

GREAT FALLS COLLEGE AD HOC REPORT



**GREAT FALLS
COLLEGE**
MONTANA STATE
UNIVERSITY

Submitted to the Northwest Commission on Colleges and Universities on February 27, 2026

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Introduction

In April 2022, Great Falls College hosted a Northwest Commission on Colleges and Universities (NWCCU) virtual evaluation visit as part of the Year Seven Evaluation of Institutional Effectiveness (EIE) self-evaluation report and peer evaluation. Following the virtual visit, the Commission provided a summary of actions, commendations, and recommendations in a [Letter of Action](#) (reaffirmation of accreditation) to Great Falls College on July 25, 2022. In April 2025, Great Falls College hosted a team of peer evaluators from NWCCU as part of the Mid-Cycle self-evaluation report and visit. In response to the recommendations from the April 2022 EIE, Great Falls College submitted a [Mid-Cycle Report](#) with a summary of progress on the recommendations. In response to the 2025 Mid-Cycle visit, the Commission provided a [Letter of Action](#) on August 11, 2025, with updated language for the two recommendations originally made after the April 2022 EIE visit and requesting this ad hoc report to report progress on Recommendation 1. This report, thus, details ongoing efforts towards fulfilling Recommendation 1.

Recommendation

Recommendation 1: Spring 2025 Mid-Cycle Review – Continue to develop and implement a systematic evaluation and inclusive planning process that informs and refines effectiveness and assigns resources, including the assessment of program and institutional learning outcomes (2020 Standards 1.B.1, 1.C.5, 1.C.6, 1.C.7).

Progress and Next Steps

Institutional Learning Outcomes Assessment Progress

The Student Learning Assessment (SLA) committee decided to assess the Institutional Learning Outcomes (ILOs) using a survey-based assessment tool administered each spring to graduating students. The committee will focus on one ILO per year, following a three-year rotating cycle beginning with Communication.

To launch the Communication ILO assessment, committee members selected 10 questions from the existing Communication ILO question bank and built a Qualtrics survey. The survey was piloted with faculty during the annual January Data Days—non-instructional days dedicated to reviewing data and developing action plans—and then with student government representatives in February. After incorporating feedback, the survey will be finalized and distributed to graduating students in April. This same process will be repeated each spring as the committee rotates to the next ILO.

The college has set a goal of achieving a 75% student response rate during each assessment cycle. Students enrolled in cohort and sequenced programs will complete the assessment in one of their culminating classes. General Studies AA and AS students will receive the survey link

through the college's communication platform, NavGFC. Students who complete the survey will be eligible to receive gift cards as an incentive.

Next Steps in Assessing Institutional Learning Outcomes

Each fall semester, the SLA committee will conduct a comprehensive analysis of the data collected during the previous spring's ILO assessment and develop a corresponding action plan. The assessment findings and proposed action steps will be presented to the full faculty during the already established Data Days in January. Structured time will be provided to allow faculty to review the data, discuss implications for teaching and learning, and provide substantive feedback on the proposed plan.

Following this review, the SLA committee will incorporate faculty feedback, finalize the action plan, and coordinate implementation beginning in the subsequent fall semester. The committee will monitor implementation progress, document outcomes, and report updates to ensure transparency and accountability.

The ILO assessment cycle will proceed according to the established three-year rotation:

- **Spring 2026:** ILO #1 – Communication
- **Spring 2027:** ILO #2 – Critical Thinking
- **Spring 2028:** ILO #3 – Professionalism

This staggered rotation enables focused, in-depth evaluation of each ILO while maintaining continuous institutional engagement across all outcomes. For example, results from the Spring 2026 assessment of Communication will inform an action plan implemented in Fall 2026. Communication will be reassessed in Spring 2029, and findings will be reviewed in Fall 2029 to evaluate the effectiveness of implemented interventions and determine any necessary adjustments.

This structured, cyclical model ensures that assessment results are systematically analyzed, broadly shared, and intentionally used to inform planning, resource allocation, and continuous improvement in student learning in alignment with institutional goals.

In addition to faculty engagement, ILO findings will be disseminated to co-curricular and learning-support units through formal reports to College Council and integration into the Administrative Unit Review process. Units will use the data to inform goal development, strategic planning, and resource requests, thereby reinforcing an inclusive, institution-wide approach to assessment and improvement.

Artifacts:

- Timeline for the assessment of institutional learning outcomes (Appendix A)
- Definition, intermediary outcomes, sample questions for Communication ILO (Appendix B)

- Communication ILO rubric (Appendix C)
- Qualtrics survey for ILO#1 Communication (Appendix D)

Program Learning Outcomes Assessment Progress

In May 2025, a collaborative group of faculty and staff initiated the implementation of Insights by eLumen, a software platform designed to track Student Learning Outcome (SLO) data at both the course and program levels across all college programs. This system provides a structured, centralized, and accessible mechanism for collecting, analyzing, and monitoring student learning data over time, thereby strengthening the college's capacity for systematic program-level assessment.

During Summer 2025, the Dental Hygiene and Welding programs and the Communication department entered and mapped their program learning outcomes into Insights. They also aligned designated program assessment assignments with corresponding rubrics within the system. These three areas piloted the software in Fall 2025 and collected initial program-level assessment data.

Following the successful pilot, the remaining programs and departments began identifying their assessment tools and mapping courses to specific Program Learning Outcomes (PLOs) and ILOs. Programs are continuing to enter and align assessment tools and rubrics within Insights, with full institutional implementation expected by Fall 2026.

To support the effective use of assessment data, the college institutionalized Data Days four years ago to provide dedicated non-instructional time for faculty to review student learning data and develop action plans. In preparation for expanded program-level data analysis, the SLA committee used the most recent Data Days to reaffirm the purpose of assessment, clarify the institutional assessment process, and provide targeted professional development. Sessions included discussion of the distinction between achievement data (e.g., grades and completion rates) and assessment data (direct measures of learning outcomes), as well as guidance on how both types of evidence can inform goals and action plans to improve student learning and overall student success.

During Data Days, division directors provided departments and programs with a structured framework to guide data analysis and action planning. Resulting action plans were entered into Weave, the college's project-tracking system, which allows programs to document goals, monitor implementation progress, and update outcomes as improvements are made.

Information collected by programs and the SLA committee is shared with academic and student support services to promote institution-wide engagement in student learning. The SLA committee, executive director of instruction, division directors, and faculty collaborate to develop targeted action plans based on assessment findings. When appropriate, these plans include recommendations to align institutional resources in support of student learning and achievement. This integrated and collaborative approach ensures that assessment functions

not merely as a compliance requirement, but as a meaningful, data-informed process that drives instructional refinement, resource allocation, and continuous institutional improvement.

Next Steps in Assessing Program Learning Outcomes

By Data Days in January 2027, all faculty within each department and program will engage in an annual, structured review of both course-level and program-level outcome data. This review will also incorporate relevant student achievement metrics—such as course success rates, retention, completion, and licensure or transfer outcomes, where applicable—to ensure a comprehensive analysis of student performance.

Departments and programs will use a standardized framework to guide discussion of trends, identify areas of strength, and determine specific gaps in student learning. Faculty will examine disaggregated data, when available, to identify equity gaps and develop targeted strategies to support disproportionately impacted student populations. Based on this analysis, each program will develop a documented action plan outlining measurable goals, proposed instructional or curricular adjustments, resource needs, and a timeline for implementation.

These action plans will be entered into the college’s project-tracking system (Weave) and will include clearly identified responsible parties and expected outcomes. Implementation will occur during the subsequent academic year, with division directors and the SLA committee monitoring progress and providing support as needed. Programs will document updates, adjustments, and evidence of impact within the tracking system to ensure transparency and accountability.

Each January during Data Days, faculty will revisit prior action plans to evaluate the effectiveness of implemented strategies, assess progress toward stated goals, and determine whether modifications or additional interventions are warranted. This annual reflection ensures that assessment is iterative and evidence-based, reinforcing a sustainable cycle of evaluation, planning, implementation, and reassessment.

Through this structured process, program-level assessment will be fully integrated into institutional planning and resource allocation, strengthening the college’s capacity to use learning outcomes data intentionally to improve teaching practices, curriculum design, and overall student success.

Artifacts:

- Sample report from Insights (Appendix E)
- Curriculum map (Appendix F)
- Data Days presentation to faculty (Appendix G)
- Data Days discussion guiding framework (Appendix H)
- Sample action plans from Weave (Appendix I)

Appendices

Institutional Assessment Timeline



Appendix B

Communication ILO

Students will communicate effectively, expressing ideas and information in the mode most appropriate to the audience and situation.

Intermediate Outcomes derived from the ILO

1. **List and describe** key audience characteristics to select the most effective communication style. (What audience/situational elements do you pay attention to when deciding how to communicate?)
(*Knowledge: list, describe*)

Audience Awareness/Communication

2. **Summarize and explain** main ideas clearly to ensure audience understanding.
(*Comprehension: summarize, explain*)

Identify/Understand Key Message/Communicate

3. **Demonstrate the ability to use** various communication tools (e.g., presentations, reports, discussions) suited to different audiences and situations.
(*Application: demonstrate, use*)

Choose/Use Appropriate Comm Mode

4. **Use** correct grammar, language, and spelling to communicate clearly and appropriately for the audience and situation.
(*Application: use; Comprehension: communicate clearly; Knowledge: correct grammar, language, and spelling*)

5. **Employ appropriate communication strategies** during group discussions or presentations to convey your message effectively.
(*Application: employ, use*)

Use Effective Verbal/Nonverbal Comm

ILO 1

1. Audience Awareness / Communication

Scenario: Your class conducted a campus-wide survey on student study habits. You must present the findings in two presentations, one for classmates and one for a faculty committee. How do you prepare?

- A. Share the same slides and explanation for both groups without changes.
- B. Use the same slides but add extra explanation only if the faculty asks.
- C. Present the main results to each group with only small changes in wording.
- D. Focus on detailed results with classmates and connect findings to teaching practices for faculty.
- E. Create two versions, using technical details for classmates and policy implications for faculty.

2. Scenario: You have been tasked to lead a small, diverse problem-solving group to allocate limited funds across your firm's departments. How should you approach the contentious discussions you anticipate.

- A. Tell participants that you won't put up with any arguing or name calling. Use voting to arrive at decisions because you believe in majority rule.
- B. Listen to the various statements that are made and summarize them without judging them.
- C. Divert contentious arguing by changing the subject to more pleasant topics and reschedule the meetings to preserve members' relationships.
- D. Listen to and summarize the arguments that are made without taking a position on their merit. Thank the vocal members while asking quieter members for their thoughts.
- E. Keep discussions respectful and on track and seek consensus on a solution through active listening and periodic review of the potential merits of candidate solutions

3. Which of the following best describes how audience size affects communication style?

- A: Tell a personal story that has no connection to the topic or audience.
- B: Use more personal stories when speaking to a larger group of people.
- C: Rely mainly on written messages when presenting to a small audience.
- D: Use structured, clear, and generalized points when addressing a large audience.
- E: Use structured, clear, and generalized points when addressing a large audience, while adapting for varied audience needs and contexts.

4. When communicating with a group of professionals in a formal setting, which communication style is most appropriate?
 - A: Discuss your favorite hobbies to make the group feel relaxed.
 - B: Use a casual tone with humor and spontaneous remarks throughout.
 - C: Rely on informal speech and avoid preparing ahead of time.
 - D: Maintain a formal tone and organized delivery suited to the occasion.
 - E: Maintain a formal and organized tone while adjusting for different professional expectations and needs.

5. Which audience characteristic is most relevant when deciding whether to use technical jargon in a presentation?
 - A: Begin with unrelated jokes to grab attention.
 - B: Focus on the audience's age and how it influences their interests.
 - C: Consider the audience's gender as the primary communication factor.
 - D: Assess the audience's educational or professional background to guide terminology use.
 - E: Assess the audience's educational and professional background and adapt terms to match multiple levels of understanding.

6. What is the best reason to adjust your communication style based on the audience's emotional state?
 - A: Share unrelated news stories to lighten the mood.
 - B: Avoid upsetting anyone by keeping messages vague and impersonal.
 - C: Match your delivery entirely to your own emotional tone or mood.
 - D: Modify tone and emphasis to improve clarity and audience receptiveness.
 - E: Modify tone and emphasis to improve clarity and receptiveness while remaining sensitive to differing emotional cues across the audience.

7. Scenario: During a class presentation you want to persuade your classmates to adopt a policy on cell phone use during class. How would you do this?
 - A. You just know it is a lost cause, so don't spend any time on it.
 - B. Just tell them the current policy doesn't work, so anything new might be an improvement.
 - C. Tell them you have looked closely at the policy and are convinced of the advantages.
 - D. Give reasons why the current policy is resulting in interference with class activities and explain specifically how the new policy should eliminate the interference.
 - E. Explain that you value use of your cell phone but give specific examples of how the current policy results in class disruption. Then explain how the new policy would eliminate the disruption, anticipating concerns your classmate might have.

ILO 2

1. Identify/Understand Key Message / Communicate

Scenario: You must explain a 25-page academic honesty policy to the student government. They want to know what matters for them.

- A. Distribute the policy and suggest members read it on their own.
- B. Mention a few points from the policy that you recall in general terms.
- C. Summarize the main changes but leave out how they apply in practice.
- D. Explain the key changes clearly and show how they affect common situations.
- E. Summarize key changes, connect them to student concerns, and give examples of adjustments.

2. What is the primary purpose of summarizing a message before presenting it to an audience?

- A: Begin with a list of unrelated facts to sound impressive.
- B: Condense the message simply to make it shorter overall.
- C: Rephrase ideas repeatedly without adding clarity.
- D: Ensure the audience understands the essential points of the message.
- E: Ensure the audience grasps key points clearly while tailoring emphasis to audience needs and context.

3. Which of the following best demonstrates effective explanation of a main idea?

- A: Talk about an unrelated personal experience instead of the topic.
- B: Repeat the idea several times using slightly different words.
- C: Use complex vocabulary to appear knowledgeable and authoritative.
- D: Provide examples and background information to clarify the main idea.
- E: Provide relevant examples and context while adapting explanations for different audience backgrounds.

4. When summarizing a complex topic for a general audience, which strategy is most effective?

- A: Discuss unrelated current events before addressing the main idea.
- B: Use technical terms to maintain strict accuracy even if unclear.
- C: Focus mainly on minor supporting details to show thoroughness.
- D: Highlight the most important points in clear and simple language.
- E: Highlight essential points using accessible language while adapting to the audience's level of understanding.

5. What should a speaker do to check if the audience understands the main idea?

- A: Share unrelated media clips to maintain interest.
- B: Ask rhetorical questions without waiting for responses.
- C: Add humor to keep attention without assessing comprehension.
- D: Pause occasionally to ask questions or invite audience feedback.
- E: Pause strategically to check comprehension and adapt explanations based on audience responses.

6. Which of the following is a sign that a speaker has clearly communicated the main idea?

- A: Change the topic midway to keep things interesting.
- B: Notice that the audience remains quiet throughout the presentation.
- C: Finish the talk quickly without taking questions.
- D: The audience can restate the main idea in their own words.
- E: The audience can restate key points accurately while relating them to their own experiences or context.

ILO 3

1. Choose/Use Appropriate Communication Mode

Scenario: Your psychology class group must share findings from a project on student stress with the campus care office. What do you do?

- A. Give an informal oral summary since your notes already contain the details.
- B. Make a slideshow of text-heavy points that lists your group's findings.
- C. Present slides with short points and visuals but do not provide other materials.
- D. Present slides with visuals and hand out a brief written summary for the office.
- E. Present slides with visuals, a polished report, and a summary the office can distribute.

2. Which of the following communication tools is most appropriate for presenting research findings to a professional audience?

- A: Show personal vacation photos to engage the audience.
- B: Organize an informal chat session with minimal preparation.
- C: Post a brief summary on a social media page for visibility.
- D: Prepare a formal written report with supporting evidence.
- E: Prepare a formal report with clear visuals and adapt structure for diverse professional backgrounds.

3. When leading a team meeting to brainstorm ideas, which communication method is most effective?

- A: Focus on unrelated topics to keep conversation relaxed.
- B: Deliver a one-way presentation using detailed slides only.
- C: Send an email afterward rather than engaging participants live.
- D: Facilitate an open discussion where everyone contributes ideas.
- E: Facilitate an open and guided discussion that encourages contributions while managing group dynamics effectively.

4. A student is asked to explain a complex concept to peers in a classroom setting. Which tool would be most appropriate?

- A: Play unrelated videos to entertain the audience.
- B: Write a highly formal academic report for submission only.
- C: Record a podcast episode without visuals or context clues.
- D: Create a visual presentation with diagrams and explanations.
- E: Create a clear visual presentation with diagrams tailored to peers' prior knowledge.

5. Which factor should most influence the choice of communication tool in a given situation?

- A: Choose the first option that seems convenient or fun.
- B: Base the choice entirely on personal preference or comfort.
- C: Select the tool based only on what technology is available.
- D: Consider the needs and expectations of the intended audience.
- E: Consider audience needs, expectations, and context while balancing message clarity and accessibility.

ILO 4

1. Use Correct Grammar, Language, and Spelling

Scenario: You are finalizing a group report for a communication course that could be shared with future classes.

- A. Submit the draft without editing since the content is what matters most.
- B. Correct the most distracting errors but leave small ones as they are.
- C. Ensure grammar is mostly correct but allow casual tone in some sections.
- D. Revise grammar and spelling carefully and keep a clear academic tone.
- E. Edit for correct grammar and tone, producing a polished, professional report.

2. Grammar and Clarity

You are writing an email to a potential employer. Which of the following sentences is most appropriate to include?

- A. idk if u got my last msg, but pls let me know asap
- B. Hey, I sent you my resume. When do I start?
- C. I'm writing to see if my resume went through, hope to hear soon.
- D. I am following up to confirm you received my resume. Thank you for your time.
- E. I am following up to confirm you received my resume and to express my continued interest in the position. I appreciate your consideration.

3. Audience-Appropriate Language

You are presenting a report to a group of senior administrators. Which sentence best fits the tone for this situation?

- A. This stuff is kinda confusing, but I'll do my best to explain it.
- B. We had some problems, but it's whatever, we fixed them.
- C. There were several issues we had to handle, but they're taken care of now.
- D. We encountered several challenges during implementation, but corrective measures were taken.
- E. We encountered several implementation challenges, which we addressed through strategic adjustments that improved overall outcomes.

4. Spelling and Word Choice

Select the version of the sentence that demonstrates the most appropriate spelling and vocabulary for a formal document.

- A. Their was alot of issues with the new proccess.
- B. There was alot of issues with the new process.
- C. There were a lot of issues with the new process, but it's fine now.
- D. There were several issues with the new process that have been resolved.
- E. The new process initially presented several challenges, all of which have since been effectively resolved.

5. Tone and Appropriateness

You're writing a response to a customer complaint. Which reply best shows professional and clear communication?

- A. That's not our fault—you must have done something wrong.
- B. Sorry you're upset. There's nothing I can really do.
- C. I understand your concern. We'll look into it soon.
- D. I understand your concern and appreciate your patience as we investigate this issue.
- E. I understand your concern and sincerely apologize for the inconvenience. We are investigating this issue and will provide an update within 24 hours.

6. Editing for Accuracy

You are proofreading a class presentation slide. Which version demonstrates the most proficient use of grammar and mechanics?

- A. The teams goal's was to improved communication and teamwork's.
- B. The teams goals was to improve communication and teamwork.
- C. The team's goal was to improve communication and teamwork.
- D. The team's goals were to improve communication and teamwork.
- E. The team's goals were to improve communication and teamwork, leading to measurable improvements in overall efficiency.

ILO 5

1. Use Effective Verbal/Nonverbal Communication

Scenario: During a class presentation, some students begin looking at their phones.
How do you respond?

- A. Continue the presentation without making any changes in delivery.
- B. Speak more quickly to finish sooner before attention is lost further.
- C. Raise your voice slightly and repeat key ideas while keeping the same plan.
- D. Slow down, restate important points, and make steady eye contact with peers.
- E. Add a clear example, shift tone and gestures, and invite brief interaction.

2. During a group discussion, which of the following strategies best supports effective communication?

- A: Talk about unrelated subjects to seem engaging and spontaneous.
- B: Interrupt others frequently to keep control of the discussion.
- C: Speak at length without allowing others to contribute.
- D: Listen actively and respond thoughtfully to others' ideas.
- E: Listen attentively and respond constructively while encouraging equal participation.

3. Which nonverbal cue is most effective during a presentation to show confidence and engagement?

- A: Look at the floor or unrelated visuals most of the time.
- B: Keep your arms crossed and avoid any gestures.
- C: Avoid eye contact and rely solely on slides to communicate.
- D: Maintain eye contact and use purposeful, natural gestures.
- E: Maintain confident eye contact and gestures while adapting body language to audience reactions.

4. When presenting to a group unfamiliar with your topic, which strategy is most effective?

- A: Discuss unrelated stories to fill time.
- B: Use excessive technical jargon to demonstrate expertise.
- C: Speak quickly to cover as much information as possible.
- D: Use clear explanations supported by visuals and examples.
- E: Use clear explanations and visuals while adjusting detail to the audience's prior knowledge.

5. What is the best way to encourage participation during a group discussion?

- A: Provide all answers yourself to maintain control.
- B: Avoid asking questions to keep the meeting brief.
- C: Focus only on your notes instead of audience reactions.
- D: Ask open-ended questions and invite input from others.
- E: Ask open-ended, inclusive questions that encourage varied perspectives and deeper discussion.

6. Which of the following is an example of adapting your communication strategy to suit a formal presentation setting?

- A: Begin with casual small talk unrelated to the topic.
- B: Use slang expressions and conversational filler words.
- C: Read directly from notes with no variation in tone.
- D: Organize key ideas clearly and use professional language.
- E: Organize and deliver information clearly with professional tone while adapting style for audience formality and expectations.

7. Scenario: You want to convey interest in a conversational partner, but the topic isn't one you are particularly interested in. How should you behave?

- A. Keep checking your phone and sigh loudly to hint your disinterest.
- B. Occasionally make eye contact with the person and smile while you keep checking your phone.
- C. Don't face the person directly as they might find your actions hostile, but summarize back what they say to show you are paying attention.
- D. Show your interest by smiling, avoiding strong eye contact and occasionally interrupting the person to repeat back exactly what they are saying.
- E. Put away personal distractions like your phone, make eye contact and face the person directly. Crosscheck what the person is saying by restating their message in your own words.

Scoring Rubric

Use the rubric below to assign proficiency levels for each question. Each option (A–E) corresponds to a level of communication proficiency. This allows for consistent evaluation of student responses.

Answer Choice	Proficiency Level
A	0 – Not Applicable
B	1 – Not Proficient
C	2 – Near Proficient
D	3 – Proficient
E	4 – Exceeds Proficiency

Appendix C

Expanded Communication Proficiency Rubric

This rubric expands on the proficiency levels (0–4) used to evaluate student responses across the Intermediate Institutional Learning Outcomes (ILOs). Each category describes the defining characteristics, explanations, and examples of performance quality in communication-based assessments.

0 – Not Applicable

The response demonstrates no relevant understanding or application of the communication concept being assessed.

Explanation:

- The answer does not address the question’s purpose or context.
- May show misunderstanding, irrelevance, or an off-topic response.
- Often reflects random or inappropriate behavior that doesn’t align with effective communication standards.

Example Characteristics:

- Ignores audience, purpose, or context entirely.
- Displays incorrect or missing communication strategy.
- Uses language or actions unrelated to the scenario (e.g., irrelevant personal anecdotes, off-topic content).

1 – Not Proficient

The response shows minimal understanding of the communication concept and demonstrates ineffective or incorrect application.

Explanation:

- The student attempts the task but lacks awareness of audience, message, or mode.
- Communication choices are inappropriate, inconsistent, or counterproductive.
- Basic elements (tone, structure, grammar, delivery) are poorly executed or ignored.

Example Characteristics:

- Little consideration for audience needs or purpose.
- Incomplete or superficial understanding of communication principles.
- Frequent errors in grammar, tone, or organization that hinder clarity.

2 – Near Proficient

The response demonstrates partial understanding and some appropriate application of communication principles but lacks depth, consistency, or full accuracy.

Explanation:

- The approach shows awareness of key concepts (audience, tone, clarity, format) but execution is uneven.
- Some elements of communication are effective, while others are underdeveloped or generic.
- The response reflects progress toward proficiency but still requires refinement.

Example Characteristics:

- Minor audience adaptation, but not fully matched to context.
- Reasonably clear message but limited structure or engagement.
- Grammar and tone mostly correct, though sometimes inconsistent.

3 – Proficient

The response consistently demonstrates sound understanding and effective application of communication skills appropriate to the context.

Explanation:

- Shows clear awareness of audience, purpose, and message.
- Uses suitable tone, structure, and delivery to achieve communication goals.
- Language and mechanics support clarity and professionalism.

Example Characteristics:

- Adapts message effectively for the given audience or situation.
- Demonstrates organized structure and logical flow.
- Uses appropriate tone, grammar, and vocabulary consistently.

4 – Exceeds Proficiency

The response demonstrates exceptional understanding, adaptability, and effectiveness in communication well beyond basic expectations.

Explanation:

- Fully integrates audience awareness, message clarity, and delivery strategy.
- Tailors communication creatively and appropriately for diverse or complex contexts.
- Language, tone, and style are polished, precise, and impactful.

Example Characteristics:

- Thoughtful, flexible adaptation to audience and context.
- Sophisticated command of language and nonverbal elements.
- Communicates with clarity, professionalism, and strategic nuance.

Summary Table

Level	Label	Summary of Performance
0	Not Applicable	Response irrelevant, off-topic, or fails to demonstrate any understanding.
1	Not Proficient	Shows limited or inaccurate understanding; ineffective or inappropriate communication.
2	Near Proficient	Partial understanding; some appropriate strategies, but inconsistent or incomplete.
3	Proficient	Clear, accurate, and context-appropriate communication demonstrating solid understanding.
4	Exceeds Proficiency	Sophisticated, adaptable, and highly effective communication that exceeds expectations.

COM ILO Survey Pilot - Student body

Start of Block: Block 1

Thank you for taking a moment to complete this short ten-question survey. Each item includes a brief scenario. Please choose the answer that best fits the situation.

End of Block: Block 1

Start of Block: Communications

Scenario: Your class conducted a campus-wide survey on student study habits. You must present the findings in two presentations, one for classmates and one for a faculty committee. How do you prepare?

- Share the same slides and explanation for both groups.
- Use the same slides but add some extra explanation if the faculty ask.
- Present the main results to each group with small changes in wording.
- Focus on detailed results with classmates and connect findings to teaching for faculty.
- Create two versions using detailed information for classmates and policy aspects for faculty.

Page Break



Scenario: You must explain a new 25-page academic honesty policy to the student government. They want to know what matters for them.

- Distribute the policy and suggest members read it on their own.
- Mention a few broad points from the policy.
- Summarize the main changes.
- Explain the key changes clearly and show how they affect students by including a few examples.
- Summarize key changes, connect them to student concerns, and provide examples.

Page Break



Scenario: Your psychology class group must share findings from a project on student stress with the campus care office. What do you do?

- Give an informal verbal summary to the care office since your paper contains the details.
- Make a slideshow that includes as much information as possible.
- Present slides with short points and visuals.
- Present slides with visuals and hand out a brief written summary for the office.
- Present slides with visuals, a polished report, and a summary the office can distribute.

Page Break



Scenario: You are finalizing a group report for a communication course that could be shared with future classes.

- Submit the draft without edits.
- Correct the most distracting errors.
- Ensure grammar is mostly correct but keep the overall tone casual.
- Revise grammar and spelling carefully and keep a clear academic tone.
- Edit for correct grammar and tone, producing a polished, professional report.

Page Break



Scenario: During a class presentation, some students begin looking at their phones. How do you respond?

- Continue the presentation without making any changes.
- Speak more quickly to finish the presentation.
- Raise your voice slightly and repeat key ideas.
- Slow down, restate important points, and make eye contact.
- Add an example, shift tone and gestures, and invite interaction.

Page Break



Scenario: You have been asked to lead a small group who will determine how to best give funding across multiple departments at your workplace. How should you approach the difficult discussions you anticipate?

- Tell participants that you won't put up with any arguing or name calling. Use voting to arrive at decisions because you believe in majority rule.
- Listen to the various statements that are made and summarize them without judging them.
- Interrupt arguing by changing the subject to more pleasant topics and reschedule the meetings to preserve members' relationships.
- Listen to and summarize the arguments that are made without taking a position on their merit. Thank the vocal members while asking quieter members for their thoughts.
- Keep discussions respectful and on track and seek agreement on solutions through active listening and frequent reviews of possible options.

Page Break



What is the best way to summarize a message while presenting it to an audience?

- Begin with a list of unrelated facts to sound impressive.
- Condense the message simply to make it shorter overall.
- Rephrase ideas repeatedly without adding clarity.
- Ensure the audience understands the essential points of the message.
- Ensure the audience grasps key points clearly while tailoring to audience needs and the context.

Page Break



Which of the following communication strategies is most appropriate for presenting information to a professional audience?

- Show personal vacation photos to engage the audience.
- Organize an informal chat session with minimal preparation.
- Post a brief summary on a social media page for visibility.
- Prepare a formal written report with supporting evidence.
- Prepare a formal report with clear visuals and adapt it for different professional groups.

Page Break



You are writing an email to a potential employer. Which of the following sentences is most appropriate to include?

- idk if u got my last msg, but pls let me know asap
- Hey, I sent you my resume. When do I start?
- I'm writing to see if my resume went through, hope to hear soon.
- I am following up to confirm you received my resume. Thank you for your time.
- I am following up to confirm you received my resume and to express my continued interest in the position. I appreciate your consideration.

Page Break



During a group discussion, which of the following strategies best supports effective communication?

- Talk about unrelated subjects to seem engaging and spontaneous.
- Interrupt others frequently to keep control of the discussion.
- Speak at length without allowing others to contribute.
- Listen actively and respond thoughtfully to others' ideas.
- Listen attentively and respond constructively while encouraging equal participation.

What feedback would you share to help us improve these scenario questions for future surveys?

End of Block: Communications

Appendix E Dashboard

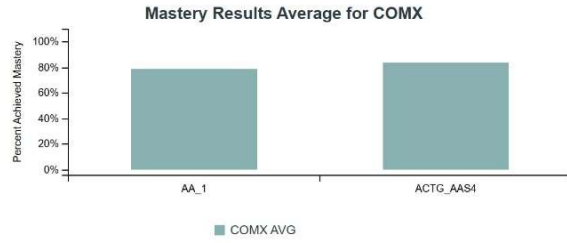
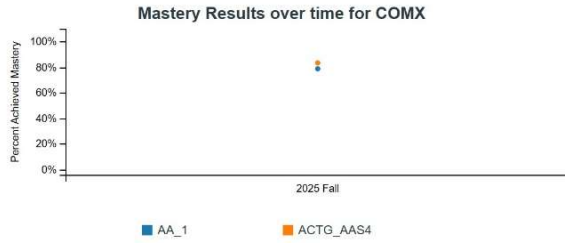
Cycle

Fall Semester Assessment Collection

Learning Outcome Results

COMX Outcome Quality: 0% | Unapproved Outcomes: 0

Disclaimer [?](#)



Select Level & Department

Select Level...

COMX

LO Type

ILO PLO

Display Results For

Learning Outcomes Standards

Select Program & Category

Select Program...

Select Category...

Results Type

Achieved Mastery %

Score Average %

Course Levels

Academic Years

Terms

2025 Fall
2026 Spring

Course Filters

Organizational Structure

General Education

Department (74 Unapproved Outcomes)

General Education

Course Levels

Programs

Associate of Arts Degree (AA) X

Course Group

Course Filter

> Additional Outcome Filters

∨ Learning Outcome Results

MUS Outcome Quality: 0% | Unapproved Outcomes: 0

Disclaimer ⓘ



LO Type

ILO PLO CLO

Display Results For

Learning Outcomes Standards

Select Category

Associate of Arts X
Select Category...

Results Type

Achieved Mastery %
 Score Average %

Academic Years

Terms

Program Assessment Plan

Department/Program: Accounting

Contact Person: Kerry Dolan

Date Submitted/Revised: 9/21/2020

1. Program Maps

Please include below or attach a curriculum map linking program outcomes to courses. Also include a map indicating where in the program College Learning Outcomes and High Impact Practices are addressed.

Curriculum Map

Courses	Prepare and interpret financial records for a business while applying generally accepted accounting principles and industry standards.	Identify and explain common internal control activities implemented in business organizations.	Use computerized accounting software.	Communicate professionally, both orally and in writing.	Compute payrolls and prepare basic federal and state payroll tax forms.	Prepare basic income tax returns for individuals and businesses.	Analyze the legal, ethical, and practical implications of business decisions.
ACTG 101	I	I			I		
ACTG 102	R						
ACTG 180	I				I		
ACTG 201	P	I					
ACTG 202	I						
ACTG 205			R				
ACTG 211						I	
ACTG 215	I						
BGEN 105							I
BGEN 235							R

Courses	Prepare and interpret financial records for a business while applying generally accepted accounting principles and industry standards.	Identify and explain common internal control activities implemented in business organizations.	Use computerized accounting software.	Communicate professionally, both orally and in writing.	Compute payrolls and prepare basic federal and state payroll tax forms.	Prepare basic income tax returns for individuals and businesses.	Analyze the legal, ethical, and practical implications of business decisions.
CAPP 131			I				
CAPP 156			R				
COMX 115				I			
M 105	B						
M 121	B						
WRIT 101				I			
WRIT 121				I			
WRIT 220				R			
ACTG 291*		R					
ACTG 298*			R				
BGEN 220							R
CAPP 158			R				
CAPP 266			P				
CSCI 100			I				
ECNS 201							I
ECNS 202							I
STAT 216	I						

B= student ability to demonstrate the learning outcome is considered basic

I = student ability to demonstrate the learning outcome is considered introductory

R = student ability to demonstrate the learning outcome is reinforced, based on previous learning experiences

P = student ability to demonstrate the learning outcome is considered proficient

* = due to the nature of these courses, the course outcomes may vary each semester

CLO/HIPs alignment

Course	CLOs			HIPs										
	Critical Thinking	Comm.	Prof.	FYS	CIE	LC	WIC	CAP	UR	DGL	eP	SL	IN	CCP
WRIT 101	X													
WRIT 121		X	X											
WRIT 220		X	X											
COMX 115		X									X			X
ACTG 101	X		X								X			X
ACTG 102	X		X								X			X
ACTG 180	X		X											X
ACTG 201	X		X								X			
ACTG 202	X		X								X			
ACTG 205			X											
ACTG 211	X		X											X
ACTG 215	X		X											X
ACTG 291	X													
ACTG 298			X										X	
BGEN 105	X													
BGEN 220	X													
BGEN 235	X													
ECNS 201	X													
ECNS 202	X													
M105	X													
M 121	X													
STAT 216	X													
CAPP 131			X											
CAPP 156			X											
CAPP 158			X											
CAPP 266			X											
CSCI 100			X											

CLOs: Critical Thinking

Communication

Professionalism

2. Assessment Plan and Schedule

Please provide a multi-year schedule indicating when program outcome assessment will be reported and what classes will be used to assess program outcomes. The assessment cycle should be 5 years or less.

*Programs with external accreditation should follow the assessment timeline and requirements of their accrediting body. Please share your assessment schedule (if applicable) below. Otherwise, please give a detailed response to item 3.

Course	Year Reported	Program Outcome(s) Assessed
ACTG 101	Fall 2020	Prepare and interpret financial records for a business while applying generally accepted accounting principles and industry standards. Identify and explain common internal control activities implemented in business organizations. Compute payrolls and prepare basic federal and state tax payroll tax forms.
ACTG 102	Spring 2021	Prepare and Interpret financial records for a business while applying generally accepted accounting principles and industry standards.
ACTG 180	Spring 2020	Prepare and Interpret financial records for a business while applying generally accepted accounting principles and industry standards. Compute payrolls and prepare basic federal and state tax payroll tax forms.
ACTG 201	Fall 2020	Prepare and Interpret financial records for a business while applying generally accepted accounting principles and industry standards. Identify and explain common internal control activities implemented in business organizations.
ACTG 202	Spring 2021	Prepare and Interpret financial records for a business while applying generally accepted accounting principles and industry standards.
ACTG 205	Spring 2022	Use computerized accounting software.
ACTG 211	Fall 2021	Prepare basic income tax returns for individuals and businesses.
ACTG 215	Spring 2022	Prepare and Interpret financial records for a business while applying generally accepted accounting principles and industry standards.
ACTG 291	When Taught	Due to the nature of this course, program outcomes will vary by term.
ACTG 298	When Taught	Due to the nature of this course, program outcomes will vary by term.
BGEN 105	Fall 2021	Analyze the legal, ethical, and practical implications of business decisions.
BGEN 220	Spring 2022	Analyze the legal, ethical, and practical implications of business decisions.

3. Assessment Process

Individual faculty will be asked to follow the assessment plan and schedule as indicated above. Faculty will be expected to complete reflections for the courses indicated. Please note here 1) when reflections will be completed, and 2) any additional assessment processes your department/program will follow.

Faculty will submit a reflection to the Department Chair each semester after a course is taught. The reflection will include performance metrics for each course outcome as well as unstructured space for modifying the course in future semesters.

The program director will submit an annual summary assessment report in May.

4. College Learning Outcomes Assessment

Please indicate here if CLOs will be assessed using any departmental/programmatic assessments or if they will be assessed by individual faculty using a tool of their choice.

Department/Program Assessment X

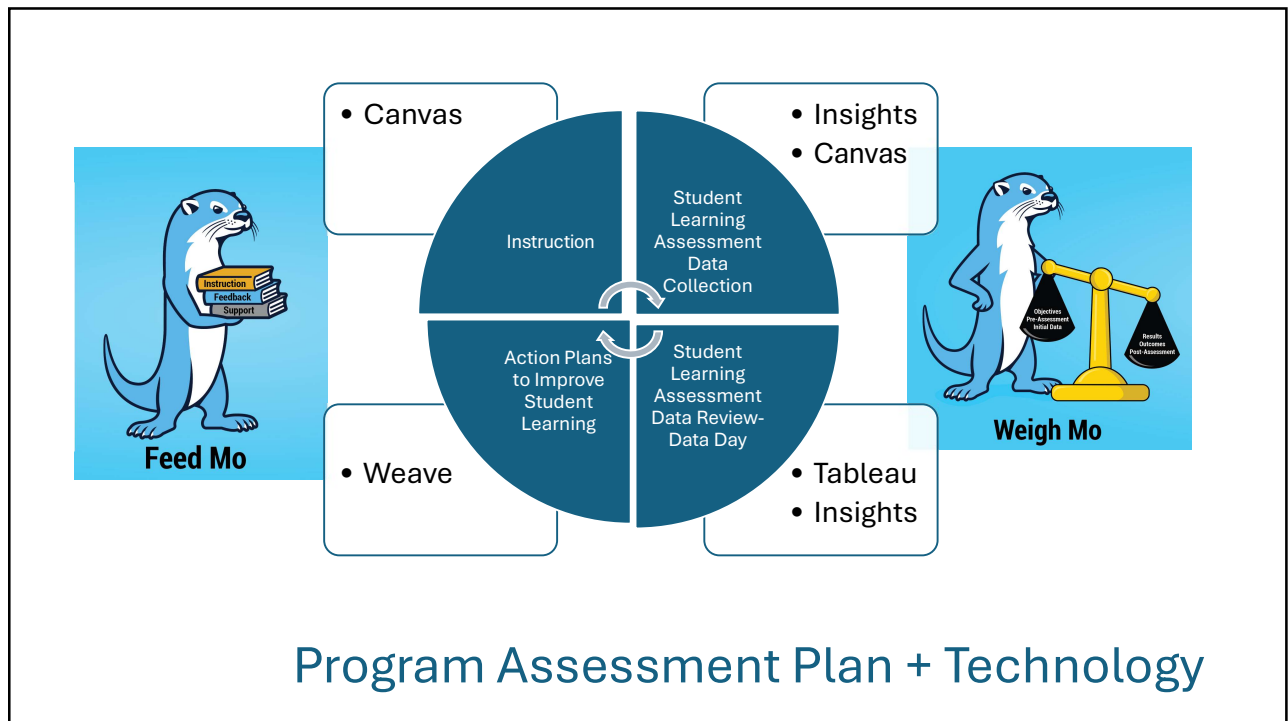
What is the tool or assessment? Each course has a capstone project, portfolio, or set of exams that is common to all sections. These common assessments will be used as evidence when evaluating the CLO.

Individual Faculty Assessment_____

5. Opportunities for Change

Please indicate here any opportunities for change on which your department/program plans to work during the assessment cycle and how those changes will be assessed. Examples might include improving pass rates in a course, creating departmental assessments, etc.

The departmental goal is continuous improvement as measured by student achievement on key assignments identified in each course. This is measured formally each semester through the faculty self-reflections submitted to the Department Chair which highlight any specific areas for improvement.



Assessment: A Cycle of Continuous Improvement

Student Achievement Data

- Purpose: data informed processes (end results)
 - Examples:
 - Course pass rates
 - Retention rates
 - Graduation and completion rates
 - Transfer rates
 - Employment outcomes
 - Licensure

Student Learning Assessment Data

- Purpose: what students have learned—the quality of learning (evidence of learning)
 - Examples:
 - Direct evidence from assignments, exams, projects, surveys
 - Rubric-based evaluations of program learning outcomes (PLOs) and institutional learning outcomes (ILOs)
 - Capstone assessments
 - Could be seen in qualitative assessments

Assessment: A Cycle of Continuous Improvement

Student Achievement Data

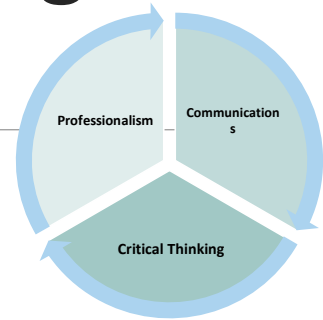
- Intent:
 - Publish disaggregated achievement data (race, ethnicity, age, gender, socioeconomic status, first-generation status).
 - Benchmark against regional and national peers.
 - Use these data to identify and close equity gaps.
 - Demonstrates mission fulfillment and overall student success at the institutional level.

Student Learning Assessment Data

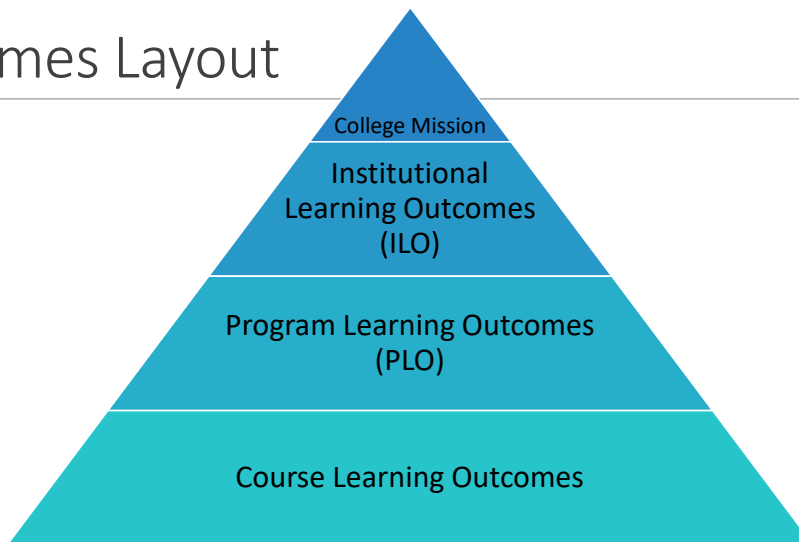
- Intent:
 - Continuous improvement of teaching and curriculum
 - NWCCU emphasizes:
 - Systematic assessment at course, program, and institutional levels.
 - Faculty-driven processes to review and improve learning.
 - Use of results to enhance instructional programs. Ensures programs are rigorous, current, and aligned with mission, culminating in clearly identified learning outcomes.

Institutional Learning Outcomes Process

AN OVERVIEW OF ONE CYCLE



Outcomes Layout



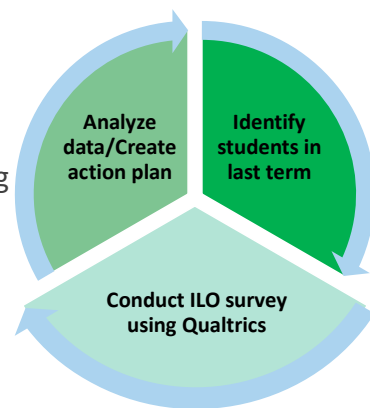
ILO Process

- Each of the ILOs will be assessed individually on a rotating basis
- Communications ILO to be evaluated first
- Student Central will send out a list of students in their final term before graduation
- TLC will work with faculty to conduct survey with identified students



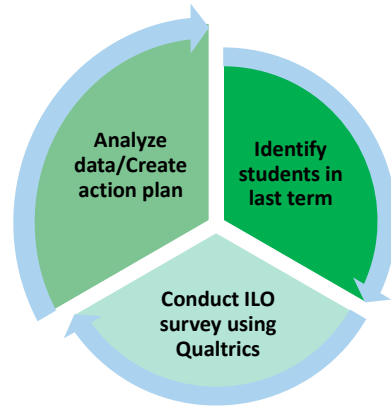
ILO Process

- Each ILO has a bank of multiple-choice questions to choose from
- A survey will contain between 5-8 questions for them to answer
- Each ILO survey has an associated rubric to guide scoring the results and giving a mastery level score for that ILO

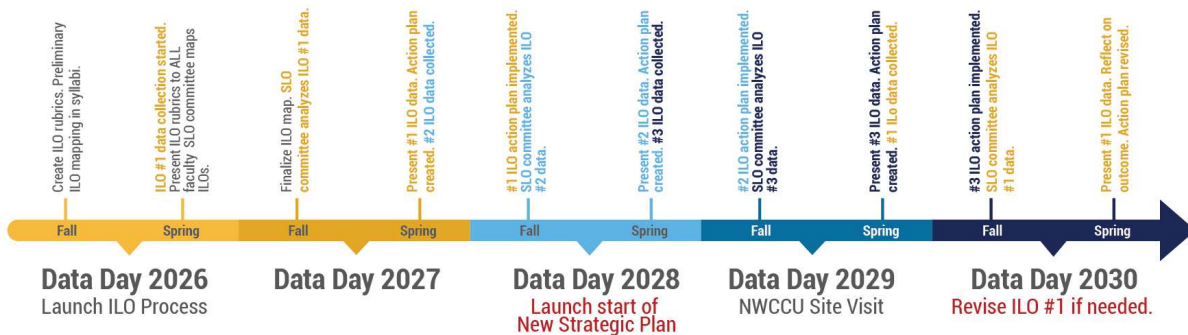


ILO Process

- Results are reviewed by Assessment committee and used to develop an action plan to improve student learning
- Results stored in Tableau for reference and reporting



Institutional Assessment Timeline



ILO Assessment Data Collection

Student Qualtrics Survey



https://montana.qualtrics.com/jfe/form/SV_cHEJ10rc6MoalPU



Thank you for taking a moment to complete this short ten-question survey. Each item includes a brief scenario. Please choose the answer that best fits the situation.

Next page >



Scenario: Your class conducted a campus-wide survey on student study habits. You must present the findings in two presentations, one for classmates and one for a faculty committee. How do you prepare?

- Share the same slides and explanation for both groups.
- Use the same slides but add some extra explanation if the faculty ask.
- Present the main results to each group with small changes in wording.
- Focus on detailed results with classmates and connect findings to teaching for faculty.
- Create two versions using detailed information for classmates and policy aspects for faculty.

Next page >



Scenario: You must explain a new 25-page academic honesty policy to the student government. They want to know what matters for them.

- Distribute the policy and suggest members read it on their own.
- Explain the key changes clearly and show how they affect students by including a few examples.
- Summarize the main changes.
- Summarize key changes, connect them to student concerns, and provide examples.
- Mention a few broad points from the policy.

Next page >



Scenario: Your psychology class group must share findings from a project on student stress with the campus care office. What do you do?

- Present slides with short points and visuals.
- Present slides with visuals and hand out a brief written summary for the office.
- Present slides with visuals, a polished report, and a summary the office can distribute.
- Make a slideshow that includes as much information as possible.
- Give an informal verbal summary to the care office since your paper contains the details.

Next page >

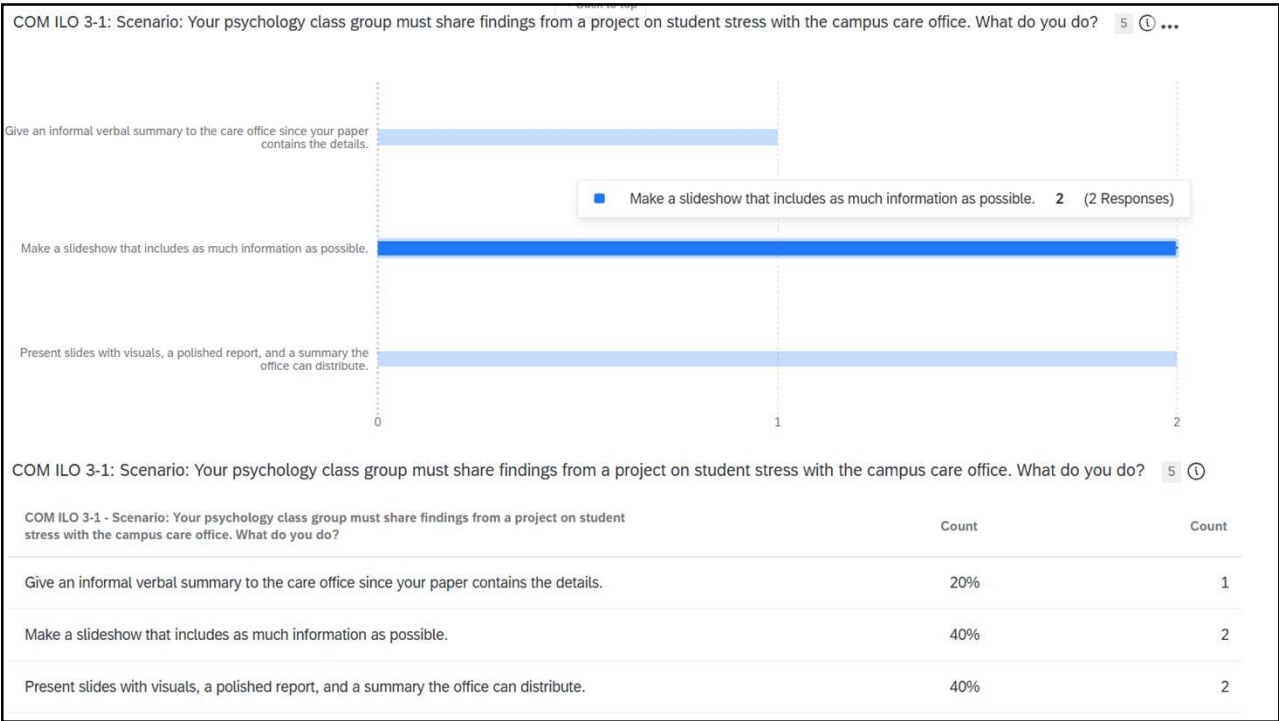
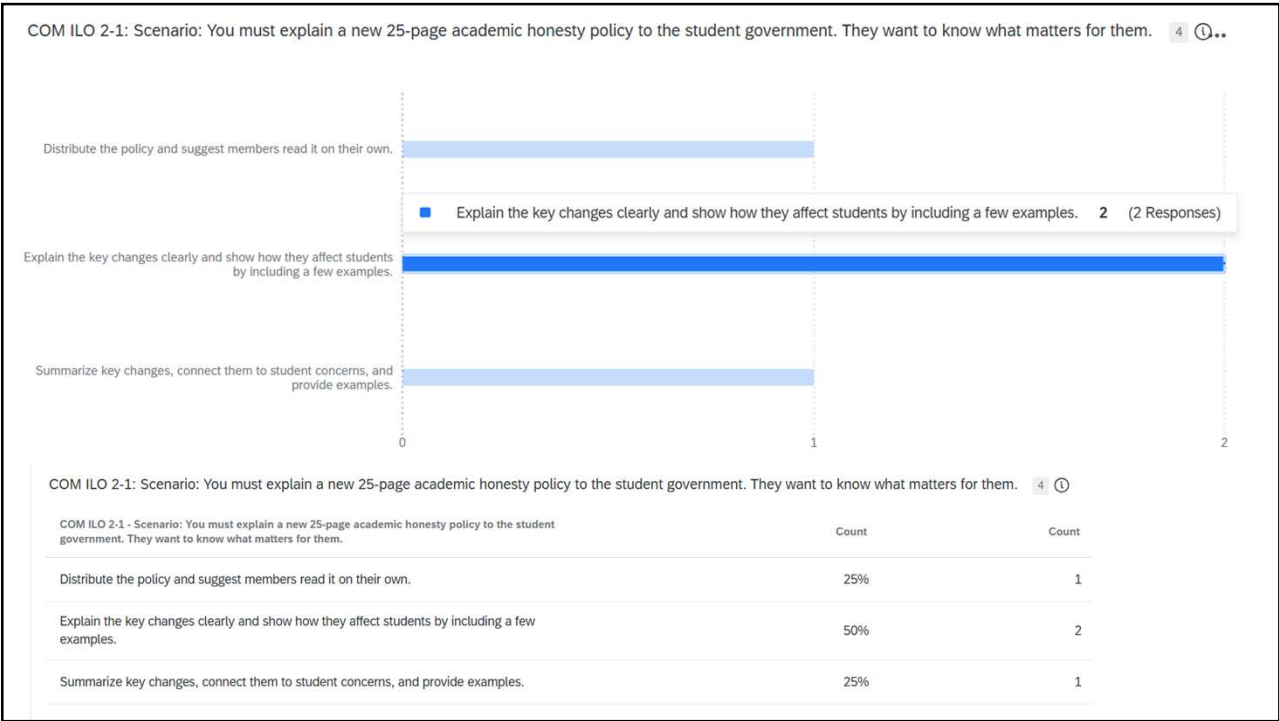
COM ILO 1-1: Scenario: Your class conducted a campus-wide survey on student study habits. You must present the findings in two presentations, one f... 4



COM ILO 1-1: Scenario: Your class conducted a campus-wide survey on student study habits. You must present the findings in two presentations, one f... 4

COM ILO 1-1 - Scenario: Your class conducted a campus-wide survey on student study habits. You must present the findings in two presentations, one for classmates and one for a faculty committee. How do you prepare?

	Count	Count
Share the same slides and explanation for both groups.	25%	1
Create two versions using detailed information for classmates and policy aspects for faculty.	75%	3



Thanks for listening!

Next Step

Program/Department Meeting with Division Director

- Review available achievement and learning outcomes data
- Identify trends, concerns, etc.
- Update previous action plans
- Create an action plan for moving forward



**GREAT FALLS
COLLEGE**
MONTANA STATE
UNIVERSITY



Wrap Up

Faculty Data Review & Action Plan Worksheet

This worksheet is meant to help you review and analyze both student achievement data and student learning outcome data to create an action plan as part of the college's continuous improvement efforts. The actual action plan should be entered in Weave. Some of the questions or parts of questions may not apply to your department/program. The questions are meant to be a guide for your analysis.

Section 1: Student Achievement Data

Go to Tableau to review data: [Tableau log-in page](#)

Possible reports to review include:

- **Academic Divisions folder- course pass rates report**
- **GFC Snapshot folder- snapshot report (course grade distribution, course enrollment and success, completion and persistence, and financial trends)**
- What concerns do you have about your students' achievement: pass rates, retention, completion, etc.?
- What trends can be seen in overall student achievement (e.g., course completion, grades, program retention/graduation)?
- Are there significant differences across courses, delivery modes, or terms/parts of term?
- Do achievement patterns differ by student demographics (e.g., age, gender, ethnicity, first-generation status, etc.)?
- How do our results compare to institutional benchmarks or peer programs/institutions?
- What external and internal factors might have influenced these results?
- Have previous action plans led to measurable improvement?

Notes & Observations:

Continued on Next Page

Section 2: Student Program Learning Outcomes (PLOs) Assessment

Most programs/departments will not have data yet. This is the information that will be available through Insights in the future.

- Which PLOs have been met, and which are falling short of the benchmarks?
- Are there patterns across courses?
- Are the assessment tools valid and reliable for measuring intended outcomes?
- What teaching strategies or learning activities appear most effective?
- Have previous action plans led to measurable improvement?

Notes & Observations:

Section 3: Action Plan for Improvement

- Which areas require immediate attention versus long-term improvement?
- What specific instructional or curricular changes should we implement?
- How can we integrate support services (e.g., tutoring, advising) into the plan?
- What resources (training, technology, funding) are needed?
- How will we measure the success of these interventions?

Goal/ Action Plan	Action Item (Steps to achieve your goal)	Responsible Person(s)	Resources Needed	Timeline	Target (Benchmark)	Measurement Tool

Please use the information above to create an action plan in [Weave](#). (See next page for Weave directions)

Section 4: Follow-Up & Monitoring

Next Review Date: _____ Progress Checkpoints: _____

Weave Instructions

Data Day is designed to review program-level student learning outcomes (PSLOs) and other achievement metrics, such as course pass rates, retention, and graduation rates, to identify opportunities for improving student learning within departments or programs. Once an opportunity is identified, this software will guide you through creating an action plan and provide a space to reflect on the impact of the changes implemented to enhance student results. To open a plan, click on the + sign. You will need at least one identified action and an action plan. This plan should include the measures to be used to determine the success of the plan.

Section 1.1 - Provide a title for the plan and include a description of what evidence led to the need for this plan. Example: “To ensure continued success on an SLO, the instructors teaching course X will spend an extra class period devoted to the content assessed by rubric criteria #2. Results for this SLO suggest we are not meeting our benchmark and students do not understand this concept as well as we would like. Student learning results showed that different modalities were comparable (Distance/Online = 74% and Face-to-face= 71%). These improvements will be implemented for both modalities at the same time.”

Ignore supported initiatives- we are not using this section.

Action Plan- Click on the + button for the action plan. If you will need money to implement, complete the budget section and include the amount, the source of funds and a rationale for the expense. For each action item, also complete an approximate date and status. You can use the + to add more items if needed. You will be asked to update this periodically.

Measures (section 1.1.1) - State the measures you will use to determine success (click + if needed). Include any helpful details about the tool or leave blank if not applicable. In the example used above, you would enter the PSLO rubric. In the description you could state that only criteria #2 would be used to measure this outcome or if it was a retention table in Tableau, state the name of the table.

Targets -Under description, state where the data lives that will be used to review the results of the plan, i.e. Insights or Tableau. In targets, state your benchmark or goal. For example: “85% of students will score 80% on rubric #2 when looking at a 3-year average.”

Results - Leave blank until the plan is implemented. Later you could add yearly updates (e.g. 1st year 87%, 2nd year 84%, 3rd year 90%, etc.).

Analysis and Reflect- Leave blank until the plan is complete. Summarize your results and include recommendations for next steps and any unexpected outcomes or adjustment. Finally, you can upload any supporting documents you'd like.

Great Falls College - Montana State University

COMX Action Plan

February 11, 2026

In Progress

2 GOALS 1 OUTCOMES 2 MEASURES 2 TARGETS 1 FINDINGS 0 ATTACHMENTS

Mission

Great Falls College MSU provides high quality educational experiences supporting student success and meeting the needs of our community.

1 Data Day Instructions Program Outcome Goals

Program Outcome data collection plans for the Communication, Arts & Humanities Department were planned and implemented over the 2025 academic year. Data has begun to be collected in all classes using Insights via Canvas.

1.1 Identified Action

The Communication Department will work to ensure that there is consistency between classes in preparation for measuring our Program Outcome.

Once the signature assignments were identified for every class and instructor, we moved forward to attach the assignments to the outcome via Canvas for all Department courses in Fall 2025. Our next step will be to continue collecting data, review data, and start implementing changes that might improve our achievement of the outcome if we are not meeting our benchmark.

Action Plan

Overall, the associated action items here are meant to move us forward with measuring and assessing our Program Outcome.

Budget Source	Amount	Due	Status
	\$0.00	8/30/2024	Planned
Action Item 1	Created	Due	Status
Department Chair will meet with Communication adjuncts to discuss signature assignments and rubrics for courses.	4/9/2024	9/30/2024	Complete
Action Item 2	Created	Due	Status
Common signature assignments will be incorporated into syllabis and course materials	4/9/2024	12/23/2024	Complete

for COMX111 and COMX115 courses by Spring 2025.

Action Item 3	Created	Due	Status
Tracking for signature assignments was identified using a spreadsheet.	4/9/2024	8/31/2025	Complete

Action Item 4	Created	Due	Status
Department Chair will meet with Executive Director of Instruction to discuss possible signature assignments for courses.	4/9/2024	8/30/2024	Complete

Action Item 5	Created	Due	Status
Data for the Department will begin to be reviewed early Spring 2026 (Block A).	1/13/2026	3/16/2026	Planned

Action Item 6	Created	Due	Status
Based on the information obtained thus far regarding the PO, a measure will be put into place to re-measure at the end of Block B to assess for results.	1/13/2026	5/15/2026	Planned

1.1.1 Measures

A common signature assignment and rubric will be identified in both COMX111 and COMX115 to measure the extent to which our students are meeting the associated Program Outcome.

1.1.1.1 Targets

Overall, we are aiming for an 80% pass rate for our signature assignments within both General Education classes.

TARGET 80%

RESULTS Data will be collected using Canvas beginning Summer 2025.

ANALYSIS/REFLECTION Long text field to reflect on the results and identify the implications for the implementation of the action plan. Identify recommendations for next steps.

1.1.2 Measures

We will peruse the collected data and begin to implement modifications to work towards meeting our benchmarks for the Program Outcome, which was set at 75% for

COMX115 and 80% for COMX111.

1.1.2.1 **Targets**

The data lives in Insights/Canvas.

TARGET

The benchmark for COMX115 is 75% pass rate of 80% or better; the benchmark for COMX111 is 80% pass rate of 80% or better when looking at a 3-year average.

RESULTS

ANALYSIS/REFLECTION

2

Data Day Instructions

Great Falls College - Montana State University

Dental Hygiene SLO Action Plan

February 11, 2026

In Progress

1 GOALS 1 OUTCOMES 1 MEASURES 2 TARGETS 0 FINDINGS 0 ATTACHMENTS

Mission

Great Falls College MSU provides high quality educational experiences supporting student success and meeting the needs of our community.

1 Data Day Instructions

POC and Measuring Critical Thinking in Patient Care

Enter a title for this action plan in text above next to "Data Day Instructions", then using the worksheet and guide provided, please create one action plan for Data Day. If you wish to have more than one plan, see Julie Barnwell or Dan Casmier for assistance OR hit the plus sign on identified action and select program level to add a 2nd action plan to this year's data day.

1.1 Identified Action

POC aligns with Program Outcomes 3 and 9

Create an assessment, tied to patient care, that more accurately measures student critical thinking. Make this assessment align with Program Outcomes 3 and 9.

Action Plan

The POC Assessment will still be used to test Mastery for Program Outcomes 3 and 9; however, each line of the POC Skill Assessment will be revised to better align with all parts of Program Outcomes 3 and 9., particularly regarding assessment of student critical thinking.

Budget Source	Amount	Due	Status
	\$0.00	no due date set	

Action Item 1	Created	Due	Status
Revised the assignment template and template	1/14/2025	1/10/2025	Complete

1.1.1 Measures

1.1.1.1 Targets

TARGET PO #9 100% of students will pass each of the 4 Mastery-level POC Assessments at 85% or better on first attempt by the end of spring semester, 2028. The first POC assessment measured will be in DENT 160, Spring 2025, starting with current junior class.

RESULTS

ANALYSIS/REFLECTION Y26- upon review discovered that other students and instructors are giving support and feedback prior to submission. Addressing expectations of assignment. Will complete cycle spring 2026. DENT 160 had 2 students who did not pass on the first attempt/passed 2nd attempt. This is a 50% reduction from the previous year.

1.1.1.2 Targets

NOT using this outcome to measure student learning. Nothing Entered

TARGET PO#3 100% of students will pass the Mastery-level POC Assessments at 85% or better on first attempt by the end of Summer semester, 2028. The first POC assessment measured will be in DENT 260, Summer 2025, starting with current junior class.

RESULTS

ANALYSIS/REFLECTION Yr 2026- upon review of this action plan POC 3 does not align with this outcome and should not be included in the results.