Members in attendance:

- Dave Bonilla  Chief Technology Officer
- Mary Kay Bonilla  Chief Student Affairs and Human Resources Officer
- Leanne Frost  Executive Director of Instruction
- Leah Habel  Director of Financial Aid
- Lorene Jaynes  Chief of Staff
- Shannon Marr  Director of Recruitment and Enrollment
- Marla McFerrin  Faculty-at-Large
- Ben McKinley  Classified Staff-at-Large
- Kathy Meier  Director of Disability Services
- Charla Merja  Director of Academic Success
- Russell Motschenbacher  Director of Health Sciences
- Eleazar Ortega  Institutional Researcher
- Tammie Hickey  Interim Director of Lifelong Learning
- Jana Parsons  Faculty Senate Chair
- Carmen Roberts  Executive Director of Operations
- Joel Sims  Director of Trades
- Gary Smart  Director of Facilities Services
- Troy Stoddard  Director of Advising and Career Center
- Scott Thompson  Director of Communications and Marketing
- Karen Vosen  Classified Staff-at-Large
- Dena Wagner-Fossen  Registrar
- Susan Wolff  CEO/Dean
- Mandy Wright  Interim Director of Library Services, Assessment, and Teaching & Learning Center

Members not in attendance
- Andrea Fossen  Staff Senate
- Gary Smart  Director of Facilities Services

I. Introduction – Carmen Roberts

Carmen Roberts welcomed everyone to CPBAC and reviewed the agenda.

II. Marketing and Communications Report – Scott Thompson

Marketing and Communications is working closely with Admissions to create a stronger traditional and social media presence.

Scott presented an overview of recent changes to the website.

Home | Great Falls College MSU

- Banners are now more active. Patients can now schedule appointments online with the dental clinic. The dental addition link allows you to watch construction work in real time.
- Wayne Breau designed the layout for short videos showcasing programs. All programs will eventually be showcased. Great Falls College Cybersecurity
Shannon Marr highlighted additional marketing efforts:
- GFC MSU coffee sleeves at True Brew
- This month 28,000 Energy West invoices will include a third page GFC insert
- Continuing using links showcasing college videos in all online events, virtual fairs

III. Institutional Assessment of Student Learning Report – Mandy Wright

See Student Learning Assessment (attached) for highlights of the report. The full report is located here: http://gfcmsu.edu/about/assessment/evidence.html

Summary: Mandy Wright presented the findings of the Student Learning Assessment Report for AY 2019-2020. Faculty was asked to submit a reflection on one course taught during AY 2019/20. Program reports were created and can be viewed here: Evidence of Student Learning | Great Falls College MSU. These program reports were further aggregated into an institutional report. All programs and departments are in the process of creating individualized assessment plans. Assessment Plans | Great Falls College MSU

Strategic Plan Alignment:
- Strategic Goal 1.a Integrate high quality, High Impact Practices. On track to meet the identified metric.
- Strategic Goal 1.e Strengthen the student learning assessment process. In progress.

Recommendations: Four recommendations were identified.
1. Encourage faculty participation and improve perception of assessment
2. Standardize CLO assessment ratings
3. Standardize HIP integration
4. Determine how to best use assessment data to improve student learning.

Mandy also showed the Department and Program Assessment plan page Assessment Plans | Great Falls College MSU to show what the assessment plan looks like for each department and program, which gives more information on where different CLOs are being addressed. A program map shows how different courses align to program-level outcomes. There is also a chart showing CLO/HIPs alignment.

IV. Strategic Goal 1.b. Support students in articulating and attaining their educational goals – Eleazar Ortega, Institutional Researcher on behalf of CAAAC members

See Strategic Planning Update (attached).

Strategic Goal 1. Promote student success, leading to increased retention and completion. (Focus this year)
Strategic Goal 1.b. Support students in articulating and attaining their educational goals (Focus October)

Metric:
Within 5 years, 100% of a random sample of degree-seeking students have a documented purpose, plan and path.
The first annual goal: By October 2020, the goal was 55% of a random sample of degree-seeking students have a documented purpose, plan and path.

Eleazar is checking metrics on students’ purpose, and Troy Stoddard in Advising is checking plan and path. Data will be available in November.
Student Learning Assessment

Report to CPBAC

AY 2019-2020 Results

10/30/20
Summary

- Full-time faculty participated in revised assessment process, spring 2020
- Submitted a reflection on one course taught during the 2019-2020 academic year
- Data from faculty reflections were aggregated to create program reports ([http://gfcmsu.edu/about/assessment/evidence.html](http://gfcmsu.edu/about/assessment/evidence.html))
- Program report data further aggregated to create institutional report
- All programs and departments are in the process of creating individualized assessment plans ([http://gfcmsu.edu/about/assessment/plans.html](http://gfcmsu.edu/about/assessment/plans.html))
Assessment Process
Faculty Participation

• AY 2019-2020, 82% of full-time faculty participated in the student learning assessment process versus 88% in AY 2018-2019

• Gen Studies 100% (94% AY 2019)

• Trades 100% (100% AY 2019)

• Health Sciences 65% (81% AY 2019)
CLO Assessment

- Reported by division—can be reported by program in future
- Gen Studies: Communication & Critical Thinking
- Trades: Communication & Critical Thinking
- Health Sciences: all CLOs
CLO Assessment

- CLO attainment rated on scale of 1-4 (did not meet, approaching, met, exceeded)

- Communication average: 3.1
  - GS: 3
  - T: 3.5
  - HS: 3.1

- Critical Thinking average: 2.9
  - GS: 2.8
  - T: 3
  - HS: 2.9

- Professionalism average: 3.1
  - HS: 3.1

CLO Average Rating by Division
AY 2019-2020

<table>
<thead>
<tr>
<th></th>
<th>General Studies Average</th>
<th>Trades Average</th>
<th>Health Sciences Average</th>
<th>Institution Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>3</td>
<td>3.5</td>
<td>3.1</td>
<td>3.1</td>
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<tr>
<td>Critical Thinking</td>
<td>3.1</td>
<td>2.8</td>
<td>2.9</td>
<td>2.9</td>
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<tr>
<td>Professionalism</td>
<td>3.1</td>
<td>3.1</td>
<td>3.1</td>
<td>3.1</td>
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<tr>
<td>Communication</td>
<td>Critical Thinking</td>
<td>Professionalism</td>
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<td></td>
<td></td>
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<tr>
<td>• Specific exam questions</td>
<td>• Specific exam questions</td>
<td>• Quizzes/exams</td>
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<tr>
<td>• Written assignments</td>
<td>• Written assignments</td>
<td>• Written assignments</td>
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<tr>
<td>• Oral presentations</td>
<td>• Group projects</td>
<td>• Discussion forums</td>
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<tr>
<td>• Discussions:</td>
<td>• Lab reports</td>
<td>• Presentations</td>
<td></td>
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<tr>
<td>written and oral</td>
<td>• Cumulative final exam</td>
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<td></td>
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<tr>
<td>• Group work</td>
<td>• Discussion assignments and rubric</td>
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<td></td>
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<tr>
<td>activities</td>
<td>• Final project</td>
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<tr>
<td></td>
<td>• Case studies</td>
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<td></td>
<td>• Real-world problem-solving activities</td>
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<tr>
<td></td>
<td>• Practical exams</td>
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<tr>
<td>CLO Strengths</td>
<td>Communication</td>
<td>Critical Thinking</td>
<td>Professionalism</td>
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<tr>
<td>• Good oral presentation and communication skills</td>
<td>• Demonstrating required level of detail</td>
<td>• Students were engaged in discussion</td>
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<tr>
<td>• Student engagement with writing</td>
<td>• Ability to apply a variety of tools and use prior knowledge from previous classes</td>
<td>• Enthusiasm</td>
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<tr>
<td>• Editing and proofreading</td>
<td>• Idea development</td>
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<tr>
<td>• Ability to accept feedback and use it to revise a paper</td>
<td>• Source integration and documentation</td>
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<tr>
<td>• Determining a relevant topic and articulating an effective argument</td>
<td>• Student engagement in peer review and discussion boards</td>
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<tr>
<td>• Organization of ideas</td>
<td>• Achievement of set benchmarks for selected assessment tools</td>
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<tr>
<td>• Integrate ideas from scholarly sources</td>
<td>• Ability to give and accept feedback</td>
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<tr>
<td>• Ability to communicate and work with people and organizations outside the college</td>
<td>• Ability to perform under stressful situations</td>
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<td>CLO Opportunities for Improvement</td>
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### Communication
- Identifying the main idea
- Ability to fully engage in course given lack of previous learning experiences
- Overall writing skills

### Critical Thinking
- Distinguishing between fact and opinion
- Inconsistent application of feedback
- Inconsistent ability to follow instructions/meet assignment expectations
- Demonstrating understanding of key concepts
- Applying critical thinking to multi-step problems

### Professionalism
- Timeliness of assignment submissions
## CLO Planned Changes

### Communication
- Changes to instructional techniques
- Emphasize the importance of communication in context of course and program
- Using an end of term assessment instead of one given partway through the term
- Provide model examples of the assignment

### Critical Thinking
- Incorporate group projects
- Coach students through complex assignments, using discussion boards/individual conversations
- Incorporate additional written assignments
- Revise comprehensive exams based on student performance on other assessments
- Revise course structure to help students see how lessons and units build upon previous learning experiences
- Use Socratic questioning to encourage application of learning to real-world experiences

### Professionalism
- None reported
HIPs Assessment

- 8 HIPs identified
- GS & HS reported HIPs
- Collaborative Assignments & Undergraduate Research most widely used
<table>
<thead>
<tr>
<th>HIP</th>
<th>Integration Method</th>
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</table>
| **Common Intellectual Experiences**                                | • Interactive discussions  
• Group discussions  
• Presentations               |
| **Learning Communities**                                           | • RD 101 paired with WRIT 101 co-req  
• Group project  
• Form study groups and practice lab skills together after scheduled class time  
• Group discussions  
• Presentations           |
| **Writing-Intensive Courses**                                      | • Group project                       
• Written assignments  
• Research-based writing assignments  
• Group discussions  
• Presentations             |
| **Collaborative Assignments and Projects**                         | • Group project                       
• Group lab assignments  
• Final project is a group assignment requiring extended collaborative work  
• Interactive discussions and group assignments  
• Group discussions  
• Presentations             |
| **Undergraduate Research**                                         | • Group project                       
• Research-based assignments  
• Students are required to conduct research and include statistical information in their project             |
| **Diversity/Global Learning**                                      | • Overall focus of the course         
• Presentations- paired up and discussion underserved populations that may be affected by delivery of healthcare. |
| **ePortfolios**                                                    | • Students put together a short portfolio to summarize the key concepts/terms from the course. This portfolio would serve as a reference for future accounting courses.  
• Students in this particular course have an ePortfolio project. Part of their grade included having to provide feedback to at least one other peer. |
| **Service Learning/Community-Based Learning**                      | • Each student is required to perform one service-related task for their community and reflect on it- this is not tied to one particular class. |
HIPs Impact on Student Success

- Learning Communities impacted overall success & retention
- Students better able to demonstrate good writing skills in Writing-Intensive Courses, those using ePortfolios, and Collaborative Assignments
Planned Changes to HIPs Integration

- Not all instructors reporting HIPs indicated planned changes
- Desire for continued collaboration in courses and creating stronger connections to improve learning communities
- Use collaborative assignments in online courses
- Provide more self-directed learning opportunities, including peer feedback
Strategic Goal 1.a Integrate high quality, High Impact Practices

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

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

- **Progress:** As of October 8, 2020, 74% (14 of 19) academic programs have identified at least one HIP

Strategic Goal 1.e Strengthen the student learning assessment process

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

- **Progress:** The college continues to collect student learning assessment data in order to set a baseline in 2022.
Recommendation 1: Encourage faculty participation and improve perception of assessment

Measure based on department/program assessment plans
Emphasize assessment as a teaching practice, not compliance measure

Recommendation 2: Standardize CLO assessment ratings

Develop a standardized method of rating student attainment using current 4-level scale

Recommendation 3: Standardize HIP integration

Create framing language and checklists to help faculty use a common vocabulary to discuss and integrate HIPs
Consider whether campus wants to emphasize specific HIPs

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

Develop a consistent system of using assessment data to improve instructional programs, support continuous improvement, and allocate resources
Formal process documenting use of assessment data
Strategic Planning 2016-2022
Monitoring and Reporting

College Assessment, Analysis and Accreditation Committee

Eleazar Ortega, Institutional Researcher and Data Analyst
Dena Wagner-Fossen, Registrar
Jeri Pullum, Special Project Coordinator
Mandy Wright, Interim Director of Library Services, Assessment, and Teaching & Learning Center
Carmen Roberts, Director of Operations
Russell Motschenbacher, Health Sciences Division Director
Strategic planning focus for 2020

**Strategic Goal 1**: Promote student success, leading to increased retention and completion

**Strategic Goal 1.b.**

Support students in articulating and attaining their educational goals.

**Metrics:**

Within 5 years, 100% of a random sample of degree-seeking students have a documented purpose, plan, and path.

**Annual goals:**

*By October 2020, 55% of a random sample of degree-seeking students will have a documented purpose, plan, and path.*
**Update on Activities**

**Purpose** is defined as the student’s primary program. If the student’s primary program is General Education, then their purpose is whether they have a concentration or other defined program.

**Plan** is defined as whether or not the student has an academic plan created with their academic advisor.

**Path** is defined as the advisor’s notes on a student’s academic plan, indicating they have had an advising meeting to update plan.
Update on Metrics

Data will be available in November, after Academic Advising indicates which students from the random sample have a purpose and a plan.

We gathered data during the summer but noted that it may be incomplete if any student chose not to attend during the first 8-weeks but will enroll in the second 8-weeks.