera procedures to digital photography. (G.O.3)

Method for Assessing Linkage of Course Outcomes to General Outcomes

The General Education Core Area Outcomes are attached to summative assessments in Canvas in each core area class each faculty member teaches. For consistency in the data, the three outcomes are attached to two or three summative assessments per course. This step only has to be done once per course because the rubrics copy forward each semester when faculty import their courses into the new shell.

Each semester faculty use the outcomes to collect data and assess student learning. When faculty enter grades for the assignments to which the General Outcomes are attached, each student is assessed by clicking on the appropriate box using the following rubric: *meets expectation; attempted, not yet mastered*; or *not attempted.*

Each January faculty for each core area review the previous three semesters of data to see a picture of how our students are doing at the core area level across courses.

After reviewing their respective data, faculty (by core area) will collectively set a goal for the upcoming three semesters.

Results of Assessment of General Outcomes

Describe what you have learned from the outcomes data pulled from Canvas.

- We came to the realization that we did not have complete data sets, as not all of our instructors posted their responses to the rubrics in the Fall 2019 semester. While we believe we have collected enough data to move forward, that additional data will be posted and available for future assessment cycles.
- We detected no significant difference in the degree to which each of the General Outcomes was met because many of the course outcomes map up to all three General Outcomes.
- We discovered that data needed to be clarified in order to provide a more meaningful way of informing student achievement.

Plans for Implementing Action Items to Enhance Teaching and Learning as a Result of Assessments

Describe what you will do as a result of what you have learned from the outcomes data pulled from Canvas.

- Since the data reflects selected summative assessments, we may need to re-evaluate the course assessments that are attached to the General Outcomes.
- We will review the General Outcomes to try to make them distinct because we have discovered that the current General Outcomes blend together so much that they appear to be essentially restatements of the same outcome.
- We discovered that the "Meets Expectations" rate was not consistently aligned with the course pass rate.
- In art studio courses, the instructor plans to utilize another level of assessing how students connect to the Humanities General Outcomes. Currently students take pre-assessments/post-assessments and surveys regarding the level of formal art education; expectations of art classes; quality of art experience; how students connect art to other disciplines, personal life, and the workplace. We will build a rubric that is more specific to interpreting the information that is gathered. From compiling recent data manually, the art instructor has summarized the results very briefly: Over the last three semesters, only 25% of the students taking college art classes have had any formal art education in high school. Therefore, most students were either hesitant or very anxious about being enrolled in an art course. Their expectation of becoming better was fairly low. About 15% of students were excited to take a class and most of those expected the art class to be source of relieving stress in their busy college life. From the post-assessment, those students found the art experience to be good therapy. Overall, students had a good quality art experience after taking one or more art classes. They identified the following benefits:
    - Development of personal expression and visual language.
    - Boost in self-confidence and not be to prone to second guess self.
    - Problem solving skills.
    - Discovery of hidden talents.
    - Gaining different perspective.
    - Enhanced appreciation for the elements of design (color, texture, line, shape, etc).
    - Looking at a whole picture better—not just the details.
    - Relaxation skills, including tuning out negative thoughts.
    - Becoming more disciplined.
    - Stretching themselves outside of their comfort zone and broaden perspective.
    - Enhanced awareness of different cultures and techniques.
    - Development of deeper thought on how art/artists have shaped aspects of culture throughout history.

HISTORY & SOCIAL SCIENCE

Names of Full-Time Faculty Members: Dr. Daniel Ferris, Fall 2020 hire*
Names of Part-Time Faculty Members: Jim Borer, Pete Bruno, Nancy Burgoyne, Mariah Gibson, Gary Ochsner, Anna Rapson, Amanda Sanders

General Outcomes of Core Area (G.O.)

1. Recognize the impact of human behaviors on society and the environment over time.
2. Evaluate human behavior within the contexts of community, culture, time, and/or technoeconomic base.
3. Analyze how human actions result from past events and impact future events.

Rubric and Name of Example Courses
Specific Course Outcomes and Link to General Outcomes (G.O. #)

HSTR 101 History of Western Civilization I
1. Identify and analyze the pivotal cultural developments (economic, social, political, and diplomatic) in European history from prehistory to the Reformation. (G.O. 1, 2, 3)
2. Articulate differing interpretations of key events in ancient and medieval European history. (G.O. 2)
3. Discuss ways in which a diverse range of individuals and groups effected social change in ancient and medieval European history. (G.O. 2)
4. Explain the most valuable lessons to be drawn from the study of ancient and medieval European history, including long-lasting trends and their possible impact on current and future developments. (G.O. 3)
5. Address the impact of the development of ancient and medieval European culture upon other polities, within a global context. (G.O. 1)

HSTA 102 United States History II
1. Identify and analyze the pivotal cultural developments (economic, social, political, and diplomatic) in modern American history from the end of the Civil War through the twentieth century. (G.O. 1, 2, 3)
2. Articulate differing interpretations of key events in modern American history. (G.O. 1)
3. Discuss ways in which a diverse range of individuals and groups effected social change in modern American history. (G.O. 2)
4. Explain the most valuable lessons to be drawn from the study of modern American history, including long-lasting trends and their possible impact on current and future developments. (G.O. 3)
5. Address the impact of the development of modern American culture upon other polities, within a global context. (G.O. 2)

Method for Assessing Linkage of Course Outcomes to General Outcomes

The General Education Core Area Outcomes are attached to summative assessments in Canvas in each core area class each faculty member teaches. For consistency in the data, the three outcomes are attached to two or three summative assessments per course. This step only has to be done once per course because the rubrics copy forward each semester when faculty import their courses into the new shell.

Each semester faculty use the outcomes to collect data and assess student learning. When faculty enter grades for the assignments to which the General Outcomes are attached, each student is assessed by clicking on the appropriate box using the following rubric: *meets expectation; attempted, not yet mastered*; or *not attempted.*

Each January faculty for each core area review the previous three semesters of data to see a picture of how our students are doing at the core area level across courses.

After reviewing their respective data, faculty (by core area) will collectively set a goal for the upcoming three semesters.

Results of Assessment of General Outcomes

Describe what you have learned from the outcomes data pulled from Canvas.

Upon receiving the outcomes data, we learned that History and Social Sciences students achieved mastery of all three outcomes with percentages ranging from 93-96%.

Plans for Implementing Action Items to Enhance Teaching and Learning as a Result of Assessments

Describe what you will do as a result of what you have learned from the outcomes data pulled from Canvas.

Considering the high level of core mastery among students who completed history and social science courses, one is hard pressed to want to change any aspect of the current approach. The intent in voicing such a position does not originate in a desire to avoid challenging thought or additional work. Rather, it reflects the intense effort on the part of our instructors to independently create courses and assessments that are fair, reasonable and allow students to demonstrate mastery of core outcomes. This work will not cease simply because we achieved high levels of mastery. While we do not seek to alter the general framework that led to such success, continued vigilance is necessary in terms of creating new experiences, readings, etc., which serve to keep courses fresh and students thinking in dynamic ways about history and social science approaches to their own lives and the world they inhabit.

A specific example of our "continued vigilance" approach can be taken from my own American History II course. This year I introduced Ernest Hemingway's *The Sun Also Rises* to the course syllabus. Over the course of twelve weeks, students read two chapters per week and complete weekly reflections. Fridays are set aside for discussion and analysis. While I did not create a new formative assessment pertaining to the novel, I used it to enhance an existing one. Instead of reviewing a film, I paired the novel, which deals with the way in which some Americans coped with the aftermath of World War I, with a film that highlights the post-World War II experience. Again, without altering the general framework, an existing assessment is bolstered by greater breadth and depth. In our view, such efforts will further bolster what is currently a documented model for success.

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*Fall 2020 New Hire: In Spring 2019, the Vice President of Academic Affairs and General Education Division Chair collaborated to submit the following PBA request to hire a full-time faculty member for psychology/sociology:

RESOURCES REQUIRED TO ACHIEVE DESIRED STRATEGIES, OBJECTIVES, AND ACTION PLANS

New Resources Required to Achieve Strategies and Objectives: *What additional financial, facilities and equipment resources will be required to accomplish your annual strategies, objectives, and action plan? List item, costs, and associated annual maintenance/personnel costs.*

Social Sciences Instructor

In last year's PBA we correctly forecasted that we need a full-time social sciences instructor starting in the 2019-2020 academic year. Spring 2013 is the last semester we had a full-time social sciences instructor. Increasing enrollment has continued to make it nearly impossible to rely solely on adjunct instructors for these courses. Additionally, social sciences is currently the only core area not represented by a full-time instructor. (Core Theme 1, Objectives 1 and 2; Core Theme 2, Objectives 1, 3, and 4)

The chart below shows only the credits we have run for PSYX 100 and SOCI 101 since Fall 2016. A full-time instructor could teach part of the sections of these two courses we need and the 200-level Social Science courses we need for scopes and sequences. We would still have enough additional need for PSYX 100 and SOCI 101 to employ our current adjunct instructors. The chart below shows only the credits we have run for PSYX 100 and SOCI 101 since Fall 2016. If desired, a detailed chart of all SOCI and PSYX

course offerings and needs can be provided.

PSYX 100 and SOCI 101	
Fall 2016	12 Credits
Spring 2017	9 credits
Fall 2017	18 credits
Spring 2018	12 credits
Fall 2018	18 credits
Spring 2019	15 credits

Spring 2018 PBA Request

New Resources Required to Achieve Strategies and Objectives

What additional financial, facilities and equipment resources will be required to accomplish your annual strategies, objectives, and action plan?

Personnel: Social Sciences Instructor
At the very latest, we need a full-time social sciences instructor starting in the 2019-2020 academic year. Spring 2013 is the last semester we had a full-time social sciences instructor. Increasing enrollment will make it impossible to rely solely on adjunct instructors for these courses. Additionally, social sciences is currently the only area not represented by a full-time instructor. (Core Theme 1, Objectives 1 and 2; Core Theme 2, Objectives 1, 3, and 4)

SCIENCE

Names of Full-Time Faculty Members: Kristin Buck, Dr. Stephen Dent, Deidre FitzGerald, Kim Gibbs, Liz Lawrence
Names of Part-Time Faculty Member: Marlys Eggum

General Outcomes of Core Area (G.O.)

1. Utilize creative and critical scientific questioning to comprehend the scientific world.
2. Identify and solve problems using methods of the discipline.
3. **Demonstrate scientific awareness of the interrelationships of laws that govern the natural world.**

Rubric and Name of Example Courses
Specific Course Outcomes and Link to General Outcomes (G.O. #)
1. **BIOH 201**: Describe levels of structural organization of the body, define homeostasis and explain its significance, differentiating between negative and positive feedback. (G.O. 1,2,3)
2. **CHMY 144**: Determine empirical and molecular formulas for compounds using data. (G.O. 1,2,3)
3. **BIOB 110**: Gained an appreciation for the interdisciplinary contributions to management of food crops, especially botany, cereal science, food and nutritional sciences, plant protection (entomology, plan pathology, weed science), and soil science. (G.O. 1,3)
4. **NRSM 240**: Describe the role of various biotic processes on ecosystem structure and function. (G.O. 1,3)
5. **CHMY 121:** Write conversion factors to change from one unit to another and calculate density. (G.O. 1,2,3)

Method for Assessing Linkage of Course Outcomes to General Outcomes

The General Education Core Area Outcomes are attached to summative assessments in Canvas in each core area class each faculty member teaches. For consistency in the data, the three outcomes are attached to two or three summative assessments per course. This step only has to be done once per course because the rubrics copy forward each semester when faculty import their courses into the new shell.

Each semester faculty use the outcomes to collect data and assess student learning. When faculty enter grades for the assignments to which the General Outcomes are attached, each student is assessed by clicking on the appropriate box using the following rubric: *meets expectation; attempted, not yet mastered*; or *not attempted.*

Each January faculty for each core area review the previous three semesters of data to see a picture of how our students are doing at the core area level across courses.

After reviewing their respective data, faculty (by core area) will collectively set a goal for the upcoming three semesters.

Results of Assessment of General Outcomes

Describe what you have learned from the outcomes data pulled from Canvas.

By using 80% as a benchmark for assessment, it was observed that pertaining to core outcomes one (84%) and three (82%) students adequately met program expectations. In regard to these outcomes, current methods of instructor and evaluation are effective. With outcome two falling just below the benchmark with 78% of students meeting expectations and also containing the highest levels of students not attempting (5%) and attempted, not yet met (17%), this outcome was targeted for the development of an action plan. Also in reviewing the results, the low number of data points may not provide an accurate representation of student performance within each outcome.

Plans for Implementing Action Items to Enhance Teaching and Learning as a Result of Assessments

Describe what you will do as a result of what you have learned from the outcomes data pulled from Canvas.
1. Increase number of courses that consistently implement outcome measurement.
2. In courses where Mastering programs are used, analyze the data generated from assigned assignment outcomes to supplement Canvas assigned outcomes.
3. Help students identify and reengage in areas they are having difficulties with such as through the use of remediation on course examinations.
4. Help students identify alternative study methods or study tools to utilize. Have them take an assessment to determine preferred leaning style to help develop appropriate study habits.

MATHEMATICS

 [*Note: The Ad Hoc Report for Mathematics is split into separate reports, as submitted by Stanley Taylor and Dr. Mike Hardy.]*

Name of Faculty Member: Stanley Taylor

General Outcomes of Core Area (G.O.)

1. Solve problems through mathematical reasoning and analysis.
2. Use appropriate tools, such as mathematical properties, modeling, technology, and graphs.
3. Be fluent with practical mathematics.

Rubric and Name of Example Courses
Specific Course Outcomes and Link to General Outcomes (G.O. #)

M 105—Contemporary Mathematics :
1. To attain some degree of mathematical literacy, including an ability to read mathematical material and write using mathematical notation correctly. This includes developing skills to think and reason mathematically in order to function more effectively in the modern world. (G.O. 1,3)
2. To examine ways in which mathematics is used, to follow and understand logical arguments, and to solve applied quantitative problems. This includes learning to formulate a problem precisely, to interpret solutions, and to make critical judgments in the face of competing formulations and solutions. (G.O. 1,2,3)
3. To understand elementary probability concepts and phenomena, to include the following: sample spaces with equally likely outcomes, the basic parameters (mean, standard deviation), the normal distribution, and a qualitative view of the Central Limit Theorem. (G.O. 1,2,3)
4. To understand elementary statistical concepts, such as data description, statistical tables and graphs, correlation and causality, measures of variation, normal distribution, and statistical inference. (G.O. 3)
5. To explore and examine several other aspects of contemporary mathematics. This includes, but is not limited to, critical thinking, problem solving, index numbers, maney management, mathematics, and art. (G.O. 3)

M121—College Algebra
1. Simplify polynomials, rational expressions, radicals, and complex numbers. (G.O. 2)
2. Solve equations and inequalities using algebraic analysis. (G.O. 1,2)
3. Apply graphing techniques to evaluate functions. (G.O. 2)
4. Derive inverse functions. (G.O. 1,2)
5. Mathematically model word problems with polynomial and rational functions. (G.O. 1,2,3)
6. Solve problems using polynomial and rational functions, exponentials and logarithmic functions, and systems of equations and inequalities. (G.O. 1,2,3)

Method for Assessing Linkage of Course Outcomes to General Outcomes

This instructor uses the following rubric to make a professional judgment to determine the degree to which a student has met the General Outcomes and Course Outcomes:
A: Superior work: Reveals thorough understanding of all course concepts and objectives.
B: Above average work: Shows a good understanding of all course objectives and concepts.
C: Satisfactory work: Demonstrates comprehension of the course concepts and objectives, but with evidence of factual, format, or organizational errors/omissions.
D: Weak work: Only marginally demonstrates comprehension of curse concepts and objectives.
F: Unsatisfactory work: Reveals obvious deficiencies of fact or formatting or is incomplete to the extent that no credit can be given.
I: Incomplete: Per the MCC catalog, if students receiving an "I" grade do not complete their coursework within eight weeks after the last day of the class, the "I" grade will automatically change to an "F" grade.

Test questions provide the evidence of whether students have or have not achieved by the General Outcomes and the Course Outcomes.

Results of Assessment of General Outcomes

The instructor conducted the following assessment of General Outcomes on the basis of his Spring 2019 M 105 Contemporary Math class and Fall 2019 M 121 College Algebra class.

M 105 CONTEMPORARY MATH SPRING 2019				
Grade	Semester Scores	Frequency	Cumulative Frequency	Cumulative Relative Frequency
B	85	1	1	12.5%
B-	83,84	2	3	37.5%
C+	82	1	4	50%
C	74,77	2	6	75%
C-	71	1	7	87.5%
F	51	1	8	100%

According to the data provided above, 87.5% of the Contemporary Math students are performing satisfactorily or better. This success rate corresponds to the degree to which the General Outcomes were achieved by these students.

M 121 COLLEGE ALGEBRA FALL 2019				
Grade	Semester Scores	Frequency	Cumulative Frequency	Cumulative Relative Frequency
A-	90,91	2	2	8.7%
B+	86,87	2	4	8.7%
B	83,83,84,85	4	8	34.8%
B-	80,80,80,81,81	5	13	56.5%
C+	76,77,79,79	4	17	73.9%
C	75	1	18	78.3%
C-	70,71	2	20	87.0%
D+	69	2	21	91.3%
F	6,50	2	23	100%

According to the data provided above, 87% of the College Algebra students performed satisfactorily or better. This success rate corresponds to the degree to which the General Outcomes were achieved by these students.

Plans for Implementing Action Items to Enhance Teaching and Learning as a Result of Assessments

Describe what you will do as a result of what you have learned from the data aggregated for your classes.
- Restrict cell phone use as a calculator because instructors have witnessed the tendency for some students to photograph test questions with a cell phone. In addition, instructors have concluded that calculators are not a necessity when testing.
- Instructors have observed that cell phones tend to distract and thus may not be used during class.
- The instructor will incorporate tables when presenting. When appropriate, tables are an excellent way to stay organized and recognize concept connections.

- Students tend to put off preparation for the final exam until it is too late. To promote more timely preparation, the instructor plans to give daily late semester extra credit quizzes based on the final exam study-guide.

MATHEMATICS, CONT'D.

Names of Full-Time Faculty Members: Dr. Mike Hardy, Deidre FitzGerald,
Stanley Taylor (see table above)
Names of Part-Time Faculty Members: Hildee Fike

General Outcomes of Core Area (G.O.):

1. Solve problems through mathematical reasoning and analysis.
2. Use appropriate tools, such as mathematical properties, modeling, technology, and graphs.
3. Be fluent with practical mathematics.

Rubric and Name of Example Course
Specific Course Outcomes and Link to General Outcomes (G.O. #)

STAT 216--Introduction to Statistics
1. Recognize and differentiate between key terms: population, sample, parameter, statistic, quantitative, categorical, discrete, and continuous. (Prerequisite for later outcomes in the course)
2. Recognize and distinguish between various types of sampling methods. (G.O. 1,2,3)
3. Be able to recognize that random assignment in comparative experiments allows cause-and-effect conclusions to be drawn and the ability to demonstrate that association is not causation. (G.O. 1,2,3)
4. Summarize data using appropriate graphical displays and numerical summaries. (G.O. 1,2,3)
5. Recognize and understand discrete probability distribution functions, defined by a t-table and recognize the binomial probability distribution and apply it appropriately. (G.O. 1,2,3)
6. Recognize the normal probability distribution and apply it appropriately. (G.1,2,3)
7. Calculate and interpret confidence intervals for one population mean and one population proportion. (G.O. 1,2,3)
8. Conduct and interpret hypothesis tests for a single population mean, single population proportion, two population means, two population proportions, and matched pairs design. (G.O. 1,2,3)

Method for Assessing Linkage of Course Outcomes to General Outcomes

The General Education Core Area Outcomes are attached to summative assessments in Canvas in each core area class each faculty member teaches. For consistency in the data, the three outcomes are attached to two or three summative assessments per course. This step only has to be done once per course because the rubrics copy forward each semester when faculty import their courses into the new shell.

Each semester faculty use the outcomes to collect data and assess student learning. When faculty enter grades for the assignments to which the General Outcomes are attached, each student is assessed by clicking on the appropriate box using the following rubric: *meets expectation; attempted, not yet mastered*; or *not attempted.*

Each January faculty for each core area review the previous three semesters of data to see a picture of how our students are doing at the core area level across courses.

After reviewing their respective data, faculty (by core area) will collectively set a goal for the upcoming three semesters.

Results of Assessment of General Outcomes
Describe what you have learned from the outcomes data pulled from Canvas. The data gathered from Canvas for the Mathematics Core Area resulted in more occurrences of "meets expectation" than were reasonable for this course. In hindsight, we have concluded that the standard we programmed into Canvas for meeting expectation effectively appeared to say that the student met the expectation in a General Outcome if they met the expectations of any of the outcomes associated with it. In reality, students should not meet our expectations for these General Outcomes unless they have met the general expectation for most or all of the course outcomes associated with it. We need to agree on which course outcomes—whether most or all of them—we want to use as the standard for meeting a General Outcome. We would then either program Canvas to calculate whether it has been achieved or establish a pattern of hand calculation to make the determination.
Plans for Implementing Action Items to Enhance Teaching and Learning as a Result of Assessments
Describe what you will do as a result of what you have learned from the outcomes data pulled from Canvas. Based on course outcomes and student evaluations, we changed textbooks to one that emphasizes examples in healthcare and public health as well as exploring hypothesis testing concepts earlier in the term using simulation. All 10 of the students in Fall 19 section performed well enough to have mastered all three of the general outcomes in Canvas, but as was stated earlier, the General Outcomes assessment was likely too lenient and needs to be revisited.

CAREER-TECHNICAL EDUCATION

At this point, some of the Career-Technical faculty are considering modeling the General Education Division's approach to assessing course-to-program outcomes using Canvas. Others are using different approaches, as illustrated in the Ad Hoc Reports that follow.

AGRICULTURE PRODUCTION
Names of Faculty Members: Kimberly Gibbs, Brett Badgett, Kristin Buck

Program Outcomes (P.O.) for Agriculture Production
   1. Animal Science
   2. Animal Nutrition
   3. Farm and Ranch Business Planning
   4. Grazing systems and stocking rates
   5. Basics of crop production

Rubric and Name of Example Courses
Specific Course Outcomes and Link to Program Outcomes (P.O. #)
 	
Natural Resources and Conservation (NRSM 101 and 102)
  • Considerations concerning stocking rates and grazing methods. (P.O. 1&3)
  • Range animal nutrition, livestock and wildlife management. (P.O 1, 2 & 3)
Applied Agriculture AGSC 103 & 104
  • Farm and Ranch Budgets. (P.O 3)
  • Agriculture operations. (P.O 3, 4, 5)
Plant Biology BIOB 110
  • Learn about the leading food crops of Montana, the United States, and the world, our dependence on a relatively small number of species, major areas of production, importance of domestic and export

markets, and importance of crops in human nutrition. (P.O. 5)
- Learn and analyze diets in specific regions of the world, the need for increases in food quantity and quality, some basic principles of food production, and some methods that may achieve worldwide food increases. (P.O. 5)

Introduction to Animal Science ANSC 100
- Possess a basic understanding of the beef, sheep, swine, and equine industries. (P.O. 1&2)
- Apply a working understanding of livestock growth, maintenance, and reproduction. (P.O 1&2)

Animal Nutrition ANSC 202
- Learn physical and chemical properties various feedstuffs. (P.O. 1&2)
- Engage in sampling and analysis of nutrient contents of feedstuffs. (P.O. 1, 2, & 5)
- Develop understanding of dietary energy and protein requirements. (P.O. 2)

Livestock and Sustainable Systems ANSC 222
- Identify Traditional, Natural and Organic systems and the unique implications of each. (P.O. 1 & 3)
- Address the various production systems both traditional and non-traditional including: grazing livestock, sheep and beef finishing systems, dairy, poultry and swine. (P.O. 1 &3)

Results of Assessment of Program Outcomes

As the assessment data is evaluated, needed changes to the program are made.

Plans for Implementing Action Items to Enhance Teaching and Learning as a Result of Assessments

Once data is gathered relating to the outcomes, the courses are evaluated to better understand where changes can be made to the curriculum. As test results are analyzed, changes are made to enhance teaching and learning in the class. For example, if students have not passed a section of the course, the instructors evaluate where changes can be made to be more effective in teaching the students.

BUSINESS

Name of Faculty Member: Kristy Atwood

Program Outcomes (P.O.)

1. Demonstrate knowledge of communication, organizational and managerial skills.
2. Demonstrate an ability to market and promote products.
3. Demonstrate working knowledge of application software used in the field of small business.
4. Demonstrate an understanding of the elements of the accounting cycle and general financial statements.
5. Demonstrate an understanding of the global economy and its impact on and opportunity for small business.

Rubric and Name of Example Courses Specific Course Outcomes and Link to Program Outcomes (P.O. #)

BMGT 210 Entrepreneurship:
- Define and identify concepts of small business or entrepreneurship.(P.O. 1,5)
- Use technology to enhance the operating, marketing and efficiency of a small business or entrepreneurial opportunity. (P.O. 3)

ACTG 201 Principles of Financial Accounting
- Develop transactions using the basic/expanded accounting equation and the accounting cycle, and explain their relationships to the various financial statements. (P.O. 4)

BMKT 225 Marketing
- Define and identify marketing concepts as they relate to a customer driven strategy. (P.O. 2)

Method for Assessing Linkage of Course Outcomes to Program Outcomes

In the Entrepreneurship and Marketing courses, summative assessments are used to assess course outcomes. Students complete a semester-long project in each of these courses that facilitate course outcome learning and evaluation.

In the Accounting course, formative assessments are used to evaluate learning on each topic area. This allows an opportunity to evaluate overall course objective comprehension.

Results of Assessment of Program Outcomes

Students in each of the respective courses, overall do well in the course using the assignment assessment methods. Those students that are not successful have not completed coursework to facilitate their learning.

Plans for Implementing Action Items to Enhance Teaching and Learning as a Result of Assessments

In the Entrepreneurship course (P.O. # 1, 3 & 5), students write a small business plan and through this process they are able to learn about the steps to start a small business. To supplement the process and the writing of this document, the Small Business Development Center (located on campus) will be used as a resource for project preparation. In previous semesters, the SBDC director presented to the students. In addition, students were granted access to the Director along with data and resources found only from this business entity. The students that used this resource wrote an excellent business plan with solid data. Those students that did not use this resource submitted plans that were missing strong data. To enhance student success, the use of the SBDC will be a required part of the plan to improve student comprehension and meet course and program objectives.

In the Marketing course, students complete a project in which they write a marketing plan. Through this process, the students are able to learn an overview of marketing for a small business. Students that receive reduced grades on this project do not include strong data in their plan. To enhance and change the project to assist the students in understanding the process of writing this plan, students will be provided direct resources to use to find data for their plans and will be required to use these resources. In addition, examples will be provided to help the students understand how to implement the data properly in the plan.

In the Principles of Financial Accounting course, students need to have a strong foundation and understanding of the accounting equation, and the corresponding concepts. Students that struggle in the course do not comprehend the beginning concepts well. To alter and enhance the learning environment for these students, additional practice assignments will be provided on the foundation course concepts. It is anticipated that the additional practice will facilitate concept comprehension, enhance student engagement and therefore produce better course grades. Ultimately, this will improve the ability of students to meet course and program outcomes.

EQUINE STUDIES
Name of Faculty Member: Brett Badgett
Program Outcomes for Equine Studies AAS (P.O.)

1. Demonstrate how to communicate effectively with the horse and train it to work with livestock.
2. Start a colt from the ground up.
3. Demonstrate how to control all the parts of a horse to give the horse a solid foundation to go into any discipline, such as reining, reined cow horse, cutting, versatile ranch horse, roping, and trail horses.

Rubric and Name of Example Courses
Specific Course Outcomes and Link to Program Outcomes (P.O. #):
 	
EQUH 165 Livestock Handling & Ranch Roping (P.O. 1)
    • Teach your horse to track one cow in the pen. It's another way for your horse to get comfortable around cattle, and you also must track cattle when you rope in the versatility.
       Cattle-Handling Basics rubric to be entered in Canvas:
            o Track One Cow
            o The Dry Work
            o Work One Cow
            o Work Anything
EQUH 253 Starting Colts (P.O. 2)
    • Develop a soft responsive feel on a colt.
    • Students will start with ground work and preparing colts to be saddled and then ridden.
       Groundwork rubric to be entered in Canvas:
            o Driving in a circle
            o Plate Exercise
            o Flag Work
            o The Bag
EQUH 252 Natural Horsemanship: Building a Relationship (P.O. 3)
    • Learn to develop body control in order to take charge of the horse's forehand, hindquarters, and rib cage. Includes learning to direct these parts of the horse's body individually and in unison.
       Body Control—5-piece rubric to be entered into Canvas to evaluate student's ability to control all body parts of the horse.

Results of Assessment of Program Outcomes The instructor is in the process of embedding his rubric evaluations in Canvas. In the meantime, individual projects and scores for the past year were reviewed. The results showed that most students have succeeded at meeting an acceptable threshold of competence if their attendance is good because this is a very hands-on program. The use of grading rubrics seemed to motivate students because they knew exactly which competencies they had to demonstrate and how their demonstrations would be evaluated.

Plans for Implementing Action Items to Enhance Teaching and Learning as a Result of Assessments
 	
    • Rubrics on given examples will be linked to outcomes in Canvas.
    • We have chosen a new book and we will be linking rubrics directly to the "Ranch Horse Versatility" book. This will provide a very consistent and measurable expectation of the students.
    • Each semester faculty will use the outcomes and rubrics to collect data and assess student learning. When faculty enter grades for the assignments to which the outcomes are attached, each student is assessed by clicking on the appropriate box: meets expectation; attempted, not yet mastered; or not attempted.

HEAVY EQUIPMENT OPERATIONS & COMMERCIAL DRIVER'S LICENSE (CDL)

Names of Faculty Members: Dale Marcil, Jerry Forman

Program Outcomes (P.O.)

1. Demonstrate practical skills in basic safety on the jobsite and safe equipment and tractor-trailer operation.
2. Demonstrate basic heavy equipment and tractor-trailer operation procedures, machine control and techniques.
3. Demonstrate basic earth moving techniques using established construction grades and elevations.
4. Demonstrate heightened safety culture habits and advanced heavy equipment and tractor-trailer control.
5. Demonstrate an understanding of tractor-trailer units sufficient to obtain a Montana CLP by passing required Montana Motor Vehicle Division written tests.
6. Demonstrate an ability to conduct a proper pre-trip inspection of a tractor-trailer unit per Federal Standards.
7. Demonstrate proper tractor-trailer backing techniques.
8. Demonstrate safe and proper tractor-trailer control usage and public road driving techniques.

Rubric and Name of Example Courses
Specific Course Outcomes and Link to Program Outcomes (P.O. #):

EO100L Core Skills for HEO Lab and EO101 Basic Construction Safety
- Utilize learned safety and equipment operation techniques to safely operate equipment and tools within a construction jobsite. (P.O. 1, 2)

EO103 Hand and Power Tools:
- Operate tools of the trade in a safe and productive manner. (P.O. 1, 4)

EO110 – EO110L Heavy Equipment Operations I and Lab I
- Utilize techniques learned to perform basic equipment operations procedures in a safe and productive manner. (P.O. 1)
- Develop a safety culture attitude and practice jobsite safety. (P.O. 1, 4)

EO113 Intro to Earthmoving and Safety
- Perform basic earth moving processes utilizing established grade and slope definitions. (P.O. 2, 3)
- Accomplish basic earth moving techniques in a safe and productive manner. (P.O. 1, 2, 3),

EO 120 and 130 plus labs - Heavy Equipment Operations II and III
- Perform various heavy equipment operation tasks in an efficient manner, utilizing advanced techniques. (P.O. 2, 3, 4)

EO121 and EO121L CDL Operations and Lab
- Obtain Montana MVD Commercial Learner's Permit. (P.O. 5, 6)
- Properly perform field testing skills and obtain Montana Commercial Drivers License. (P.O. 6, 7, 8)

Method for Assessing Linkage of Course Outcomes to Program Outcomes

With the Heavy Equipment Operations portion of the program, students are assessed per the National Center for Construction, Education and Research (NCCER) written testing, as well as performance evaluation guidelines. The various modules are covered in one academic year and all modules combine to satisfy the credential of the program. NCCER assessments are uploaded to the national database. Students are also graded per the courses listed within the program.

In the CDL portion of the program, the courses involved target the requirements of the State of Montana and the Federal Motor Carriers Safety Administration (FMCSA), to assure students adequately perform tractor trailer operations within the Federal guidelines established to assure that a new CDL recipient meets minimum

safety and operating standards. Students are assessed through the State of Montana MVD, as well as instructor critique and assessment documents.

All MCC assessments are documented within Banner and/or Canvas.

Results of Assessment of Program Outcomes

Students in each of the respective courses, have been successful in obtaining either heavy equipment related employment, or truck driving employment. Students have been able to show the nationally recognized credentials, whether that be the NCCER Certificate, or their Montana Commercial Driver's License, to further their employment opportunities. Employers have shown interest in the level of achievement students have mastered.

Plans for Implementing Action Items to Enhance Teaching and Learning as a Result of Assessments

- Continually searching out civil projects for students to work on in the field will help further learning in areas not always studied in the classroom. It seems to be relational to assessments in that more complex earth-moving projects would give more opportunity for students to hone their skills and advance to higher levels of expertise in the construction field. These projects would encompass both the heavy equipment operation courses as well as the CDL course.
- Inviting various trade speakers and recruiters to address the students might foster a desire within students to work harder toward a goal of employment with a contractor or trucking company.
- Seek out vendors interested in sharing their resources and technology to demonstrate to students the technological advancements in the construction field, such as GPS grade control implements and drones for mapping and project planning.
- Implement prescribed practice time on MCC's heavy equipment simulators and compile scores obtained from the simulation practices. More hands-on time with machine controls, even in simulation, promotes efficiency and understanding. Students will log in individually and perform assigned tasks.

INFORMATION TECHNOLOGY—GRAPHIC & WEB DESIGN

Names of Faculty Members: Jeff Brabant, Donna Faber, Nancy Swope

Career-Technical Program Outcomes Mapped to Courses:				
Program Name:	**Degree:**	**Program Outcomes:**	**Course to Program Map Completed**	**Identify Evidence: How Are We Collecting?**
IT	AAS Graphic & Web Design	(P.O. 1) Demonstrate basic understanding of graphic editing software and graphic file formats	MART213--Photoshop MART214--Digital Publishing	Canvas
		(P.O. 2) Create simple and complex publications	MART213--Photoshop MART214--Digital Publishing	Canvas

(P.O. 3) Demonstrate basic use of typography	MART214--Digital Publishing	Canvas
(P.O. 4) Apply basic design principles to publications	MART214--Digital Publishing	Canvas
(P.O. 5) Recognize and edit HTML code	GDSN145--Web Page	Canvas
(P.O. 6) Create a web site using a HTML editor	GDSN145--Web Page	Canvas
(P.O. 7) Implement web animation and motion graphics	GDSN240—Video Editing	Canvas
(P.O. 8) Publish and maintain a website	GDSN145--Web Page	Canvas
(P.O. 9) Understand ethical responsibilities linked to graphic and web design	GDSN145--Web Page	Canvas

Method for Assessing Linkage of Course Outcomes to General Outcomes

The Career Technical Program: Information Technology-Graphic & Web Design Outcomes were created and attached to courses in Canvas at the end of 2019 Fall semester. Therefore, no Canvas data has been populated. In future semesters, summative assessments in Canvas in each class each faculty member teaches will be populated. For consistency in the data, each of the outcomes are attached to 2 or 3 summative assessments per course. This step only has to be done once per course and copies forward each semester when faculty import their courses into the new shell.

Each semester faculty use the outcomes to collect data and assess student learning. When faculty enter grades for the assignments the outcomes are attached to, each student is assessed by clicking on the appropriate box: *meets expectation; attempted; not yet mastered*; or *not attempted.*

Each May faculty will review the previous three semesters of data to see a picture of how our students are doing at the program level across courses.

After reviewing their respective data, faculty (by program) will collectively set a goal for the upcoming three semesters.

In the Web Page (P.O. 5, 6, 8, 9) and Video Editing (P.O. 7) courses, summative assessments are used to assess course outcomes. Student learn concepts and skills throughout the semester and then complete a cumulative project in each of these courses. The semester project enables collective assessment of course learning and attainment of skill to successfully complete course outcomes.

For Photoshop, Illustrator, and Indesign (P.O. 1, 2, 3, 4), end-of-semester and service learning projects, a wide range of documents were reviewed for Outcome completion: posters, letterhead, logos, brochures.

Results of Assessment of Program Outcomes

Since Canvas results are still forthcoming, individual projects and scores for the past year were reviewed. For P.O. 1 and 2 in the Photoshop classes, four students met expectations and one did not attempt expectations. For P.O. 1, 2, 3, and 4 in the Indesign course, two students met expectations and one did not attempt.

Web projects created and published to the college web server were reviewed for P.O. 5, 6, 8, 9. One student did not attempt the projects and all other students met expectations. For P.O 7, a summary video project and marketing animation project were reviewed. All students met expectations.

Plans for Implementing Action Items to Enhance Teaching and Learning as a Result of Assessments

- The students that attempted the course assignments met expectations; therefore, no major changes will be made to teaching methods. Hands-on projects and service learning projects will continue to be a major component of IT curriculum.

- Technology is continually changing, so updates to software and teaching content need to be implemented into the IT curriculum. Adobe Flash was taught in the Electronic Design course, but the software is outdated. Therefore, in Fall 2019, the Electronic Design course was replaced with a Video Editing. Video editing is becoming more relevant in social media and online web sites like Youtube. (P. O. 7)
- A Graphic Design internship was added to the Graphic and Web Design curriculum. Students work in a graphic design business while earning college credits. The internship allows students to take the concepts and skills learned in the classroom and apply them in a "real-world" environment. Two students enrolled in the Graphic Design internship. Both of these students are successfully employed with the Graphic Design businesses where they interned. (PO 4, 5, 6, 7, 8, 9)
- For the Photoshop/Illustrator and Indesign courses, students will continue to grow partnerships with community organizations, working on service learning projects.

ASSOCIATE DEGREE REGISTERED NURSING

[Note: The Ad Hoc Report for the Nursing Program follows a different format from the other reports to reflect its own reporting protocol.]

NAMES OF FULL-TIME FACULTY MEMBERS: Pauline Flotkoetter, Katrina Luther, Rachel Finn
NAME OF PART-TIME FACULTY MEMBER: Deidre FitzGerald

Standardized Exams: In Fall 2016, faculty introduced the use of the Kaplan standardized exam in fundamentals, obstetrics, maternity, mental health and exit exams in the last course in the curriculum, advanced concepts. Standardized exams are weighted at 5% of the course grade. The exams are being utilized for students to determine their content areas needing increased study and to provide the students with remediation. Providing a weight in the course grade for the exam is thought to motivate students to study for the exam.

Students in Spring 2017 utilized the Kaplan Exit exam for the first time. The scores indicated that some of the students needed more preparation prior to taking the licensure exam. Students took the first secure predictor exam and several months later took the diagnostic exit exam. In the first administration of the secure predictor exam of 150 questions, only six students met the threshold score of 61 percent or better. In the diagnostic exit exam of 180 questions, administered several months later, only three students met the threshold score of 65 percent or better. These three students showed improvement from predictor to the diagnostic exit exam. The

other three who met the threshold in predictor exam scored lower in the diagnostic exit exam.
Faculty are committed to providing students with the Kaplan exams, as this affords the students practice for NCLEX-RN. This type of testing provides students with an evaluation of their knowledge prior to moving into the next course in the curriculum and provides faculty with results to inform needed curricula changes. Remediation is provided to the students once the exam is completed. Students are encouraged to complete remediation before progressing to the next course.

In Spring 2018, four students met the threshold of 61 percent on the secure predictor exam. On diagnostic exit exam, four students met the threshold score, but two of the previous students did not meet the threshold score.

Following Spring 2019, Kaplan provided information that the diagnostic exam should be given before the predictor. This change was implemented Spring 2020. Kaplan stated that a score of 60 percent or better on the predictor exit exam constituted an acceptable indicator of student success, as this aligned with the passing grade in the Miles Community College nursing courses in the final semester of the program. Nursing faculty discussed the exam results at their meeting in May 2019, just before the end of the semester. The faculty decided to implement a benchmark for the secure predictor and diagnostic exit exams. Students not meeting the benchmark would have an opportunity to retake the predictor exam. If the benchmark was not met, the student would be given a temporary grade, and they would consequently be given eight weeks to meet the benchmark or fail the course. The benchmarks were 55 percent for the Diagnostic Exam and 60 percent for the Predictor Exam.

The Kaplan exit exams are now being utilized to evaluate student achievement of program student learning outcomes. The exit exam consists of 150-180 items. NCLEX-RN pass rates for the program have increased over the last three years by 20 percent. Evaluation of the pass rate for standardized exams in comparison to NCLEX RN pass rates, along with student academic records and the admission cycle will occur annually.

Sherpath with Adaptive Quizzes: Adaptive quizzes in Sherpath were implemented in the Fall 2017 to address concerns and support students' ability to pass the standardized end-of-program exit examination and NCLEX-RN exam. Not all of the students did the adaptive quizzes in Sherpath, and those students who did the quizzes felt that the information was not accurate. Faculty monitored the information and concluded that Sherpath was working towards correcting these issues; therefore, they have made a decision to continue using the product.

In the Fall 2018, faculty required students to do adaptive questions, with remediation, based on their grade following course exam, beginning with NRSG 232 Foundation of Nursing. In Spring 2019 it was added to NRSG 259 Adult Health Nursing III, and NRSG 261 Health and Illness of Child and Family Nursing courses.

Remediation Protocol: The nursing program recognizes the need for further action to meet the required level of achievement. Faculty implemented a robust intervention that will attempt to address the situation. A remediation protocol was implemented at the beginning of Fall 2018. In Spring 2019, the protocol was revised to be more rigorous for the fifth-semester students. The remediation protocol is designed to provide activities focused on the specific areas of weakness identified for each student.

Student Learning Outcome #1
Human Flourishing: Student will advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings in culturally diverse setting utilizing the nursing process across the life span.

Diagnostic Exam Results for the Nursing Process
3 Years of Data
Expected Level of Achievement of Achievement 80% of cohorts will receive score of 70% or greater on Kaplan diagnostic Exit Exam

Nursing Process	2017	2018	2019
Assessment	58%	47%	88%
Analysis	38%	68%	63%
Planning	38%	63%	75%
Implementation	8%	16%	69%
Evaluation	25%	16%	50%

Action Plan

Spring 2017 Benchmark not met.
1. Nursing faculty and Clinical Resource Nurses will discuss the Nursing Process Pre and Post Conference during clinicals starting Fall 2017.
2. Add Nursing Process questions to all nursing courses quizzes.
3. Discuss the nursing process during lectures.
4. Implement Sherpath as an interactive learning platform that offers information to reach all types of learning styles in varied modalities.
5. Introduce weekly reading, lessons and quizzes in Sherpath.

Spring 2018 Benchmark was not met, but scores have shown improvement in some areas over the last year's scores.
1. Continue to discuss nursing process in Pre and Post conference.
2. Continue to add nursing process questions to nursing quizzes.
3. Implemented SimChart during simulation so students can document their assessments in electronic medical record, develop a plan of care, and learn to evaluate care provided.

Spring 2019 Benchmark was met in assessment and planning. Improvement shown in implementation and evaluation.
1. Continue to discuss nursing process in Pre- and Post-conference.
2. Continue to add nursing process questions to nursing course quizzes.
3. Use SimChart for students to document their patient care, develop care plans, and re-evaluate patient care.

End of Program Learning Outcome

Program demonstrates evidence of graduate's achievement on the licensure examination. The programs expected level of achievement is 80% or better, for all first time-test takers during the same 12 month period.

Year	Pass Rate
2016	16/30=53.33%
2017	16/24=66.66%
2018	14/19=73.68
2019	12/16=75%

Action Plan

Spring 2016 Benchmark not met.
1. Revised the admission standards.
2. Implemented the State Wide Model Curriculum, required students to complete fours.
3. Prerequisites courses before applying to the nursing program, with grade of B- or better, and
4. GPA 2.75.
5. Changed the minimum score on Kaplan Pre-entrance exam from 60 to 70 percen.t

Fall 2017 Benchmark not met.
1. Implemented new ITV system for distance learning.
2. College Foundation offering graduates who pass NCLEX exam on first attempt by September 1st a $400.00 scholarship.
3. Implemented Sherpath and Adaptive Quizzing for practice test and case studies .

Fall 2018 Benchmark not met.
1. First group of cohorts graduated under the state wide model curriculum and improvement of 18% over the last two years, in NCLEX scores.
2. Students who scored less than 83% on a course exam, referred to a tutor.
3. Readmit students are considered high risk, and referred them to appropriate resources to improved their performance on NCLEX.
4. Made Sherpath adaptive quizzes, practice tests, case studies and remediation a mandatory requirement, starting with foundations of nursing.

Fall 2019 Benchmark not met.
1. Implemented benchmarks on the Kaplan and diagnostic exams. Following the diagnostic exam if the student does not meet the benchmark of 55%, develop a study plan with the instructor, after reviewing the diagnostic exam results. To identify areas of weakness.
2. Students will take the predictor A exam third week of April, and if they do not meet the benchmark of 60%, continue with study plan and make take predictor B exam, just prior to graduating. If the benchmark is not met on the second predictor exam, students will be given a temporary grade "T", and given eight weeks to meet the benchmark of 60%, if unsuccessful, student will receive a failing grade for NURS 266 Management of Care course.
3. Implemented Kaplan I-Human virtual simulation to enhance clinical judgment in preparation for Next Gen NCLEX and to improve NCLEX first time pass rates.

FACILITIES MANAGEMENT
Introduction/Overview

The 2017 – 2027 Miles Community College (MCC) Facilities Master Plan is the fourth facilities master plan in the history of MCC and addresses several important issues that can best be characterized as those facing a stable institution during times of change with community, faculty, and student expectations and demands. This master plan is a roadmap that is representative of current analysis and future thinking. It provides a review of current facilities and deferred maintenance needs for the next 10 years, potential land acquisition, and future goals for major renovations and new construction. The master plan also addresses deferred maintenance, ADA compliance, and minor repairs and renovations for each facility type, which includes all buildings, exterior grounds, and parking lots. The College continually monitors the facilities master plan in order to create and maintain facilities that are accessible, safe, secure, and sufficient to ensure a healthy learning, living and working environment that supports the College's mission, programs and services.

Process

The Facilities Master Plan was developed through the efforts of diverse stakeholders including Miles Community College administration, faculty and staff, Stevenson Design (Architects), Con'er (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.
There are three goals associated with this master plan. The first goal relates to four properties that are considered priorities for acquisition for future growth and expansion. The second goal relates to deferred maintenance, safety and ADA upgrades, and minor renovations for building improvements. An audit of each facility was conducted to establish need and costs. The third goal relates to major renovations and new construction based on future state analysis conducted by the Facilities Long Range Planning Committee.

The College implements an infrastructure improvement process to ensure a safe and functional campus facility. An updated infrastructure improvement worksheet is created each fiscal year outlining timeline and estimated project expenses. Identified improvements are incorporated into the annual action plan and budget if they are deemed as high priority and as funds allow.

The Dean of Administrative Services & HR as well as the Facilities Manager maintains a copy of the infrastructure improvement worksheet. A list of completed projects is recorded in the Administrative Services report to the Board of Trustees. Maintaining an infrastructure improvement spreadsheet that is based on input from all employees allows for the identification and prioritization of areas needing improvement. The Facilities Master Plan provides a long-term vision to monitor the growth and sustainability of College facilities.

Walk-throughs of all the campus facilities are conducted annually. During the walk-through the group identifies various support services and academic related equipment that will need to be replaced. This includes items such as entryway doors, security cameras, classroom chairs, and dorm furniture. These items will be listed and are considered during the planning and budget assessment process. The facilities long-range plan also includes a fleet vehicle replacement schedule as well as carpet and paint replacement schedules.

The Dean of Administrative Services & HR and Facilities Manager works with SDI Architects and Design (SDI) to establish a priority order for the projects identified in the original facilities planning assessment. Regular meetings with SDI are scheduled to review plans and identified projects for each fiscal year. If there are any issues that require immediate attention, we will let the project out for bid. Depending on the magnitude

of the project, we can use funds in our building fee fund, building reserve fund or we may need to use financing. Based on the timelines established by the architects, we will include the cost of each of these projects in our planning and budget assessment process during the appropriate year.

The facilities planning review committee meets to discuss area needs including Academic Affairs, Student Services, Housing, Auxiliaries, Athletic Department and Administrative Services. The facilities planning review committee also works with student services to evaluate future enrollment projections. With these projections, we assess future housing, dining, and classroom needs.

The Dean of Administrative Services & HR and Facilities Manager meets every other week to review facility needs. Improvements or areas of concern and communicated to the Executive Team and President's Cabinet. This information is also included in the monthly report submitted to the Board of Trustees, samples of which are included in **Appendix F**.

Assessment and Outcomes

The College regularly reviews the facilities master plan to update the needs of the institution. Campus-wide needs assessment of facilities occurs in a variety of ways which include committee meetings, all-employee meetings, as well as a variety of surveys such as the Employee Satisfaction Survey, Student Satisfaction Inventory (SSI) survey, and the Benchworks Resident Assessment.

The Employee Satisfaction Survey (**Appendix E**) indicates that 83% of the participants feel the campus is safe. The survey results also show that 68.5% of participants feel that the physical conditions of their work area (light, heat, space, location, noise) are satisfactory. The majority of the concerns were in regards to the heating, ventilation and air conditioning system. As a result, the HVAC system software and hardware for Pioneer Village and main campus were upgraded.

The SSI survey is conducted every two years and rates student perceptions regarding campus safety and security. The survey was most recently completed in 2018. The results indicated that students feel the campus is well maintained and the College facilities are clean, up-to-date, and are conducive to a supportive learning environment. The survey also indicated that the computer labs are adequate and accessible. Another strength identified is that parking lots are well lighted and secure and student parking spaces are adequate.

The Benchworks Resident Assessment (**Appendix J**) survey was conducted in January 2020 with a 71% return rate. This survey measures satisfaction of cleanliness to varying spaces on campus including classrooms, Centra (athletic center), and dining. Additionally, we are measuring overall satisfaction for services provided in computer labs. The survey also assesses technology and facility items in the residence halls, i.e. internet connectivity, cleanliness of public and community spaces, timeliness of repairs, cable TV services and laundry facilities. An additional measurement conducted through the survey is security and safety of campus, measures include how safe students feel walking on campus at night and how safe they feel in their residence hall spaces.

Next Steps

MCC will continue to intentionally care for, revitalize, and expand its physical and virtual presence into the future. As the campus continues to grow enrollment, program offerings, and community outreach, our facilities, technologies, and infrastructure must grow and improve as well. As we continue to work with the facilities long range master plan, we will ensure that all of our projects are in alignment with our Mission Statement and Core Themes. The College will continue to monitor our debt regularly to ensure long range financial planning does not create an unreasonable drain on resources for educational purposes.

Based on the assessment of facilities management, we plan to utilize the Facilities Planning Review Sub-Committee on a regular basis instead of as needed to ensure infrastructure needs are met across campus including Academic Affairs, Student Services, Housing, Auxiliaries, Athletic Department and Administrative Services.

Continue to share plans across campus and communicate projects and timelines.

List of Artifacts Included in Appendix F

- Facilities Master Plan: 2017 – 2027
- Deferred Maintenance Schedule
- Carpet and Paint Schedule
- Sample Board of Trustees Reports Regarding Facilities

INFORMATION TECHNOLOGY (IT)

Introduction/Overview

The College strives to maintain a technology-driven environment that consistently responds to the needs of MCC's core mission of student success and lifelong learning. Fiscal responsibility to the student and community is crucial for our success. We will leverage our current technology assets and provide employee development opportunities that maximize the use of existing assets. Our students, faculty, and staff find our systems dependable, accessible, available and efficient. It is vital that our systems be dependable, that they accomplish the tasks at hand, that they are capable of growing with the advent of new technologies and solutions, and that they best serve those who use them as tools to achieve the goals at hand.

Information Technology (IT) uses HelpDesk@milescc.edu (Spice Works) to track IT requests and monitor hardware/software installations.

Process

The MCC Technology Plan provides a regimented and detailed structure for MCC to plan and implement future technology that will provide short-term and long-term paybacks to students, employees and the community. The team was established and began its activities in February 2016. The annual review process begins in January of each year through 2021, with an initial meeting of the Technology Team members.

The Dean of Administrative Services & HR and IT Director meet every other week to review campus technology needs and concerns. Identified needs and timelines are shared with the Executive Team, President's Cabinet and campus wide. The information and items of concern are brought forward through the planning and budget assessment process. Projects are communicated to the Board of Trustees through the monthly technology reports, samples of which are included in the **Appendix G**.

Staff/faculty and students send an email to **HelpDesk@milescc.edu** requesting or informing IT of a need or issue, as follows:
- IT assesses tickets in the HelpDesk system taking appropriate action.
- IT closes tickets as they are addressed with details that are used in the assessment process.
- The requestor receives email updates on each ticket they have submitted.

Assessment and Outcomes

Regularly monitoring and reviewing the written technology plan and equipment replacement schedule is imperative to the success of the institution. These documents are an important tool in the budget planning process and are a resource for the strategic plan of the College.

One-on-one communication is also a key element in identifying campus needs. IT was able to coordinate a computer lab upgrade with the Ag Instructor for a move to the newest version of ArcGIS for the 2020 Spring semester.

The College regularly reviews the technology plan to update the needs of the institution. Campus-wide needs assessment of technology occurs in a variety of ways, including committee meetings, all-employee meetings, and a variety of surveys such, as the Employee Satisfaction Survey, Student Satisfaction Inventory (SSI) survey, and the Benchworks Resident Assessment.

The Employee Satisfaction Survey (**Appendix E**) indicates that most employees utilize IT support services throughout the year. The survey includes an open ended question asking staff and faculty what additions or subtractions would you make to IT support and/or technology upgrades? The results are shared with the IT department and depending on areas identified and mission fit, the IT department will respond appropriately. As an example, Spring 2019 results indicated that classroom projectors needed to be updated. Fall 2020 the IT department was able to respond to the request and update the classroom projectors to provide a better learning environment for students.

The SSI survey is conducted every two years and rates student perceptions regarding campus safety and security. The survey was most recently completed in 2018. The results indicated that students feel the campus is well maintained and computer labs are adequate and accessible.

The Benchworks Resident Assessment survey (**Appendix J**) was conducted in January 2020 with a 71% return rate. This survey measures overall satisfaction for services provided in computer labs. The survey also assesses technology and facility items in the residence halls, i.e. internet connectivity, cleanliness of public and community spaces, timeliness of repairs, cable TV services and laundry facilities.

Survey results are shared with IT staff as a resource tool to help prioritize, plan, and budget projects.

HelpDesk history is used to provide assessment data that would otherwise be untracked.
IT is currently working on reporting capability.

Next Steps

- Classroom computer upgrades.
- Data Redundancy.
- Continued work cleaning up old tickets to provide accurate data.
- Continued work on building reports to provide meaningful data.

List of Artifacts Included in Appendix G

- MCC Technology Plan 2016-2021
- Sample Board of Trustees Reports Regarding IT

PLANNING, BUDGET, ASSESSMENT (PBA) PROCESS
Introduction/Overview

MCC's Planning, Budget, and Assessment (PBA) process enables the aligning and prioritizing of college initiatives supporting MCC's vision in regards to developing the annual budget. The college, as well as its divisions, follows a planning model in which annual objectives, strategies, and action plans are defined and progress is assessed through self-evaluations and environmental scans of the operating environment.

Based on assessment, strategic initiatives are developed and prioritized in support of long-term goals and

annually identified college-wide areas of focus. The PBA conversations provide a forum to promote collaboration, alignment, integration, and transparency in discussing initiatives, priorities, and the annual allocation of resources. To facilitate the process, a PBA Committee is developed to review, assess, and approve the various department, unit, and program plans.

Process

Each academic year, all units, departments, and program requests are submitted through the PBA Review and Request Form. Completed PBA requests are submitted to the divisional supervisor (vice president, dean, or executive director).

In the process of developing and prioritizing requests, divisional supervisors are encouraged to hold PBA discussion(s) within their areas of supervision and involve their respective leadership teams. Prior to the PBA Committee conversations, prioritization need only occur at the divisional level.

Training is provided and examples are posted on the MCC Faculty and Staff webpage. Questions regarding the PBA Review and Request system or process may be directed to the President or Budget Director.

Assessment and Outcomes

Individual unit, department, and program leads evaluate previous year PBA strategy outcomes, newly developed plans, introduced annual strategic plans, action plans for alignment, and review new draft PBA Review and Request Forms with division leads. Once reviews are complete, the PBA Review and Request Forms are submitted to the PBA Committee for their review and prioritization.

The PBA Committee will review prioritized PBA Review and Request Forms, establish annual budget projections and investment abilities, and conduct hearings to review forms with unit, department, and program leads. The Committee will review annual strategies of each unit, department, and program and confirm alignment with college plans.

Next Steps

From the reviews and discussions, the PBA Committee will formulate the annual budget for the Board of Trustee approval.

List of Artifacts Included in Appendix H

- PBA Template
- Sample PBA Documents
    - PBA Bookstore
    - PBA Equine Studies
    - PBA Facilities
    - PBA General Education
    - PBA IT Programs

STRATEGIC ENROLLMENT PLANNING (SEP) PROCESS
Introduction/Overview

Miles Community College continues to utilize and refine a strategic enrollment planning process across all areas of campus. Since the inception of our campus strategic enrollment planning process in 2014 (introduced to our campus by our then-new President, Stacy Klippenstein), we have continued to integrate and align campus functions as they relate to short-term and long-term strategic enrollment planning. There has been an intentional integration of the academic planning and prioritization process (AP3), the planning, budget, and

assessment (PBA) process, and the strategic enrollment planning (SEP) process; this integration is now in the midst of its third academic year. This systems approach is designed to embody a continuous process of improvement, which is part of an ongoing, sustainable process that is routinely refined and updated. The collaboration fostered by linking together the academic planning, enrollment forecasting, and budgeting process is an important part of helping our institution realize its mission and vision.

Process

The SEP process, which involves the development of a Strategic Enrollment Plan including an implementation plan/schedule and the institutionalization of an ongoing process, consists of eight interactive phases that have inherent feedback loops. These eight phases include:

- <u>Phase One:</u> Preparation and organization
- <u>Phase Two:</u> Identification and review of Key Performance Indicators (KPIs)
- <u>Phase Three:</u> Situational analysis and brainstorming
- <u>Phase Four:</u> Strategy development
- <u>Phase Five:</u> Development of action/support plan and process for monitoring implementation
- <u>Phase Six:</u> Prioritization of strategies and action plans based on institutional readiness
- <u>Phase Seven:</u> Quantifiable goals and ROI identification
- <u>Phase Eight:</u> Plan evaluation and modification

Strategic Enrollment Planning (SEP) plays a critical role in a college's institutional strategic planning process. Enrollment outcomes (including various recruitment and retention rates) constitute not only key performance indicators or major indicators of institutional effectiveness and student success, but they also determine net revenue and operating budgets, level of academic quality and range of curricular offerings, programmatic enhancements and student support programs, and ultimately institutional reputation. For this reason, a comprehensive, well-integrated Strategic Enrollment Plan is instrumental in accomplishing the goals of the institutional plan and its component parts, as well as maximizing the realization of the institutional mission and vision. The emphasis on systems coordination and integration by necessity means that sustainable methods of collaboration and ongoing communication are vital to the process and ultimately to success. The SEP creation and implementation process is designed to ensure that academic priorities lead the process

Assessment and Outcomes

The Strategic Enrollment Planning process is designed to be continuously evaluated and informed by new data. It is important to continue to integrate academic and strategic enrollment planning, and the budget and fiscal resource alignment. Strategies proposed from across campus, once implemented, are evaluated for outcomes, including the anticipated enrollment impact. Budget resources are allocated to the SEP strategies through the PBA process.

Next Steps

In December 2019, five members of the Executive Team and Enrollment Action Team attended the Ruffalo Noel Levitz Strategic Enrollment Planning Forum. Original data informing the foundation of the existing SEP has not been updated or significantly reevaluated since the creation of a permanent institutional research function on campus, and all members of the Executive Team have turned over since the initial phases of the plan were launched. Though the SEP process is intended to be a continuous loop, it is acknowledged that our plan foundation, particularly in regard to the situational analysis and KPIs, requires some attention and the fresh eyes of those that have become a part of our now more data-informed culture. While confident in the content of the individual strategies submitted by faculty and others that have been elevated throughout the process, we know that a better data foundation will improve the content and analysis of future plans brought forward, particularly those that relate to marketing, recruitment, and retention. Our next step, which will commence in February 2020, is to conduct a new situational analysis with the full Enrollment Action Team and Institutional

Research Director. If needed following the situational analysis, Key Performance Indicators in the plan will be revised.

Additional action steps include the continued improvement and modification of the tools used for monitoring the impact of the strategies implemented.

List of Artifacts Included in Appendix I

- Miles Community College Strategic Enrollment Plan
- Sample SEP Documents
  - Grow IT Enrollment Numbers
    - Action Plan
    - Enrollment Analysis
    - Revenue & Expense Analysis
  - Add NJCAA Women's Softball
    - Action Plan
    - Enrollment Analysis
    - Revenue & Expense Analysis
  - Grow Dual Enrollment: (1) Concurrent Enrollment, (2) Pioneer Express, (3) Free2Explore
    - Action Plan
    - Enrollment Analysis
    - Revenue & Expense Analysis

STUDENT ENGAGEMENT
Healthy Colleges Montana
American College Health Associations-National Collegiate Health Assessment

Introduction/Overview

As part of Miles Community College's commitment to student health and well-being, we have participated over the years with NASPA: Student Affairs Administrators in Higher Education's Healthy Colleges Montana initiative. The initiative has been active for nearly 15 years and has focused on reducing tobacco use and exposure across the state. In 2017, the initiatives expanded its scope to include chronic disease prevention. The partnership provides educational trainings and programs to make our campus safer spaces for students to live, work, learn, and grow. In 2020, MCC will implement the American College Health Associations-National Collegiate Health Assessment.

Process

A web-based survey is being distributed during Spring 2020 to gather the needed data to guide the development of the process.

Assessment and Outcomes

The web-based survey is a nationally recognized research tool that will assist MCC in collecting data about students' health habits, behaviors, and perceptions.

Next Steps

Once we conduct the survey and receive results, our plan is to work with our student engagement and student services team to provide educational programming and resources surrounding health and wellness.

Additionally, through our community partnership with One-Health, we will develop resources for the campus, including an on-site professional counselor.

List of Artifacts Included in Appendix

- N/A at this time

STUDENT ENGAGEMENT
Housing and Dining Satisfaction Survey:
ACUHO-I/Benchworks Resident Assessment Survey

Introduction/Overview

The College Housing Department facilitated the Skyfactor ACUHO-I/Benchworks Resident Assessment survey in Spring 2020. The purpose of the instrument was to assess the residence hall program with national measures of comparison.

Process

A paper survey was distributed to on-campus students at floor meetings on January 14, 2020. The survey had 10 additional institutional questions that were attached but completed on the assessment instrument. The surveys had some information prepopulated (Institution name and the student Hall Code to differentiate between Pioneer Hall and Pioneer Village). Students completed the surveys and placed them in a non-transparent envelope so there was no identifiable information. The surveys were then sent back to Skyfactor to analyze the data and to compare with six other pre-identified housing programs. Survey results will be available in May 2020.

Assessment and Outcomes

The Benchmarks survey measures longitudinally across the residence life program, between buildings, and against peer institutions and national participants. Skyfactor indicates, "Our assessment provide targeted, analysis-backed insights to measure your performance and guide your improvement efforts. Skyfactor's Benchworks analysis identifies where you should focus your time, money, and resources to improve the quality of the student experience and help each student thrive." Factors included in the measurement include the following: Hall Student Staff Assessment, Hall Programming, Hall Environment, Facilities, Services Provided, Room Assignment and Change Processes, Safety and Security, Roommates, Dining Services, Community Environment, Personal Interactions, Sense of Community, Diverse Interactions, Self-Management, Alcohol and Drug Use, Sustainability, Overall Satisfaction, Overall Learning, and Overall Program Effectiveness. Additionally, MCC provided additional institutional questions to assess campus-wide facilities and technology, as well as overall customer service at varying locations across campus.

Next Steps

- Results and analysis will be provided in May 2020.
- Stakeholder review of the data in Summer 2020.
- Determine program changes, recommendations, and additional needs prior to September 2020.
- Implement identified actions.
- Administer survey again in January 2021.
- Once results are received, an assessment binder of results will be included in May 2020.

List of Artifacts Included in Appendix J

- ACUHO-I/Benchworks Resident Assessment Instrument
- Ten Institutional Specific Questions

- Benchworks Survey – Mindfulness Presentation
- Custom Statistical Analysis Report
- Factors Identified
- New Student Survey Instrument
- Social Integration, Academic Integration, and Commitment to College Results
- Recommendations for Improvement

STUDENT ENGAGEMENT
New Student Survey:
Skyfactor Benchworks New Student

Introduction/Overview

The Office of Student Engagement facilitated the New Student Survey, a product of Skyfactor Benchworks, in Fall 2019. The purpose of the survey was to understand key insights from students to assist the campus in identifying factors to help improve the first year student experience. The survey was also customized for specialized populations such as transfer students, veteran students, and student athletes.

Process

An on-line instrument was sent out to all first year students at MCC. The survey was available from October 14, 2019 through November 3, 2019. For those that completed the survey, there was a chance to receive one of three $100 bookstore vouchers. There was a 43.9% response rate.

Assessment and Outcomes

The data collected included non-cognitive concepts like academic adjustment, educational goals, social connections, and residence life experiences, while also identifying issues and opportunities for interventions and interactions that broadly facilitate student success. Factors included for analysis included academics, connectedness, homesickness, housing, and students' self-assessment. The data gathered assisted with campus conversations regarding retention. Additionally, MCC provided additional institutional questions that focused on academic advising interactions, library utilization and research skills, time dedicated to studying and weekend participation in Miles City. Finally, MCC identified who students shared were persons they believed were "go-to persons" on campus, resources desired but not provided on campus, and student involvement opportunities they would like to see on campus.

The top priority identified from the data was to focus on homesickness and separation. It was recommended that performance on this factor was below goal value and improvement of the factor should impact commitment to the institution.

On-campus living environments were identified as high impact for our students and results indicated that "maintaining the current level of performance on these factors is desired since these factors have impact on commitment to the institution. However, further improvement will be difficult since current performance is already excellent.

MCC utilized the data gathered and shared outcomes with faculty at an academic mindset workshop facilitated by Ms. Sarah Kloewer, Associate Dean of Instruction and Distance Learning. The Behavior Intervention Team (BIT) also reviewed the data and discussed individual retention areas of concern to focus on through student advising sessions and through other student interactions. Information was also shared through the COLS 101 First year Seminar Course that focused on some the areas of concern such as homesickness, etc. Finally, student engagement sent notices to faculty and staff who were identified as "go-to persons" by students to

recognize their work on campus. Survey information was presented at the Board of Trustees meeting on November 25, 2019.

Next Steps

- Continued Academic Mindset training using the data received combined with data received from the Community College Survey of Student Engagement Report (CCSSE).
- Review executive summary in late May that will have comparison data with other institutions and comparison institutions to look for action and priorities to focus on retention efforts.
- Combine data taken from the report with our Student Success NWCCU Initiatives creating pathways for student success and retention.

List of Artifacts Included in Appendix J

- ACUHO-I/Benchworks Resident Assessment Instrument
- Ten Institutional Specific Questions
- Benchworks Survey – Mindfulness Presentation
- Custom Statistical Analysis Report
- Factors Identified
- New Student Survey Instrument
- Social Integration, Academic Integration, and Commitment to College Results
- Recommendations for Improvement

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CSSE)

Introduction/Overview

Miles Community College most recently administered the Community College Survey of Student Engagement (CCSSE) in Spring 2019. MCC also participated in the CCSSE during Spring 2015 and Spring 2017. The 2019 survey was administered in March on the MCC main campus as well as the Workforce Readiness Center (Heavy Equipment Program), and the Ag Advancement center to reach Ag/Equine students.

Process

The CCSSE is administered to on-campus students only. The surveys are administered in the classrooms during regularly scheduled class times. For the Spring 2019 survey, a steering committee was assembled and employees were informed about the survey and trained on the survey administration process. Student participation was outstanding, with 81% of on-campus courses surveyed. The survey itself was labor-intensive and time-consuming to administer. It also took up considerable class time due to its length; however, the investment in time and resources yielded a return of robust data, which is now being used to track progress within the CCSSE benchmarks. We can use this data to compare with our prior year data, the small-school cohorts, and national averages.

Assessment and Outcomes

In prior years, MCC relied on the CCSSE benchmark and frequency reports to evaluate the results of the survey. These reports were difficult for faculty and staff to utilize, as they are presented as a very large text file that is not easy to edit. The standard CCSSE visual graphics only include some basic charts and a brochure. Although valuable data, the ability to see trends and areas of strengths and weakness was limited. The Director of Institutional Research, whose position was created as a direct result of the Spring 2015 *Mission Fulfillment and Sustainability* Peer Evaluation, has made several changes going forward to facilitate meaningful use of the CCSSE data. After receiving the results from CCSSE, the College started analyzing at a high level by comparing our overall benchmark data to our previous survey results, and our comparison data of the small-

college cohorts. This was reviewed by MCC's Executive Team and then shared with President's Cabinet.

The next step was to develop a tool to transform the raw data files from CCSSE into a visualization that could be used to help analyze the vast amounts of data. Using Tableau and the CCSSE Means report as the data source, a useful visualization tool was developed. It easily allows a user to identify what areas and what specific questions scored higher or lower compared to the national average. This was very useful in determining why the benchmark scores ended up below or above the national average. In other areas where our scores were higher and close to the top 10% of the national averages, we can determine if prior changes and investments have improved the student experience.

Next Steps

MCC's goal is to use the CCSSE data to improve the overall student experience. To do this, we started with our lowest scoring benchmark, Academic Challenge. The Academic Challenge benchmark score was the lowest out of the five benchmarks and it was also the lowest scoring benchmark from 2017. We then asked ourselves why it was the lowest scoring benchmark. Prior to dissemination of the results to faculty, the Tableau visualization tool was used to drill down into the specific data within a given benchmark. This allowed the user to "see" not only the low overall score, but also the specific questions that were driving down the scores. The data showed that the lowest scored questions related to specific areas regarding difficultly of exams, uncertainty about classroom attendance policies, and lack of awareness of the effects of attendance in relation to the students' final grade. This data and the visualization tool were presented to faculty in November 2019. Over the course of the next semester, the V.P. of Academic Affairs has been working with the faculty division chairs to review and establish initiatives to increase the overall Academic Challenge benchmark. These working groups will also address any deficiencies/issues regarding faculty communication about attendance, and will determine why students scored questions pertaining to student assessment, specifically examinations significantly lower than the national average. In addition, the Associate Dean of Instruction and Distance Education has conducted several workshops with faculty to analyze and enhance connections between Academic Mindset and Student Success.

Another next step that has taken place has been the submission of MCC's SSS-TRIO grant. The 2019 CCSSE data was cited several times throughout the application. The data was used to display the specific needs and challenges of MCC students, and also what they valued and felt they needed. The TRIO grant application was completed and submitted January 31, 2020.

The CCSSE results from 2017, specifically the questions regarding academic advising, showed lower scores than expected in both the Student-Faculty Interaction and the Support for Learners benchmarks. As a result, an Advising Task Force was established to evaluate MCC's advising practices. The task force has since implemented several practices aimed at improving the student advising process. The most significant was the creation of campus wide advising day. The proposed day would have no regularly scheduled courses. With limited semester hours, the decision to not hold courses was significant. Data was needed to confirm that the investment into the advising taskforce changes, and specifically the advising day had resulted in an improved advising experience. The results of the 2019 CCSSE spoke for themselves. The Student Faculty Interaction benchmark was MCC's highest scoring benchmark, scoring just 1.3% below the top 10% of the national average. The Support for Learners benchmark was MCC's second highest benchmark and most improved. Students consistently rated academic advising, financial aid advising, and career counseling as one of most utilized and most valued of all of MCC's services.

List of Artifacts Included in Appendix K
• Tableau Visualization Tool. *Note: The Visualization Tool in the Appendix is a PDF that displays the basic structure of one sheet of the workbook only. The dynamic functions are not usable in PDF or Word format.*

STUDENT SUCCESS: ADVISING TASK FORCE
Introduction/Overview
The Advising Task Force (ATF) was created to examine the practice of advising, and in turn, to help improve the quality of academic advising at Miles Community College. It is comprised of two administrative leaders, the Dean of Enrollment Management, and the Vice President of Academic Affairs, along with the Director of Student Success and Retention, the Athletic Director, Associate Dean of Instruction and Distance Learning, and five full-time faculty members
Process
The Advising Task Force has been involved with planning and assessing Advising Day, creating an advising curriculum, and providing training to faculty and staff on campus. The ATF has looked at Miles Community College's current advising model, the responsibilities of an advisor, advisor caseloads, and helped create digital degree planning sheets for all certificates and degrees, which can be found at the following link: https://www.milescc.edu/DegreesPrograms/default.aspx.
Assessment and Outcomes
ATF has used online surveys to serve as assessments for the students after Advising Day. Another survey was given to the faculty advisors early in the year to ascertain their feelings and attitudes about advising and to solicit professional development ideas. The results of both surveys have driven the ATF's Advising Day planning as well as our Faculty Days training.
Next Steps
AFT is currently in the process of writing advising goals, adopting a philosophy, creating outcomes, working on affordable advising training and professional development, and assessing academic advising
List of Artifacts Included in Appendix L
• Advising Expectations.

CONCLUSION

Since the Year Seven *Mission Fulfillment and Sustainability* Evaluation that took place during Spring 2015, Miles Community College has worked diligently to fulfill the Recommendations extended to the College by the NWCCU Board of Commissioners. In the process, the College's faculty, staff, and administration have developed many robust and holistic processes to assess institutional effectiveness for both instructional and non-instructional programs and functions. These evolving and maturing processes are sustainable standard operating procedures. In addition, they are proving to be viable means of (1) assessing overall institutional effectiveness, (2) informing the setting of campus-wide priorities, and (3) guiding the planning of both the instructional and non-instructional components of the College's educational enterprise to ensure ongoing transformation and improvement.

Miles Community College is hopeful that as the Board of Commissioners reviews this Ad Hoc Report and its supporting documentation, the College will consequently be given the opportunity to focus its attention on the Standards and Eligibility Requirements that went into effect on January 1, 2020, in preparation for the *Evaluation of Institutional Effectiveness* peer-evaluation visit that is slated to take place in Spring 2022.

LIST OF APPENDICES

Appendix A: **MCC Mission and Core Themes**
Appendix B: **MCC Vision 2020 Strategic Plan**
Appendix C: **General Education**
- **Assessment Cycle Flow Chart**
- **Canvas Course-to-Program Data Charts**

Appendix D: **2019 Convocation Booklet**
Appendix E: **MCC Employee Satisfaction Survey 2019**
Appendix F: **Facilities**
- **Facilities Master Plan**
- **Deferred Maintenance Summary**
- **Carpet and Paint Schedule**
- **Sample Board of Trustees Reports Regarding Facilities**

Appendix G: **Information Technology**
- **MCC Technology Plan**
- **Sample Board of Trustees Reports Regarding IT**

Appendix H: **Planning, Budget, and Assessment (PBA)**
- **PBA Document Template**
- **Sample PBA Documents**
  - **PBA: Bookstore**
  - **PBA: Equine Studies**
  - **PBA: Facilities**
  - **PBA: General Education**
  - **PBA: IT Programs**

Appendix I: **Strategic Enrollment Planning (SEP)**
- **Miles Community College Strategic Enrollment Plan**
- **Sample SEP Documents**
  - **Grow IT Enrollment Numbers**
    - **Action Plan**
    - **Enrollment Analysis**
    - **Revenue & Expense Analysis**
  - **Add NJCAA Women's Softball**
    - **Action Plan**
    - **Enrollment Analysis**
    - **Revenue & Expense Analysis**
  - **Grow Dual Enrollment: (1) Concurrent Enrollment, (2) Pioneer Express, (3) Free2Explore**
    - **Action Plan**
    - **Enrollment Analysis**
    - **Revenue & Expense Analysis**

Appendix J: Student Engagement
- **ACUHO-I Benchmarks Resident Assessment Instrument**
- **Ten Institutional Specific Questions**
- **Benchworks Survey-Mindfulness Presentation**
- **Custom Statistical Analysis Report**
- **Factors Identified**
- **New Student Survey Instrument**
- **Social Integration, Academic Integration, and Commitment to College Results**
- **Recommendations for Improvement**

Appendix K: Community College Survey of Student Engagement (CCSSE)
- **Tableau Summary of CCSSE Results**

Appendix L: Student Success: Advising Task Force
- **Advising Expectations**