

November 7, 2019

Dear Program Directors and Department Chairs,

I am writing to follow up with you regarding the ongoing revisions to the campus assessment process. The assessment committee and I are working to establish a process that will work for all programs and departments on campus, but I need more information from you.

Instead of asking you to complete another report or pilot another process, I would like to schedule one-on-one conversations with each of you. My plan is to interview you and generate a draft report for your area, based on your responses. I will share the draft report with you to ensure accuracy and to provide a template for future program assessment.

I hope to see three benefits from this process:

1. I will gain a better understanding of your program or department's needs regarding assessment.
2. I will be able to help you generate a draft program/department assessment report that can be used as a template for future annual assessments.
3. Your interview responses will inform the development of a revised institutional assessment system that is responsive to all programs and departments.

Please watch for a calendar invitation from me following this email. If the time does not work well for you, feel free to propose a new time—my calendar is current. I would like to complete the interviews by the end of the fall semester (Dec. 18) so I can work on the reports over winter break.

I look forward to talking with you.

## Assessment Interview Questions:

1. In your program, do you have established student learning outcomes?
  - a. Which term fits best with your program: outcomes or competencies?
  - b. Do you also have separate program goals that do not relate to student learning? For example, goals that have been set by an external accreditor, related to job placement rates, salary, etc.?
2. Do you have a program map showing how program outcomes or competencies are aligned to CLOs and addressed in courses? Do you need help developing one?
  - a. For those who completed a map: do you need help refining this?
3. How does your program or department currently assess your program outcomes or competencies? Tell me about your system.
  - a. What data sources do you use? (goal is to identify formative/summative/direct/indirect measures)
  - b. Do you have common assessments? How are they used to influence departmental decisions?
  - c. How do you feel about the quality of the assessment system you use and the data gathered?
4. Do the faculty in your area meet at some point in the academic year to discuss student learning, changes to curricula, improvements, concerns, etc.?
  - a. Do you have and keep records (i.e., minutes) of these meetings or conversations?
  - b. How do you follow up with one another regarding the results of changes made?
  - c. Do you need help facilitating these types of meetings? For example, would it be more useful to schedule them institutionally?
  - d. If no meetings, how do faculty in your area make decisions about implementing changes or improvements to their curricula or courses? How do you document these changes & decisions?
5. What do you see as the strengths and areas of concern in student learning in your program?
6. What actions are you currently taking or plan to take to address areas of concern?
7. How will you know if those actions are successful?
8. What resources do you need in order to make program assessment successful?
9. How do you think we, as an institution, should assess program outcomes and CLOs? How should the institution use assessment data to make decisions?
10. Is there anything else you would like to share about your program's assessment system?

Program	Program map completed	Assessment schedule completed	Completion date for common course outlines	Support needed	Process suggestions/comments	External accreditation concerns	Unique program challenges	Other questions/comments
Accounting	8/1/2019 submitted	Needs assistance	Has completed, concerned about revisions	Needs help understanding program assessment vs course-level assessment	How will data be aggregated? How will this avoid a data rich/into poor situation if depts/programs are creating personalized plans?	No	Concerned about duplication of effort by ignoring course outcomes	Concerned about FLOC outcomes vs current course outcomes—FLOC outcomes are poorly written, not sure whether to update course outcomes to match FLOC
Biology	Spring 2020	Dec. 2019	Fall 2020	Unknown		No		BIO courses currently under review for FLOC
Dental Assisting	October-19	October-19	October-19	None		Need to develop and show an assessment process		
Dental Hygiene	December-19	December-19	Summer 2020	Assistance with merging/interpreting program accreditation requirements with College NW requirements.		Must report to Commission on Dental Accreditation	Yes we have to include competencies, we would like to review competencies before we report this to the college and we must include all of this in our syllabi along with specific course objectives.	
English	8/1/2019 submitted (I made revisions)	Oct. 18	Oct. 18					Is the "how" language necessary in final column on common course outline? * Enrollment type across modalities, including Dual Credit courses. Dual Credit classes taught off campus may have other outside requirements/standards to work into their classrooms. * How will the CCRC (i.e., Artist formerly known as ASLE) assess the WRIT courses (and math courses) that are their exclusive domain
HICS-HIT	May-20	May-20	May-20	Need to work with Mandy and Dena on Course Outcomes for programmatic courses to better align with the level of learning needed to meet accreditation standards. It is possible that we may need to take several of these courses through FLOC and have new CCN numbers assigned. As the "only" CAHIM accredited and PCAP approved programs in Montana, we should not be accepting program specific course credits for transfer from any other programs (either in state or out-of-state) that do not have an accredited (HIT) or approved (coding as in our HICS) program at the transferring institution.	Accreditation standards need to be taken into account if you use these types of assessment documents. We have accreditation goals to assess as well. Most of these assessment documents do not take into consideration any of the individual "accreditation" requirements for the programs at Great Falls College MSU. "One size" generally doesn't always fit every program's needs for assessment.	The biggest concern we have is that most of our "program specific" courses should be taken back through FLOC and assigned new numbers. It appears to us that many of our course outcomes are NOT specific to the level of learning they should be to meet accreditation standards. This can and will be an issue for us moving forward into the new curriculum standards needed in place on or before September 1, 2021. The HIT Program is the only accredited program and HICS is the only "approved" (through AHIMA) programs in Montana (the HICS program is closely aligned with HIT). Currently we are "forced" to accept other CCN courses from other MUS institutions even if they are not taught at the same level as our courses. No other MUS institutions have accredited HIT programs or approved "Coding" programs (HICS at Great Falls College MSU).	Online	
Industrial Renewable Energy Tech	8/1/2019. Submitted	October-19	October-19					
Math	9/1/2019. Submitted	10/31/2019. Submitted	October-19		Enrollments in most MSTAT courses are low enough that randomly sampling assignments to assess would result in sample sizes too small to be meaningful.	No		Related instruction courses such as M 191B, M 120, M 140, M 135 are very different from Algebra/Calculus sequence courses.
Natural Science	August-19	September-19	September-19	May need some clarification on how certain core outcomes may or may not align with my courses. May need to get suggestions on how to best configure the assessment schedule that would be beneficial to a department with only one full-time instructor and all the other faculty are adjunct, which may present an issue with assessment vs. turnover	Should we expect FLOC'd outcomes from MUS to be finalized during this "Year 0" orientation for our own mapping? Or is this something that we will be continually building on as these are updated over time?		Only concern is establishing an assessment schedule or rule that can adequately take into account turnover with adjunct instructors so as not to lose any assessment opportunities	
Paramedic	August-19	May-20	May-20					
Programming Cybersecurity AAS Cybersecurity CTS Microcomputer Support AAS Network Support AAS	August-19	September-19	September-19	Verify first draft		Good guidelines but need to scale down a bit as we are a smaller institution, but they are useful		
PTA	8/1/2019. Submitted	8/20/2019. Submitted	Once CLOs are finalized		Likes idea for annual institutional meetings			
Respiratory	8/1/2019. Submitted	November-19	November-19			No issues		
Social Sciences/Comm	October-19	December-19	December-19				Sociology, CJUS, and ANTY are only taught by adjuncts. Other classes have multiple instructors.	
Surg Tech	November-19	November-19	November-19	We would like to schedule a time maybe in October to make sure we are on the right track and to answer any questions we encounter on our journey.				
Welding	December-19	January-20	April-20	Once a month check in to make sure we are not drifting off track. Will also work with Becky as she is available.				Monte – CTS Level 1, Doug- CAS, Todd CTS level 3, Joel- AAS- Have outcomes and classes entered by Sept 15th
Nursing	No form returned							
Humanities & History	December-19	December-19	All have been completed—please don't make us update!	N/a	PLanning chart & assessment schedule look similar, will be helpful for planning	N/a	Pulling together information will be challenging because of number of adjuncts. Monitoring & ensuring compliance may be difficult.	