



GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY

Mid-Cycle Self-Evaluation Report (Year 3)



Prepared for the Northwest Commission on Colleges and Universities

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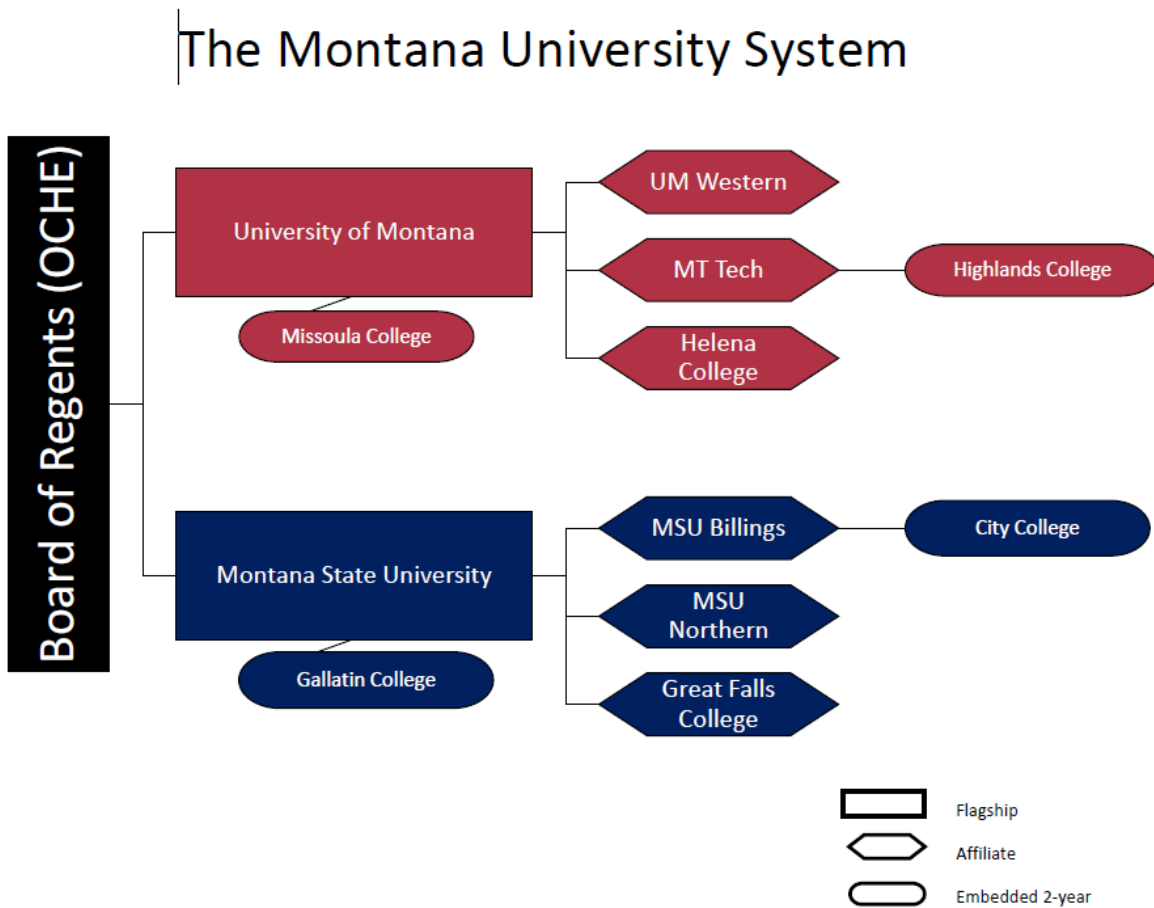
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Institutional Overview

Great Falls College Montana State University is a comprehensive two-year college within the Montana University System (MUS). The college is independently accredited and aligned with Montana State University (MSU) in Bozeman within the structure of the university system. The Montana Board of Regents is its governing board. The diagram below shows the alignment of colleges within the MUS to the Board of Regents and the Office of the Commissioner of Higher Education (OCHE).



With over 200 employees, Great Falls College serves more than 1,800 students each academic year offering 17 associate's degrees and 11 certificates. Our student population includes a large percentage of high school dual enrollment students which has varied between 33% to 41% of our total student population each fall and spring semester. The student population also includes approximately 32% to 38% who only take online courses. In fall 2024, approximately 9% of the overall student population were American Indian or Alaska Native, 8% another underrepresented ethnic minority, 79% White, and 4% another race or unknown. Most courses are offered in two 8-week blocks within each 16-week fall and spring semesters, with some exceptions such as health science courses. Summer terms have one 8-week block, and courses are scheduled as 8-week courses.

Accreditation Cycle

Great Falls College is in the third year of its seven-year institutional accreditation cycle. Since the year seven visit in 2022, Great Falls College has implemented a new [strategic plan](#), identified a process for selecting regional and national peers, defined Mission Fulfillment Indicators, and publicly posted disaggregated student achievement data. In addition to the mission fulfillment, student achievement, programmatic assessment, and moving forward sections, Part V addresses the two recommendations received through the year seven evaluation:

- 1) continue to develop an ongoing and systematic evaluation and inclusive planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement, and
- 2) widely publish and use disaggregated indicators of student achievement to identify and mitigate gaps in achievement and equity through planning, decision making, and allocation of resources.

Part I: Mission Fulfillment

The institution provides an executive summary of no more than three pages, which describes the institution's framework for its ongoing accreditation efforts. This might include evidence of institutional effectiveness, Core Themes, or other appropriate mechanisms for measuring fulfillment of its mission.

The mission statement of Great Falls College defines its purpose and serves as a road map to guide decisions and allocate resources. The current mission statement was refined in 2019 and states, "Great Falls College MSU provides high quality educational experiences supporting student success and meeting the needs of our community."

Great Falls College measures mission fulfillment by the following:

1. Assessing and evaluating its 12 Mission Fulfillment Indicators annually to determine if it has met, or almost met, at least 75% of the annual targets.
2. Evaluating each target metric of the strategic plan annually.

Mission Fulfillment Indicators

In March 2024, the Strategic Analysis and Reporting (StAR) [committee](#) led an inclusive process and recruited campus volunteers to help identify mission fulfillment indicators (MFIs) that directly align to the College's mission. With the volunteers, the StAR committee reviewed the previous indicators as well as the institutional data available on its Tableau Server site (such as enrollment, completion, and persistence rates) and identified 12 MFIs that allowed for comparisons by underrepresented student groups and other disaggregated data. These MFIs also allow for comparisons to the College's identified local, regional, and national peer institutions ([summary report](#), [full report](#)). The MFIs were shared with the campus to request feedback in April 2024 (Appendix A, p.35-37), and were reviewed and approved by the [College Council](#) in May 2024. The approved MFIs are outlined on a [summary report](#), listed on the first

two pages of the [full report](#), and examples of the results are described in the Student Achievement section of this report.

The College Council provides an open forum for information sharing, discussion, and approval from across campus. The College Council is made up of 30 voting members from departments across campus. Its purpose is to ensure that policies and procedures support the College's strategic plan and mission. There are often discussions to gather and provide input and feedback on college-wide initiatives and financial decisions. It is a decision-making body, therefore named a *council*, and not a *committee*, as defined at Great Falls College. While the council has 30 voting members, the meeting is open to all employees and the meeting agendas are posted on the [website](#) that includes meeting date, time, and location to allow the public to attend as well.

After the MFIs were approved by the College Council, the StAR committee shared the first results at the fall 2024 Convocation (Appendix B, p.38-39) and posted the report online ([summary report](#), [full report](#)). Each year, the StAR committee will analyze the data and share the updated results at fall convocation.

The MFIs are one way in which Great Falls College assesses mission fulfillment. Another way in which the College does so is by assessing its strategic plan. The College's mission statement is the foundation for the strategic plan, described in the next section.

Strategic Plan

Great Falls College's [strategic plan](#) has the College's mission at the forefront of its priorities. The current strategic plan, *Forging Futures*, was developed through an inclusive process to identify the strategic priorities of the College as evidence of fulfilling its mission. *Forging Futures* includes three pillars (i.e., strategic priorities) that give direction to the College and provide a way for the College to measure institutional effectiveness. These pillars are as follows:

1. Inclusivity – Remove barriers and provide support
2. Opportunities – Increase awareness and engage communities
3. Excellence – Learn, assess, and innovate

The strategic plan was created by gathering input from various internal stakeholders to identify priorities. The [Executive Council](#) reviewed the input and developed themes, which became the pillars, and strategic plan goals (i.e., strategic objectives) within each pillar. After *Forging Futures* was finalized, all units and committees identified their own strategic goals that directly aligned with at least one pillar, strategic plan goal, metric, and target metric. These became the strategic initiatives of the College. At Great Falls College, a unit is a department or interdepartmental group that primarily works together to meet similar goals ([see list of units](#)). The visual below summarizes the steps involved in the strategic goal setting and reporting process at Great Falls College.

<p>1: Develop Plan</p> <p>Pillars, strategic plan goals and metrics identified after campus brainstorming sessions.</p> <p><i>May 2022</i></p>
<p>2. Identify Strategic Initiatives</p> <p>Units and committees aligned strategic goals to strategic plan.</p>
<p>3. Monitor Progress & Performance</p> <p>Units and committees provide bi-annual updates. StAR Committee reviews target metrics reports monthly.</p>
<p>4. Analyze Results</p> <p>StAR Committee analyzes annual results and shares at August Convocation beginning in 2024.</p>

Progress updates on strategic initiatives are gathered twice a year by the StAR committee, who then shares the [report](#) with the College Council. These progress updates are documented in their *Strategic Action Plans*, where units and committees summarize the progress made on their strategic goals, document any resource needs, evaluate and reflect on the target metric data that aligns to their strategic goal, and document what challenges and decisions they have made based on their results. Along with the strategic action plan updates, all units and committees are required to share progress on their strategic goals at College Council annually (Appendix C, p.40-41), which includes the goal and anticipated completion date, progress made, how it aligns to the strategic plan, and any examples of the work they can share (Appendix D, p.42-52).

Assessment of mission fulfillment occurs systematically beginning with monthly evaluations of the strategic plan. The StAR committee reviews data pertaining to one or more target metrics each month to determine if the annual target was met, almost met, or not met. Each month at College Council, a StAR committee member shares the target metric updates with the campus (see example in Appendix E, p.53-54). Sharing the results with the College Council allows the campus to be informed of its progress and to encourage discussion.

The StAR committee began to also compile a summary report (Appendix F, p.55-59) of the progress toward *Forging Futures*. The first summary report was shared at fall 2024 convocation and each annual summary will continue to be shared with the campus at fall convocation. This summary report summarizes the annual results of the target metrics and documents the lessons learned from the year. When the College is in year five of *Forging Futures* and is planning for the next five-year strategic plan, the summaries will inform the College of the lessons learned from previous years.

In summary, Great Falls College evaluates its strategic plan to assess mission fulfillment. It also assesses the mission with its MFIs. The mission statement of Great Falls College was the foundation for both the strategic plan and the MFIs. As the process for creating and evaluating

the strategic plan and MFIs is relatively new, there are plans for how the College can improve those processes moving forward.

Next Steps in Mission Fulfillment

The StAR committee will continue to review the results of the MFIs annually, publish updated results on the website, and communicate results with the campus at fall convocation. Future plans include aligning the work of specific departments or committees to each MFI. The Driving Retention and Educational Attainment [committee](#) (DREAM) already aligned their work to the three MFIs regarding retention. As the StAR committee updates and shares the MFI report, DREAM can review, assess, and make data-informed decisions. Three other MFIs align with the strategic plan, but there are six MFIs that do not align yet. The College will need to identify how to align those six indicators with a strategic initiative, committee, or department.

The framework used to create *Forging Futures* and to identify and monitor strategic initiatives was inclusive and well-received by the campus. The StAR committee created a timeline of next steps to prepare for the next strategic plan, as shown below, that incorporates the successful approach. The timeline includes brainstorm sessions called SOAR, which are a way to brainstorm strengths, opportunities, aspirations, and results.

Strategic Planning Timeline

Preparing for the next version of our strategic plan



The timeline also considers the lessons learned from the first two years of *Forging Futures*. For example, employees and students were included in the creation of *Forging Futures*, but the plan lacked input from community members such as advisory board members and clinical partners. To address this, the StAR committee noted that in fall 2026 community input should be gathered as part of the SOAR analyses. The timeline was shared with the CEO/Dean for feedback and then shared with the Executive Council to prepare for the upcoming work in the next strategic plan.

Part II: Student Achievement

The institution provides a brief overview of the student achievement measures it uses as part of its ongoing self-reflection, along with comparative data and information from at least five institutions it uses in benchmarking its student achievement efforts. In providing the overview, the institution may consider including published indicators including (but not limited to) persistence, completion, retention, and postgraduation success student achievement measures. Additionally, the report must include the widely published indicators disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, Pell status, and any other institutionally meaningful categories that may help promote student achievement and close equity gaps, i.e., barriers to academic excellence and success amongst students from underserved communities.

Great Falls College systematically reviews student achievement data using several methods. The StAR committee annually reviews the:

1. MFIs (described in the Mission Fulfillment section of this report),
2. trends from the Integrated Postsecondary Education Data System (IPEDS) report, and
3. the target metrics from the strategic plan on a monthly basis.

The Driving Retention and Educational Attainment committee (DREAM) meets monthly to monitor retention and persistence data. Faculty and program directors monitor their course and program data during Data Days, and the Internal Academic Program Review committee (IAPRC) reviews program and student achievement data for each academic program every five years (detailed in the program review section of this report).

Peer Institutions

In spring 2024, Great Falls College established three peer groups-- national peers, regional peers, and Montana peers-- to compare trends in student achievement. The StAR committee updated Great Falls College's comparison group of national peers and used that list to identify regional peers. The process began with the list of peer institutions from the IPEDS automatic group and the [two-year colleges](#) that the Montana University System used for its peer analysis, for a total of 45 possible institutions. The StAR committee then gathered data for each of those institutions from IPEDS, the National Center for Education Statistics Navigator, and Carnegie classifications to review a total of 55 variables (Appendix G, p.60). These variables included the following:

- 12-month enrollment headcount
- number of full-time degree-seeking students in fall
- number of part-time degree-seeking students in fall
- proportion of online students
- proportion of full-time and part-time students
- total fall enrollment
- number of high school dual enrollment students
- number of faculty and staff
- whether or not the institution had varsity athletics teams
- types of academic programs offered

- Carnegie classification

After reviewing the similarities and differences of each of the 45 institutions to Great Falls College, the StAR committee identified 17 institutions similar to Great Falls College in many of those 55 variables. These 17 institutions became the national peer comparison group. The list is available on [Tableau Server](#).

To identify regional peers, the StAR committee narrowed the list of national peers to only include institutions that were a part of the Western Interstate Commission for Higher Education. The list of the seven regional peers is available on [Tableau Server](#).

Because there is value in comparing Great Falls College's student achievement data to other Montana two-year colleges, the StAR committee also identified a local comparison group that consists of the two-year colleges in Montana that are a part of the Montana University System. The StAR committee named this group the Montana 2-Year Peers. As there are only 10 2-year colleges and community colleges in the Montana University System, and Montana being a rural state, the ability to compare to other Montana peers is important to benchmark student achievement data to trends in the state. However, since only seven institutions had publicly available data to compare to the MFIs, those seven institutions are in the Montana peer group. The list of those institutions is available on [Tableau Server](#).

The StAR committee shared the list of national, regional, and Montana peers with the College Council in June 2024 and the rationale for selecting each peer institution and of the benefits of benchmarking data to these three groups. Moving forward, the StAR committee will review and update the list of national and regional peers every five years before a new strategic plan is created.

The StAR committee incorporated comparison data from these three peer groups into many of the MFIs. From spring 2024 to spring 2027, Great Falls College will be comparing retention, transfer, college-level math and writing completion, completion (degrees awarded), graduation rates, and postgraduation employment rates to one or more of the peer groups.

Mission Fulfillment Indicators

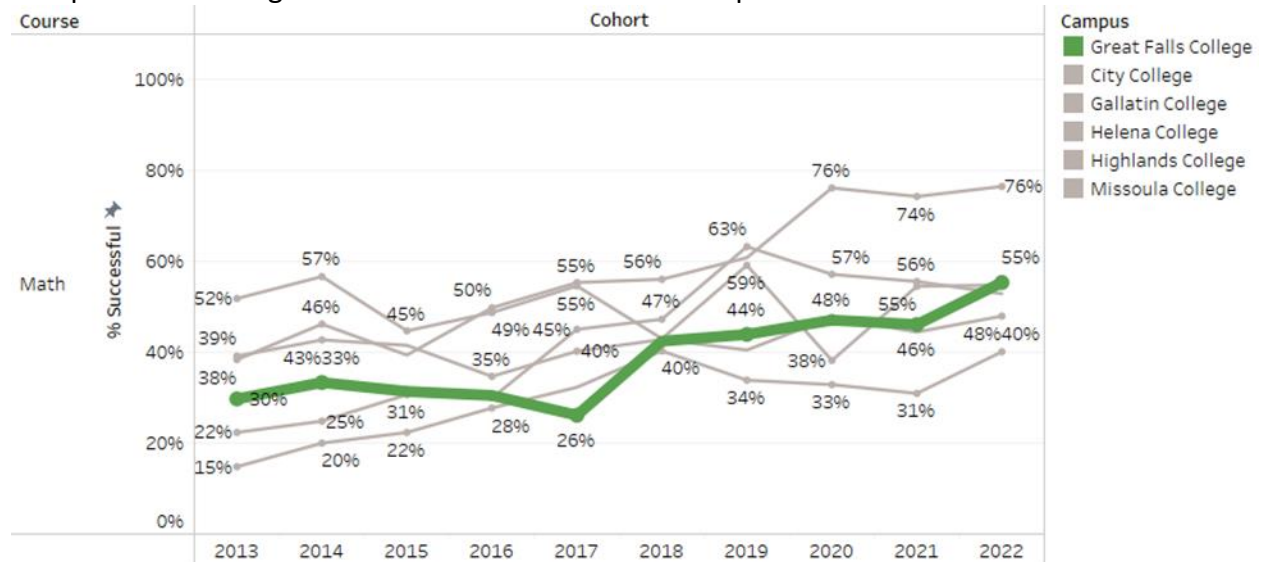
The mission fulfillment section of this report describes the process for identifying and communicating the MFIs campus wide. This section details the student achievement measures within the MFIs.

Great Falls College has 12 [MFIs](#), with three that have sub-indicators, for a total of 15 measurements that are tracked annually. These indicators focus on high quality educational experiences (capstone, clinical, internship, lab, and practical experience courses), retention, transfer, college-level math and writing completion, degree completion, graduation rates, employment rates, occupational growth, active advisory boards, and high school penetration rates from the high school dual enrollment student population.

Analysis of the Mission Fulfillment Indicators

One of the MFIs is the proportion of first-time students who complete college-level math within their first year. This indicator allows for comparison to the Montana 2-year peer group. The data are shown below and can also be viewed in [Tableau Server](#).

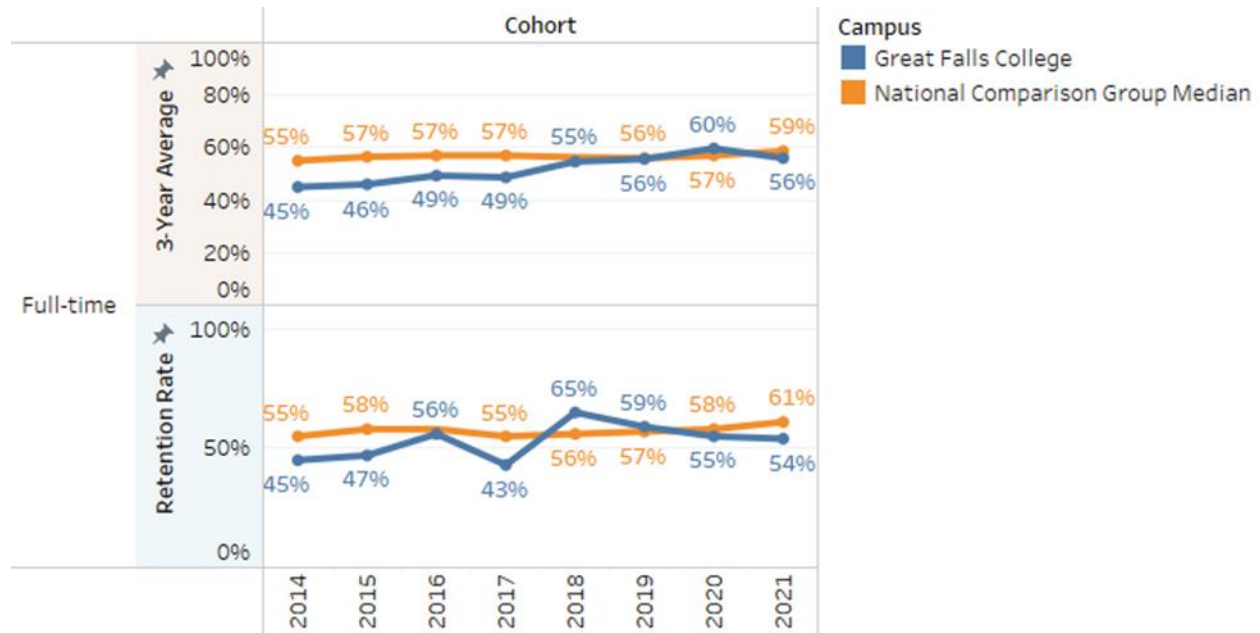
Completion of College-Level Math within One Year Compared to Montana 2-Year Institutions



For the most recent data available, the StAR committee compared the value to the academic year 2026-27 target to identify if the College was on track or not. With data available for the 2013 to 2022 cohorts, the StAR committee tracks the historical trends to identify when Great Falls College has compared to the median of the peer group (2013 to 2015 and 2019 to 2022) versus when we compared toward the bottom of the peer group (2016 to 2018). After identifying that the increase observed from the 2022 cohort was enough to be on track for the 2026-27 target, the StAR committee set the status for this indicator as “on track” in the MFI [Summary report](#). The StAR committee shared these results with the campus at the fall 2024 convocation.

Another MFI tracks the three-year average fall-to-fall retention rates compared to the national peer group. These data are gathered from IPEDS, and the StAR committee monitors the retention rates for full-time and part-time students. The report also includes the actual retention rate by year (not just the three-year average), as shown below and on [Tableau Server](#).

Three-Year Average and Actual Retention Rates for Full-time, First-Time, Degree-Seeking Students

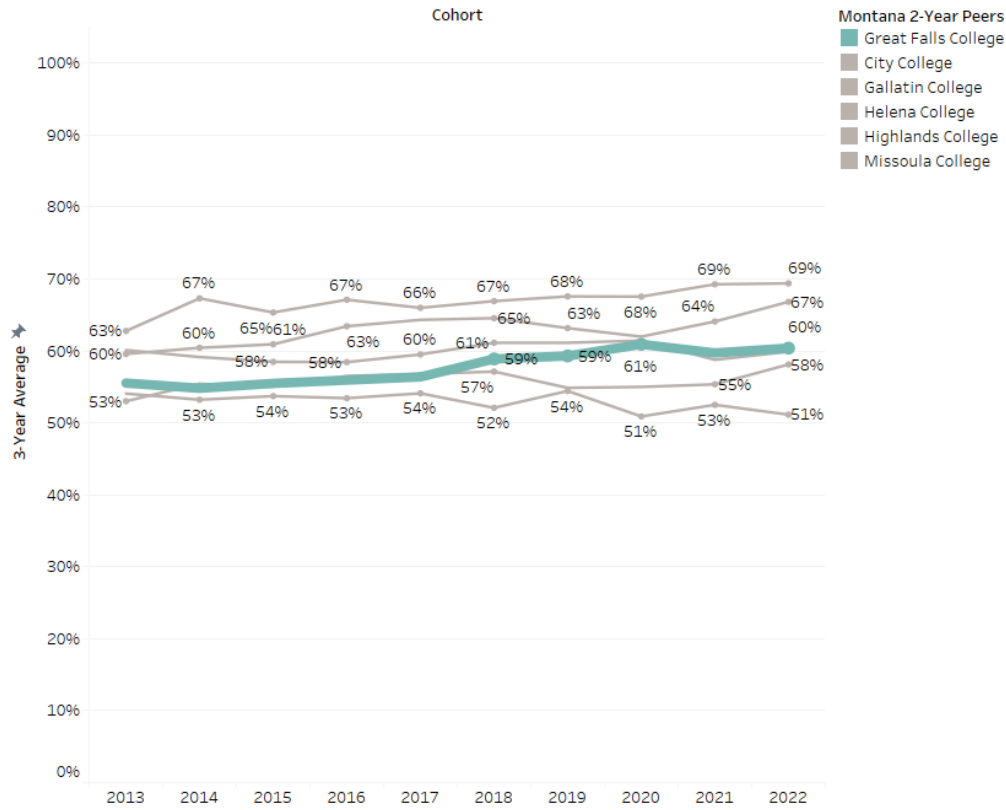


When the StAR committee reviewed these data, they monitored the historical trends and the trends of the national peer group. With the goal for academic year 2026-27 being 60%, and the most recent three-year average being 56%, the StAR committee marked this indicator with the status of “continue monitoring” to ensure that the campus knows this could need additional attention.

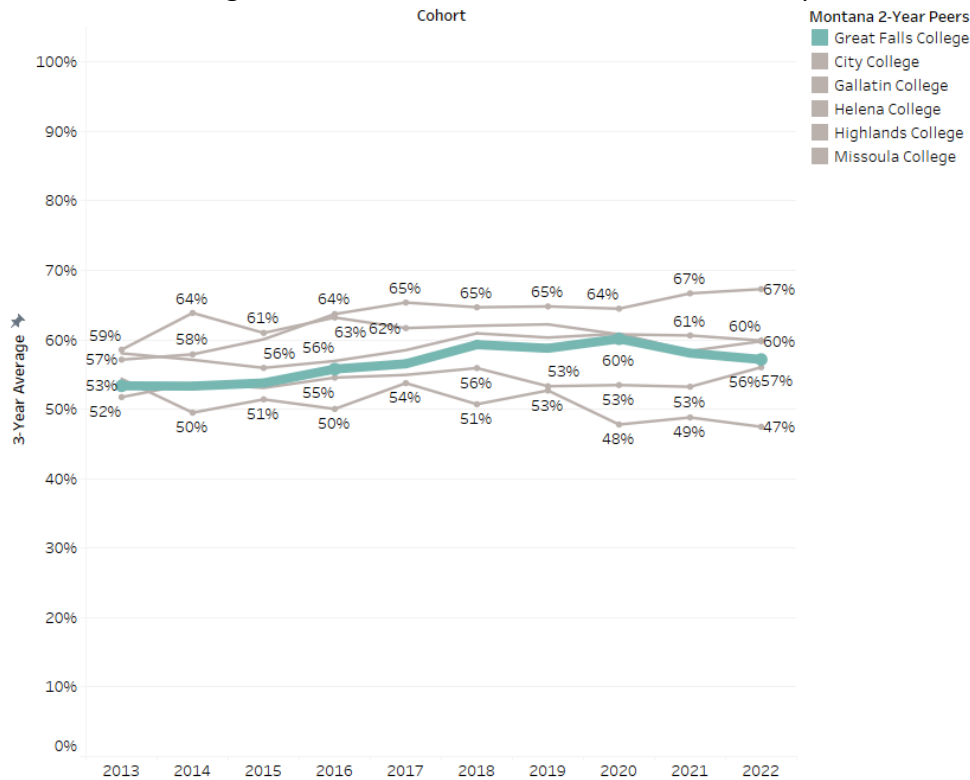
As the DREAM committee’s focus is on increasing student retention and persistence, the committee regularly monitors the results of the MFIs to inform their work in creating a campus retention plan, as shown in their meeting minutes (Appendix H, p.61-67). In 2024, the committee reviewed the [all student persistence report](#) that monitors all degree-seeking students enrolled in fall and spring, a second [persistence report](#) that tracks first-time students over five years, and the MFIs related to student success (degree completion, graduation rates, post-graduation employment). Having the DREAM committee review these indicators allows action to be taken when trends shift or decline.

A similar MFI tracks three-year retention rates for incoming students (both new and transfer students) compared to the Montana 2-year peer group. This measurement allows Great Falls College to compare the retention rates of all incoming students to the peer group, as well as for underrepresented students to the peer group. Underrepresented students were defined as those who were Pell recipients, American Indian or Alaska Native, veterans, or age 25 or older. The two graphs below include the data for this indicator and is available on [Tableau Server](#). The first graph details the information for all incoming students, and the second graph only includes data for the underrepresented students.

Three-Year Average Fall-to-Fall Retention Rates of all Incoming Students

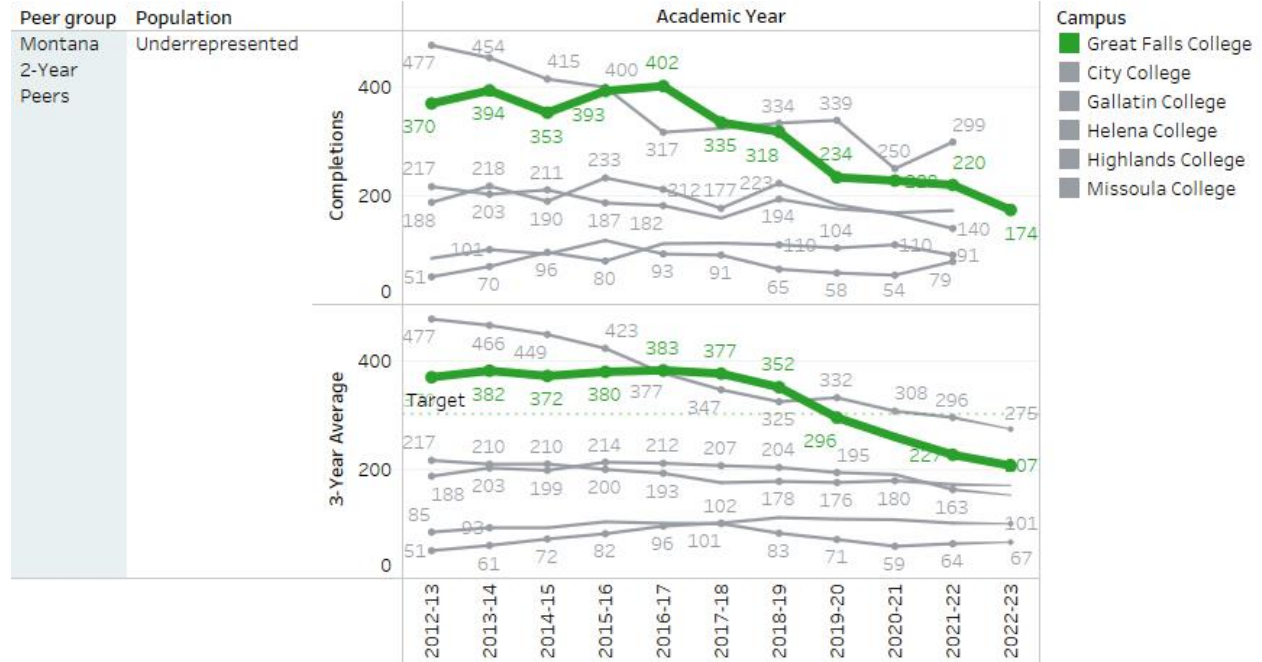


Three-Year Average Fall-to-Fall Retention Rates of all Underrepresented Incoming Students



A final example of reviewing and analyzing the MFIs is for the indicator tracking degree and certificate completions of underrepresented students. Underrepresented students were defined as those who were Pell recipients, American Indian or Alaska Native, veterans, or age 25 or older. The graph below includes actual degrees and certificates awarded (“Completions”), as well as the three-year averages. The data are also available in [Tableau Server](#).

Completions by Academic Year



Assessing these data illustrated how institutional action can influence completion trends. When the StAR committee reviewed these data, they identified this indicator as not being on track to meet the academic year 2026-27 goal of 250. The committee discussed possibilities as to why this could be. A member of the DREAM committee is also on the StAR committee who provided information on what the DREAM committee discussed regarding these results. DREAM found students in General Studies were persisting at lower rates than students in Health Science, and Career and Technical Education programs. The status of “needs improvement” was shared at the fall 2024 convocation. The General Studies division implemented a plan to increase student persistence through focused efforts for students to complete the General Studies certificates.

In the most recent academic program review for the Certificate in General Studies, Associate of Arts, and Associate of Science, the General Studies division identified a decrease in the number of certificates being awarded and discussed the concern with the Advising and Career Center. Advisors were able to provide context as to why some students were not applying for graduation for this credential and an ad hoc work group with members from Academics and Student Services created two communication plans aimed at increasing the number of certificates awarded by highlighting the benefits of the certificate. One plan was designed for dual enrollment students; the other plan targeted current AA and AS students. Tailored electronic communications were sent, flyers printed, and posters hung in the Advising and

Career Services area. The StAR committee will continue to monitor this indicator and report progress in August 2025 at the next convocation.

Annual Data Day: Faculty-Led Review of Course and Program Data

The academic divisions at Great Falls College annually dedicates time for faculty to meet and review their program data, called Data Day. The faculty-led Student Learning Assessment Committee facilitates Data Days. During Data Day, the division directors, program directors, department chairs, and faculty spend their time reviewing their course and program data to identify areas for improvement. The Data Day in 2024 focused on course pass rates.

In 2025, Data Day expanded to “Data Days” and included discussion on retention rates, program outcomes, curriculum maps, placement, and other issues tied to the data. After the data is reviewed and discussed, an area of improvement is identified and documented. An action plan is created, and an indicator is identified to measure whether the goal was met after one year. The division directors also review the action plans to provide feedback and encourage implementation of the action plans.

During the 2024 Data Day, the Social Sciences department examined course withdrawal rates and the rates of students who earned F grades to better understand what factors were affecting the retention of their program students. In their action plan (Appendix I, p.68-73), they described steps to take to address student retention. These steps included requesting additional data from the Office of Institutional Effectiveness and reviewing assignment grades to identify those with the lowest grade average. Their indicator was to improve the average grade in two assignments with the lowest grade average by 10%. The social science faculty met with the Executive Director of Institutional Effectiveness to discuss their data needs. Their goal was to assess patterns among students who earned D’s or F’s in their courses, and beginning in fall 2024 they began tracking which assignments received the lowest grades and whether there were patterns for particular assignments, especially for students who performed lowest overall. The department will continue to monitor these data through the 2025-26 academic year. The Data Day in 2025 centered on individual departments/programs conducting in-depth reviews of their own course and program data. Faculty found this extremely productive.

The mathematics faculty, as an example, engaged in a discussion of course pass rates and strategies to improve student success. A key focus of the meeting was the M 095 - Intermediate Algebra course, where faculty identified challenges related to student placement. As a result, they are piloting a pre-test for M 095 in Spring 2025 for both face-to-face and online sections. This assessment will help ensure students are placed in the most appropriate course for their skill levels. Additionally, math faculty explored methods to increase student engagement by implementing more frequent and meaningful course interactions. Strategies will be shared at the department level and across campus (All Faculty Meeting in spring). The data-driven conversations provided valuable insights and actionable steps that will be further analyzed by the mathematics department in the coming academic year.

Next Steps in Student Achievement

The processes described are all relatively new. The plan is to continue to monitor the data, assess the results, and share the results with the appropriate department or committee. In addition, next steps will involve addressing the gaps in the current process for reviewing the MFIs—to align all MFIs to the strategic plan, a strategic initiative, or to the work of a department or committee. If the indicators are not aligned to either of those, then a gap exists where progress is only monitored by the StAR committee and action is not informed by those results. Another next step will be to document when the results are reviewed, by whom, and what actions were informed by those results. This work will involve the StAR committee, Dean’s Office, and College Council.

Part III: Programmatic Assessment

The institution must provide programmatic assessment of at least two programs as evidence of a continuous process of improvement. The programs should be broadly representative of institutional efforts (and as a result programs that are approved by a CHEA-recognized programmatic accreditor are discouraged for this report).

Program assessment at Great Falls College occurs through two processes: academic program review and administrative unit review. The academic program review process assesses the degree- or certificate-granting academic programs, and the administrative unit reviews assess all units and departments.

Academic Program Review

The academic program review process is guided by the Internal Academic Program Review Committee (IAPRC), which supports the mission of Great Falls College by evaluating campus academic programs using established criteria. The committee consists of three faculty members and three staff members from specific areas of campus: the Business Office, Registrar’s Office, and the Office of Institutional Effectiveness. A faculty member chairs the committee. Faculty members serve three-year terms, and the staff members are ex-officio members who were chosen based on their expertise and ability to provide academic history, institutional data, and finance information pertaining to academic programs.

The academic review process involves a review of program data and the required self-study. This process leads to a decision about the program and aligns with the Montana Board of Regents [policy 303.3](#) that says the report of program review should “focus especially on the decisions associated with the future of each program.” This policy also states the purpose of program review is to ensure program quality and effective stewardship of resources which will guide upcoming changes to the process as discussed in the *Next Steps in Programmatic Assessment* section of this report.

Academic programs are reviewed on a five-year cycle. The process begins each spring semester when the chair of the IAPRC meets with the program directors to provide an overview of what the process will include. In October, the Executive Director of Institutional Effectiveness meets

with each program director individually to provide them with academic snapshots of their program (see example, Appendix J, p.74-80) and discuss the data within that report. This snapshot includes five years of information including program enrollment, retention, transfer, postgraduation success, and financial impact per full-time equivalency. Prior to fall 2024, these snapshots included rankings of all academic programs based on specific criteria developed in 2015. The IAPRC is working to revise the process to focus more on improving the quality of a program and assessing its alignment to the mission of the College, so the rankings were removed from the process in fall 2024.

Program directors receive and review their snapshots annually. They are encouraged to monitor trends and adjust as needed. In the year of program review, the program director also completes a self-study. For the self-study, the program directors respond in writing to these questions:

- What has happened since the last data were collected? That is, are there mitigating factors within the last year that would help the IAPRC decide for continuation, discontinuation, or continuation with modification?
- If there was dramatic improvement or decline in the last two years for one or more assessment criteria, what explains the changes?
- Do you have any reason to believe these numbers are incorrect? How or why?

Upon completion and submission of the written self-study, the program director, division director, and IAPRC meet. The meeting format begins with the Executive Director of Institutional Effectiveness presenting the academic snapshot data, followed by the program director sharing their self-study responses. The IAPRC then could ask clarifying questions before deliberating to identify commendations and recommendations for the program.

These recommendations are submitted to the Chief Academic Officer (CAO). Additionally, the IAPRC recommends the program's status—whether it should continue with expectations of sustained performance, continue with modifications, or be discontinued. The CAO, who also serves as the CEO/Dean, makes the final decision regarding the program's continuation or discontinuation. This decision, along with the IAPRC's recommendations, is shared with the Executive Council, and the IAPRC chair presents the outcome at College Council. Finally, the results of each program review are presented at the November Board of Regents meeting the following year. Below are two examples of academic program reviews.

Program Review Example 1: Accounting

The IAPRC reviewed the Accounting program in fall 2020; the Accounting program is an Associate of Applied Science program ([program page](#), [catalog page](#)). This program is designed to help students develop the skills to:

- Prepare and interpret financial records for a business while applying generally accepted accounting principles and industry standards.
- Identify and explain common internal controls necessary 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.

Resources related to the program review for Accounting include:

- Overview of the process sent to program director (Appendix K, p.81-83)
- Accounting program snapshot (Appendix J, p.74-80)
- Self-study (Appendix L, p.84-85)
- Results – Board of Regents report (Appendix M, p.86-88)

The Accounting program’s snapshot details its trends in enrollment, completions, occupational outlook, and other program information. At the time of the review, the program was observing a recent increase in enrollment and completions, and a decrease in retention rates. The self-study described curriculum changes were made due to collaboration with the advisory board. An example of a curriculum change was the addition of an elective internship course. The self-study also mentioned the efforts to increase enrollment included community outreach, increase high school dual enrollment offerings, and marketing campaigns. Despite these efforts, the program director noted they did not observe the increase in enrollment desired. After the program director’s presentation and the IAPRC’s deliberations, the IAPRC recommended the program to continue with the expectation of sustained performance. The rationale was that compared to all programs at Great Falls College, its degree completions rated in the top 40%, and the projected number of job openings in Montana, enrollment measured by annual full-time equivalency, and the financial impact per full-time equivalency were all rated in the top 20%.

The chief academic officer (CAO), who was also the CEO/Dean, notified the program and division director that the Accounting program was recommended for continuation with expectation for sustained performance and that the IAPRC recommended the program director monitor and work with the advisory board to meet future community needs for graduates caused by anticipated workforce retirements. Following this, a report was given to the Montana Board of Regents (Appendix M, p.86-88) regarding the results of the review. The accounting program will be reviewed again in fall 2025.

Program Review Example 2: General Studies Certificate

The General Studies certificate is “designed for transfer and recognizes completion of an approved general education program” per Montana Board of Regents [policy 301.12](#). The program is offered both in face-to-face and online formats. Earning the certificate demonstrates completion of the general education requirements for institutions in the Montana University System, named the Montana University System Core.

The IAPRC reviewed this program in fall 2023. Resources related to the program review for the General Studies certificate:

- General Studies certificate snapshot (Appendix N, p.89-95)
- Self-study (Appendix O, p.96-98)
- Results – Board of Regents report (Appendix P, p.99-105)

The General Studies certificate is a credential for students who plan to attend a four-year college in the Montana University System. Completing the course requirements for this credential ensures that students who transfer to another college within the Montana University System have completed the lower division course requirements of the general education requirements, per the [Montana Board of Regents policy 301.10](#). The program snapshot includes variables such as enrollment, annual full-time equivalency, and occupational outlook data that do not have data for two reasons—students declare the Associate of Arts or the Associate of Science as their primary degree and this is a credential that prepares students to transfer to a four-year college.

The program snapshot includes financial impact per full-time equivalent student and the number of certificates awarded each academic year. One of the trends noted during the review was the decline in completions for the last three academic years. In the self-study, the program director addressed the work towards increasing the completions of this program which included marketing the value of the credential to students.

The IAPRC recommended this program to continue with expectation for sustained performance. The rationale was that the program was a beneficial credential for all students who want to transfer within the Montana University System to demonstrate completion of the lower division general education requirements. The CAO recommended that the program continue with expectation for sustained performance and a report was shared with the Montana Board of Regents in 2024 (Appendix P, p.99-105).

Next Steps in Programmatic Assessment

There are two main next steps in programmatic assessment. The IAPRC identified a strategic goal that aligned to the College's strategic plan to review and revise the current process. The goal is to have a revised process that more closely aligns with the [Montana Board of Regents policy](#) and NWCCU's accreditation standards by September 2025. The committee created a subgroup to create a draft of the revised process. This subgroup decided that they do not want to change the current framework (data review, self-study, meeting) but instead revise the questions asked on the self-study to focus on improving the quality of the academic program and assess its alignment to the College mission and financial impact.

Also, instead of the current program snapshots that are in PDF format and take a lot of time to complete, the Office of Institutional Effectiveness submitted a one-time strategic spending request through the Business Office to contract the work to create a dashboard in Tableau Server that could be used for academic program reviews. This dashboard will be available for the next reviews in fall 2025, and each program director will be able to review the dashboards to monitor five-year trends of their programs. This new dashboard is currently being developed,

but will include net tuition revenue, revenue and expense, and enrollment data and will be available on Tableau Server so that any other employee can review.

Administrative Unit Review

The administrative unit review process is guided by the Administrative Unit Review Committee (AURC), which supports the mission of the College by facilitating the self-evaluation of campus units using established criteria. The committee consists of five staff members, two from the Office of Institutional Effectiveness, one faculty member, and three other staff members. The staff from the Office of Institutional Effectiveness have no term limits, and the other committee members serve three-year terms.

Units are reviewed on a three-year cycle, as shown in the image below. The reviews start in the spring semesters when the committee facilitates a brainstorming session regarding the unit’s strengths, opportunities, aspirations, and results (SOAR). The results from the SOAR are provided to the unit lead who uses that information to complete a self-evaluation form (Appendix Q, p.106-108).



The AURC committee meets with each unit lead to review their self-evaluation, and to help them start an improvement plan based on what action items the unit decided to implement to help improve the quality, efficiency, and/or effectiveness of their unit. After finalizing their improvement plans, each unit has the next two academic years to accomplish their goals, providing updates to the committee annually. The next section includes an example of an administrative unit review.

Administrative Unit Review Example

In 2024, the Weaver Library was reviewed. Through the review process the following was identified for improvement: Develop a plan to improve communication about library services, workshops, and resources with in-person and distance students and faculty. Their metrics were to see an increase in overall student workshop attendance by at least 15% and an increase in annual views on key library resource LibGuides (Citation Quick Guide, Introduction to Library Research, Library Workshops, and Annotated Bibliography) by at least 15% by the end of year 3 of the administrative unit review cycle.

- Self-evaluation (Appendix R, p.109-124)
- Improvement plan (Appendix S, p.125-127)
- Year two update (Appendix T, p.128-157)

Next Steps in Administrative Unit Review

The AURC committee has facilitated unit reviews for two-thirds of the units on campus, with the remaining one-third slated for spring 2025. There have been challenges along the way. One is time. It takes a lot of time to manage the reviews and complete administrative tasks (e.g., send calendar invites, schedule meetings, follow up with unit leads to collect documents). The committee is actively looking for ways to streamline the process to ease the workload.

The committee needs to also review the quality of responses it obtained from the first set of reviews. The units were not specifically identifying what key performance indicators related to student achievement they regularly reviewed and analyzed. This is an issue to address because the intent of the data question in the self-evaluation was to document the specific data each unit regularly reviews during the year. There is opportunity here to work with the StAR committee to identify if any unit is reviewing the MFIs, and if so then it should be documented on the self-evaluation.

PART IV: Moving Forward

In preparation for the Year Seven Evaluation of Institutional Effectiveness Report, the College plans to continue working on the initiatives described in the Next Steps sections of this report, including the annual review of the Great Falls College [Governance Document](#). The intent of this document was to demonstrate the governance structure of Great Falls College and to assist in committee data analysis.

The Governance Document shows a matrix for those committees with a systematic data review process. These matrices show the source of the data, how they analyze the data, how they take action, who reviews or accepts those actions, who receives the results, and where the results are communicated. Below is an example of one of these tables.

Table 3: Administrative Unit Review Committee data-informed decision-making process

Admin Service Area	Monitor	Metric	Data sources	Analyze & reflect	Action	Review & accept	Results	Communicate
Dean's Office	Unit effectiveness	Unit self-evaluation and improvement plans Unit indicators set in year one of the 3-year process by units	Institutional data on Tableau Server Other data depending on Unit	Unit self-reflection on their progress in year 3	Unit progress reports due in <i>Weave</i> Jan & July in years 2 & 3	AURC	Executive Council	College Council

The Executive Director of Institutional Effectiveness shared this document with the campus at the fall 2024 convocation (Appendix U, p.158-161) to request review and feedback before it was finalized fall 2024.

PART V: Addendums

Recommendation 1

Spring 2022 Evaluation of Institutional Effectiveness; Continue to develop an ongoing and systematic evaluation and inclusive planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement (2020 Standards 1.B.1; 1.B.3).

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Progress on Recommendation 1

[Institutional effectiveness at Great Falls College](#) is defined as a continuous, systematic process for planning, assessing, and analyzing campus processes, academic programs, services, student achievement, and student learning outcomes to ensure mission fulfillment. This includes the

work of several committees: Strategic Analysis and Reporting (StAR) committee for strategic plan evaluation and assessing the MFIs, the Internal Academic Program Review Committee (IAPRC) to review academic programs, the Administrative Unit Review Committee (AURC) to review units and departments, and the Student Learning Assessment Committee to assess student learning outcomes. In the last three years, some of these committees have revised their processes to demonstrate a continuous process for reviewing data, taking action, documenting resource needs, and reflecting on the results.

Since the year seven site review, Great Falls College has made significant strides in developing and implementing continuous support systems to assess institutional effectiveness. The College implemented the following comprehensive strategic planning process and facilities master plan, adding additional resources to the institutional research department, developing a new governing structure, implementing processes for administrative unit review, and assigning resources based on the strategic plan.

Strategic Planning

Great Falls College's current strategic plan, *Forging Futures*, spans from 2022 to 2027. The College developed the strategic planning process using an inclusive framework that invited stakeholder feedback and allocated resources based on the alignment of initiatives to the strategic plan. Details on the strategic planning framework Great Falls College is using is outlined in the strategic plan section of this report.

The creation of the plan began with input from the campus community including employees (staff and faculty) and students (through Student Government). This was reviewed by the Executive Council to identify themes, and then the council drafted pillars and strategic plan goals for the campus to review and approve. Once approved by the College Council, the Executive Council drafted metrics, and the StAR committee reviewed and revised the goals and metrics to share with the campus at College Council. [Metrics](#) are the measurement of the strategic plan, and target metrics are a specific numerical goal. Drafts of the metrics were followed by drafts of the target metrics, which also were shared at College Council for the campus to review and provide input before being approved. Once finalized, all units and committees on campus were asked to set strategic goals and document how those goals aligned with the strategic plan. These strategic goals identified the strategic initiatives for *Forging Futures*.

Units and committees report their progress towards the strategic goals twice a year (by January 31 and July 31) and provide context to the target metric results. They also document their resource needs. The StAR committee then reviews the information, compiles all progress updates into a [Strategic Action Plan report](#) and share at College Council. The report is saved in the strategic plan channel within the College Council Teams, open to all employees.

The StAR committee also regularly reports on the progress toward each target metric at College Council (see example in Appendix E, p.53-54). Each month at College Council, a representative from the StAR committee shares the most recent data available for a few target metrics and

their status (met annual target, did not meet annual target, almost met annual target). Every unit and committee are scheduled to share the progress towards their strategic goals at a specific College Council meeting. Typically, this means three or four updates are provided at each meeting. There are specific details each unit and committee should provide during this presentation (see schedule and presentation requirements in Appendix C, p.40-41). These presentations allow the entire campus community to learn more about each unit and committee, serve as a reminder of how each committee and unit's work is aligned to the strategic plan, and provide context as to why the College may be meeting, or not meeting, its annual targets. An example of a presentation is shown in Appendix D (pages 42-52).

Resource Allocation for Strategic Planning

Great Fall College introduced three new ways to document, review, and prioritize resource needs: strategic action plans, one-time spending requests, and during annual departmental budgeting. In the Strategic Action Plans, units and committees are asked to document any outstanding resources needed to achieve their strategic goals, yet there was not a process to bring forward these resource needs to prioritize and allocate resources. In October 2023, the Executive Director of Operations created a process to use available excess funds for strategic initiatives and other one-time requests aligned to the strategic plan. She created a strategic funding request form (Appendix V, p.162-163) and shared at College Council. In November 2024, another opportunity to use excess funds for strategic requests was available, so the Executive Director of Operations made the announcement to the College Council to request proposals. In 2024, \$64,050 was awarded to strategic spending projects that included mailings to online students to increase retention, an alumni outreach campaign, and an assessment workshop for members of the Student Learning Assessment committee. The list of approved projects in 2024 is shown below.

Strategic Spending Requests Approved in December 2024

Project Approved	Amount
Online Student Success Mailing	12,800.00
Alumni Outreach Campaign	13,250.00
Annual Conference on The First-Year Experience for DREAM members	12,000.00
Dual Enrollment Graduation Cords	2,500.00
Updated Diploma Covers	10,000.00
Assessment 101 Workshop	13,500.00

The College also prioritized resource needs aligned to the strategic plan through department budgets. In 2023 and 2024, the annual budget worksheets were modified to include a column to justify any additional resource requests. A description of the alignment to the strategic plan was also required.

Although using available funds for strategic requests is dependent on the circumstances during the fiscal year and not guaranteed to be available annually, it is an example of Great Falls College strategically using available funds to support strategic initiatives and other projects that helped the College move forward with its strategic plan.

Next Steps in Strategic Planning

There are several identified opportunities to make improvements to the strategic planning process. The StAR committee presented the Executive Council with a timeline and framework for how the next strategic plan will be created to ensure the necessary amount of time is allocated and the College continues to get feedback (Appendix W, p.164). This is the framework Great Falls College will use to revise and update its strategic plan. This inclusive framework involves gathering input from the community, employees, and students to draft the pillars, strategic plan goals, metrics, and target metrics.

Metrics

In the current strategic plan, 75% of the target metrics did not have baseline data recorded in any institutional report. As a result, it took the StAR committee over a year to gather, analyze, and create data visualizations for these target metrics. This was time-consuming and resulted in several of the target metrics being removed from the strategic plan when the results showed upward trends above the baseline. The StAR committee documented this lesson learned in the annual summary of *Forging Futures* (Appendix F, p.55-59). In the future, the committee will focus on identifying target metrics based on the results from existing institutional data that demonstrate a need for improvement.

Resource Allocation

The Executive Council has a strategic goal to “Develop a process to review resource needs and prioritize resource allocation in alignment with the strategic plan.” The Executive Council needs to establish a campus-wide process for reviewing resource needs by June 30, 2027 (see the strategic action plan in Appendix X, p.165-167). Requests for strategic initiative funds, professional development, and personnel already require a rationale tied to the strategic plan.

Facilities Master Plan

In the fall of 2022, Great Falls College embarked on a comprehensive [facility master planning process](#), spearheaded by a cross-functional team of faculty and staff. This inclusive process involved surveying students, faculty, and staff, and analyzing data on building usage, best practices in facilities management, and the College's academic and strategic plans. The team identified six key opportunity areas: centralized student support, improved adjacencies, new program space, facility refresh, outdoor gathering space, and student housing. A prioritized list of specific projects aimed at enhancing student outcomes and addressing campus needs was developed, with funding estimates assigned to each. Immediate action was taken, and to date, Great Falls College has invested nearly \$1.2 million in remodeling student spaces and refreshing the campus.

Mission Fulfillment Indicators

To systematically evaluate data to improve student achievement, the College identified MFIs. The MFIs are described in the student achievement section of this report. These indicators provided a way to systematically evaluate student achievement data, make comparisons to peer institutions, review disaggregated data, and identify areas in which the College could improve. The DREAM committee aligned their work to some of the MFIs. In addition to the StAR committee, DREAM is also monitoring the results to inform their work in creating a college-wide retention plan.

Institutional Effectiveness Department

In July 2022, the College provided additional resources to the Institutional Research department by modifying a vacant position to include reporting and data. The Reporting and Grant Coordinator position expanded the previous office of one to two in Institutional Research. The revised department became the Office of Institutional Effectiveness, which supports the facilitation of strategic planning through the StAR committee, is involved in other areas of institutional effectiveness on campus (e.g., academic program review and administrative unit review), and provides the data for many institutional reports. This focused attention on institutional effectiveness ensures the College is moving forward with its recommendations and demonstrates that it places importance on the data-informed culture of the campus.

Program Student Learning Outcomes Process

The Student Learning Assessment Committee serves as a champion of outcomes-based student learning assessment, promoting its importance to the College's mission, and supporting ongoing and effective assessment practices by educating and mentoring faculty. Since 2022, the College has substantially revised its student learning outcomes assessment process beginning with the composition of the Student Learning Assessment committee.

In 2022, the committee's purpose was to advise the director of the Teaching and Learning Center on processes and ideas for measuring program and college student learning outcomes. After revising the mission of the committee to embrace a faculty-led assessment process, the committee composed of full-time faculty and one division director now drives the establishment of the processes used by the college to measure student learning.

The committee determined that program student learning assessment should start by involving the programs, program directors, and the division directors. The committee assists with program outcome revisions and assessment tools, but the implementation and supervision will occur through the program directors and academic divisions.

College Student Learning Outcomes Process

The faculty-led Student Learning Assessment committee is responsible to implement and execute the college learning outcome process. The committee will be attending an Assessment

101 in Higher Education workshop this spring 2025 and summer 2025 to get ideas on how best to proceed with assessing student learning at the college level. Currently, two ideas exist:

1. Implement a process using standardized questions, most likely multiple choice, to determine if the students have met the college student learning outcomes. This survey would most likely be administered to students as part of their graduation application. The committee would review and analyze these data and report the results. With this process, all three institutional learning outcomes could be assessed annually.
2. Request data from faculty's course assessment tools to assess college student learning outcomes along with samples of student work for the committee to review. In addition to reporting how the students performed on these assessments, the committee would also report if there was a difference in how the faculty assessed the students versus the committee. With this process, the committee would only review one student learning outcome each year.

It is the goal of the committee to determine which process to implement by the end of spring semester 2025 and the rubrics or tools designed and implemented spring of 2026. The committee would report its first findings on Data Days January 2027. Based on the data and discussions that follow, the committee would create and implement an action plan using indicators to measure success similar to the process discussed in Data Days.

Great Falls College will be transitioning to Canvas as the learning management system (LMS) starting summer of 2025. With the implementation of the new LMS, the committee determined programs will use the Mastery Gradebook in Canvas to collect the program student learning outcomes assessment data. The academic division directors are working with Canvas and the Teaching and Learning Center coordinator to input the program outcomes and assist the programs with aligning their assessment tools to these outcomes in Canvas. These data will be made visible to the programs either using a third-party tool or Tableau and reviewed during the annual Data Days.

Recommendation 2

Spring 2022 Evaluation of Institutional Effectiveness; Widely publish and use disaggregated indicators of student achievement to identify and mitigate gaps in achievement and equity through planning, decision making, and allocation of resources (2020 Standards 1.D.3; 1.D.4).

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Progress on Recommendation 2

Since the year seven review, the College created three public reports pertaining to student achievement that are disaggregated and a few internal reports. The three public reports are available on the Great Falls College website for anyone to view them. The internal reports are only available for employees to view through the secure reporting site, Tableau Server, and require employee credentials to access.

Widely Published Disaggregated Data

The first public report of disaggregated student achievement is a [persistence report](#). This report shows first-time new and transfer students, both full-time and part-time, who were degree- or certificate-seeking in their first semester and persisted through the next five years. Persistence was defined as having completed a credential or being enrolled at any institution of higher education. The report allows for disaggregated views of persistence rates by the following characteristics: first generation status, male, female, American Indian or Alaska Native, underrepresented ethnic minority, Pell recipients, traditional age, nontraditional age, and military affiliation. The layout of this report was requested by the Driving Retention and Educational Attainment committee (DREAM) to inform its work creating a campus-wide retention plan. An announcement when the report is updated is posted in the monthly newsletter so other committees or departments know it is available.

The second report is the [postgraduation success report](#). This report tracks graduates one year after their graduation to report how many were employed after graduation for all four quarters in Montana. This report is disaggregated by first generation status, race, sex, age, academic division, and academic program.

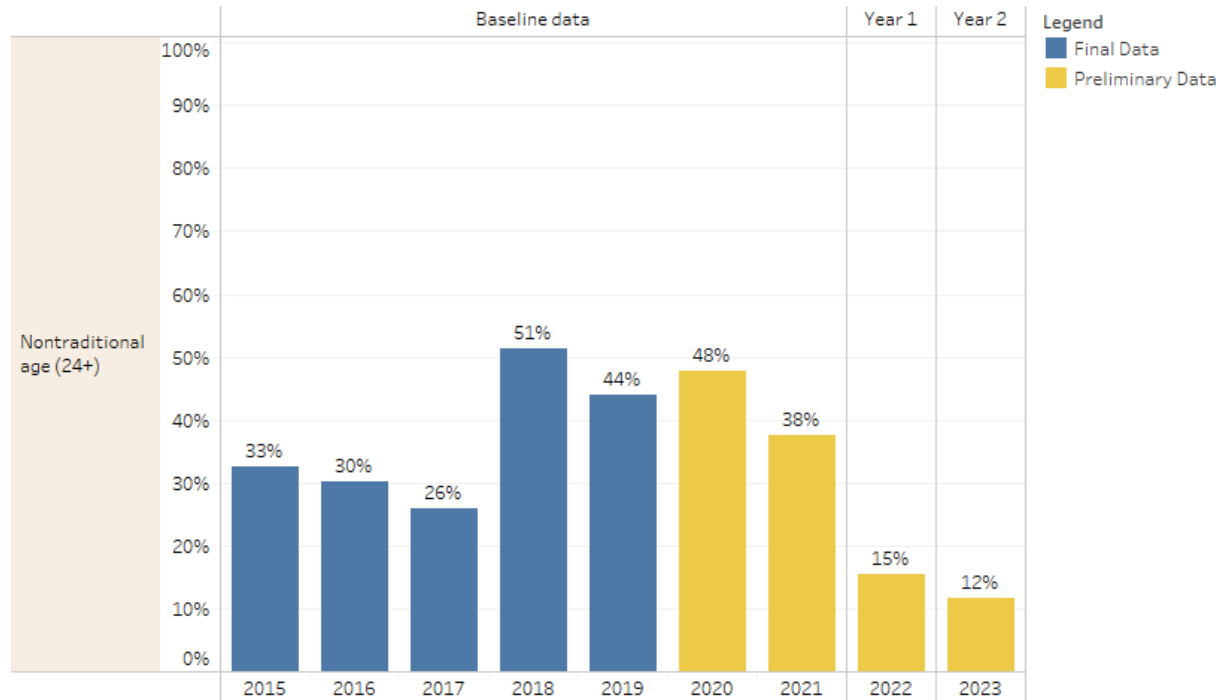
The third report is the MFI report. This report includes a [summary report](#) and the [full report](#). The summary report summarizes the results of the most recently available data, and the full report shows the data source and trends. The student achievement data in the MFI report are three-year average fall-to-fall retention rates, transfer rates, college-level math and writing completion, number of credentials awarded annually, graduation rates, employment rates, and completion rates of courses labeled as high-quality educational experiences (capstone, clinical, internship, lab, and practical experience courses).

The retention rates are disaggregated by underrepresented students (American Indian or Alaska Native, Pell recipients, veterans, and nontraditional age students), and credentials awarded are disaggregated by underrepresented students (American Indian or Alaska Native, Pell recipients, veterans, and nontraditional age students). Graduation rates are disaggregated by race/ethnicity. When drafting the MFIs, the StAR committee sought to include data that could be disaggregated by race, Pell recipients, sex, and first-generation status. Due to data

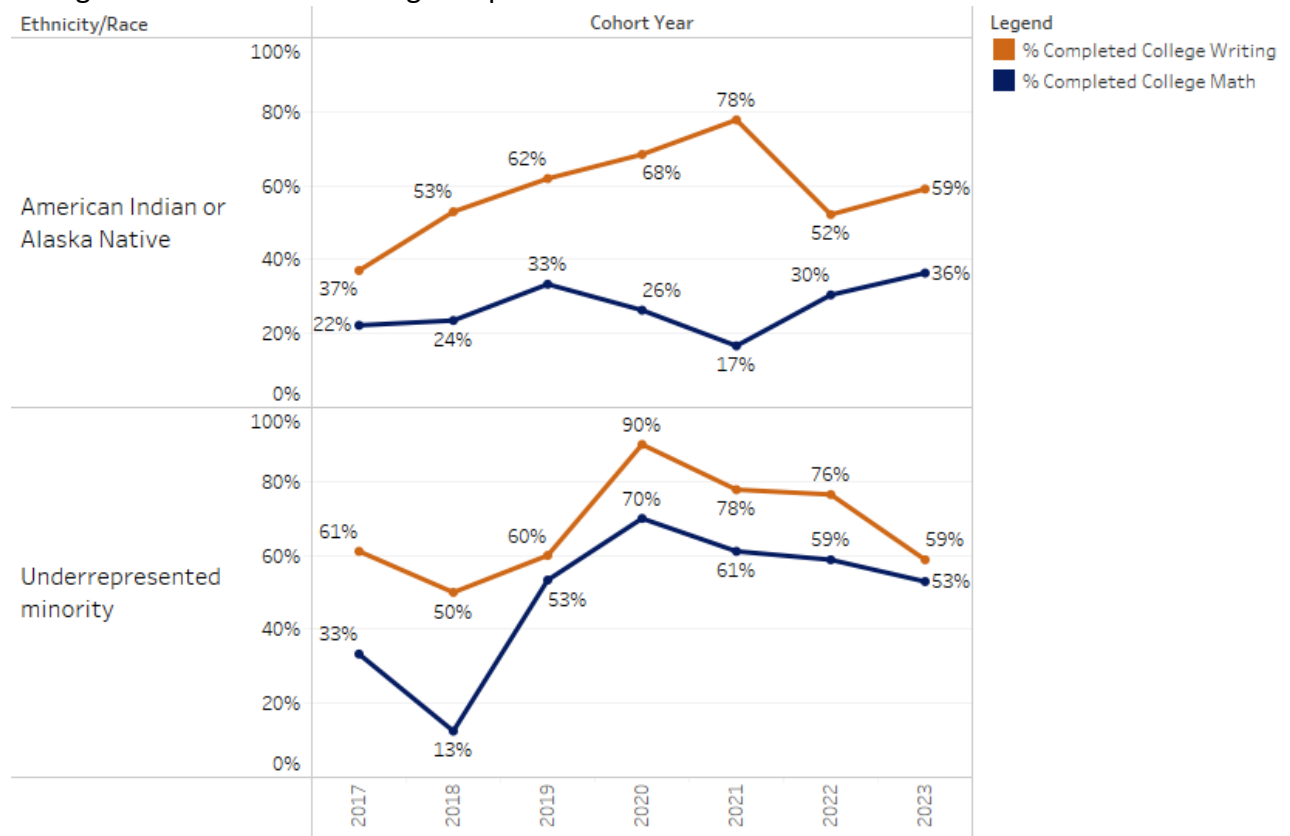
limitations, not all of those variables were able to be included to disaggregate the data. However, these MFIs, along with institutional reports, allow Great Falls College to review disaggregated student achievement data.

There are also internal reports that are disaggregated. One that monitors graduate rates at 150% time and another that tracks college-level math and writing completion of new students beginning in a summer or fall term. These reports disaggregate by sex, Pell recipients, race, and nontraditional age (24 or older). The reports are part of the strategic plan, and the StAR committee monitors the results annually to share at College Council. The two charts below are examples of data included in these reports.

Graduation Rates at 150% Time for Nontraditional First-Time Full-Time Students



College-Level Math and Writing Completion of First-Time Students



Use of Disaggregated Data

The [Governance Document](#) shows the data each committee regularly reviews. This document includes tables to show the data committees review and sets the expectation that they are systematically using the results of the data to inform their work.




The College also uses disaggregated data when analyzing the results of the MFIs. The *Mission Fulfillment Indicator Summary Report* image on the next page lists a short description of each MFI and the sub-indicator; the sub-indicators noted as underrepresented students include disaggregated data. The DREAM committee monitors the results of the MFIs related to persistence and retention and uses the academic year 2026-27 targets (goals) of the retention indicators as its own goal metrics, directly aligning the work of DREAM to the MFIs. The DREAM committee monitors retention and persistence and regularly reviews the two disaggregated institutional reports available on the website ([persistence report](#) and [all student persistence report](#)).

The College can now identify gaps in student achievement and have discussions on possible solutions. For example, the StAR committee shared the results of the MFI measuring the number of degrees and certificates awarded. It showed a trend for underrepresented students was not on target for the academic year 2026-27. DREAM identified General Studies students as a group with lower persistence than those in other programs. Based on the data, the General

Studies division director worked with the advising center to encourage students to earn the Certificate in General Studies as a momentum point to earning their Associate of Arts and Associate of Science degrees. Future data will be analyzed to determine the effectiveness of the efforts.

Mission Fulfillment Indicator Summary Report

MFI #	Indicator	Sub-Indicator	AY 2026-27 Target	AY 2023-24 Actual	Status
1	High quality educational experiences	Capstone, clinical, internship, lab, and practical experience courses	85%	88%	
2a	3-Year average fall-to-fall retention rates	All incoming students	60%	60%	
2b	3-Year average fall-to-fall retention rates	Underrepresented incoming students	55%	57%	
3	3-Year average fall-to-fall retention rates	New, full-time students	60%	56%	
4	Transfer rates	First-time, full-time degree-seeking students	Greater than or equal to the median ..	Greater than (by 10%)	
5a	College-level math completion	New, full-and part-time students	75%	55%	
5b	College-level writing completion	New, full-and part-time students	85%	73%	
6a	3-Year average number of degrees and certificates awarded	All students	300	280	
6b	3-Year average number of degrees and certificates awarded	Underrepresented students	250	207	
7	Graduation rates within 3 years	Associate degree-seeking students	30%	26%	
8	Graduation rates within 150% time	Fall, first-time, full-time, degree-seeking students	40%	36%	
9	3-Year average employment rates	All graduates	80%	77%	
10	Occupational growth	Career and technical education programs	90%	100%	
11	Active advisory boards	Career and technical education programs	100%	100%	
12	High school penetration rates	High Schools in our service region	73%	73%	

Legend
 On track
 Continue monitoring
 Needs improvement

Next Steps

In the three years since the year seven accreditation visit, Great Falls College has made lots of progress on this recommendation, but gaps do exist that will be addressed before the year seven visit in 2029:

- Align the work of the campus to the remaining disaggregated student achievement indicators.
- Refine the self-evaluation questions in the administrative
- There is a process in place to gather, analyze, and share d unit review process to align the student achievement data they regularly monitor to aid in their decision-making.
- Inform the units and departments of the disaggregated student achievement data available.
- Once all disaggregated indicators have been aligned to a department's or committee's work, the College will document the efforts made on a recurring basis and track what efforts have supported any changes seen in the results of the disaggregated data, as well as document resource needs to achieve progress.

The StAR committee will be involved in the tracking progress, and the Executive Council will be involved in the resource allocation.

Conclusion

This document is the Mid-Cycle Self-Evaluation Report (Year 3) for Great Falls College Montana State University, prepared for the Northwest Commission on Colleges and Universities. It details the institution's progress and plans in various areas including mission fulfillment, student achievement, programmatic assessment, and future steps.

- **Institutional Overview** Great Falls College Montana State University is a comprehensive two-year college within the Montana University System, serving over 1,800 students annually with a variety of degree and certificate programs.
- **Accreditation Cycle** The college is in the third year of its seven-year accreditation cycle and has implemented a new strategic plan, identified meaningful peers, and publicly posted disaggregated student achievement data.
- **Mission Fulfillment** The college assesses its mission fulfillment through 12 key performance indicators, known as MFIs, and evaluates its strategic plan. Strategic plan evaluation involves assessment of the target metrics and qualitative data from the strategic action plans.
- **Strategic Plan** The strategic plan, named Forging Futures, includes three pillars: Inclusivity, Opportunities, and Excellence. Progress updates are gathered twice a year and shared with the College Council.
- **Student Achievement** The college systematically reviews student achievement data, disaggregated, when possible, through various methods, including peer institution comparisons and MFIs.

- **Programmatic Assessment** Program assessment occurs through academic program reviews and administrative unit reviews. The Internal Academic Program Review Committee evaluates academic programs, while the Administrative Unit Review Committee assesses campus units.
- **Examples of Program Reviews** The document provides examples of program reviews for the Accounting and General Studies programs, detailing the process and outcomes.
- **Next Steps in Programmatic Assessment** The Internal Academic Program Review Committee plans to revise the current process to focus more on improving the quality of academic programs and creating a dashboard in Tableau Server for reviews.
- **Moving Forward** The college plans to continue working on initiatives described in the Next Steps sections, including the annual review of a governance document that outlines the data each committee reviews and analyzes.
- **Addendums** The document addresses progress on two recommendations from the Spring 2022 Evaluation of Institutional Effectiveness, focusing on developing a systematic evaluation process and using disaggregated indicators of student achievement to identify and mitigate gaps in achievement and equity.

Appendices

Appendix A

College Council Meeting Agenda

April 26, 2024 | 8:30 pm – 10:00 pm | B101 WEBEX

Purpose Statement: *The College Council ensures the policies and procedures support the college’s strategic plan and mission. This team facilitates discussions to gather and provide input and feedback on college-wide initiatives and financial decisions. This is also the place to communicate across departments and divisions.*

Members:

Assistant Director of Enrollment and Retention, CEO/Dean, Executive Director Student Services, Director of Human Resources, Director of IT, Classified Staff at Large – 2, Classified Staff Senate Chair or Designee, Director of Academic Success, Director of Advising and Career Center, Director of Assessment and Faculty Development, Executive Director of Community Relations, Director of Academic Success and Accessibility, Director of Facilities Services, Director of Financial Aid, Executive Director of Instruction, Executive Director of CTE, Division Director of Health Science, Director of Library Services, Executive Director of Operations, Director of CARE, Director of Recruitment and Enrollment, Executive Assistant to the CEO/Dean, Faculty at Large – 2, Faculty Senate Chair, Institutional Research Analyst, Registrar, Student Government President or Designee

In Attendance: Joshua Archery, Julie Barnwell, Danny Boyer, Racheal Bruce, Phil Carr, Dan Casmier, Chris DiSalvatore, Kerry Dolan, Dr. Erdmann, Dr. Leanne Frost, Leah Habel, Kris Hanke, Quincie Jones, Catherine Joshu, April Langteau, Tom Lehman, Stacy Lowry, Ashlynn Maczko, Marla McFerrin, Kathy Meier, Charla Merja, Tom Oakberg, Dr. Eleazar Ortega, Jana Parsons, Ginny Pierce, Toni Quinn, Carmen Roberts, Chris Sawhill, Cheryl Simpson, Gary Smart, Kristin Sowers, Troy Stoddard, Scott Thompson, Becky Tyler, Kristi Voboril, Lisa Ward, Elyssa Wassmann, Staci Weigum
Students: Heath Voy

Agenda

Time	Topic	Responsible	Outcome
5 min	Call to order	Dr. Erdmann	Action
5 min	Approval of CC minutes	Dr. Erdmann	Action
10 min	College Updates <ul style="list-style-type: none"> • Marketing update • Employee engagement survey update 	Dr. Erdmann	Informational
25 min	Committee and Unit Goal Update <ul style="list-style-type: none"> • Tenure & Promotion • Curriculum Council • Technology Assistance Center • Perkins Summary 	Various	Informational
5 min	Graduation Update	Mr. Stoddard	Informational
10 min	Forging Futures update	Mr. Oakberg	Informational
10 min	Mission Fulfillment Indicators	Dr. Ortega	
5 min	Policy Review	Ms. Roberts	

15 min	Budget	Ms. Roberts	
10 min	Sign Progress	Ms. Roberts	
10 min	Otter Tip of the Month - Avatar	Dr. Tyler	
5 min	Wrap up		

Time	Topic	Discussion	Action
:30	Call to order		
9:00	Approval of CC minutes	Minutes were approved as written. Posted minutes can be found here	1 st Mr. Chris DiSalvatore 2 nd Ms. Carmen Roberts Approved
9:35	College Updates	Dr. Erdmann looked forward to the Fall semester , faculty being back on campus August 20 th , and Convocation being held on August 23rd. Dr. Erdmann also discussed the employee listening sessions and re-surveying the campus in the fall of 2024. Listening session results will be evaluated, more to come on those results at a later date. Mr. Scott Thompson discussed the results of focus groups that were formed to discuss the college's current marketing strategy and went over key takeaways. Mr Thompson also discussed the Name the Otter campaign. Remember to vote before May 1 on your favorite name.	
17:15	Committee and Unit Goal Update	Th following Units or Committees gave an update on their goals: <ul style="list-style-type: none"> • Tenure & Promotion • Curriculum Council • Technology Assistance Center • Perkins Summary 	
36:10	Graduation Update	Mr. Troy Stoddard reminded campus that graduation was May 4 at 2pm at the Expo Park. Faculty needs to arrive at 1:30. The Eagle Feather Ceremony is at 10AM at the Expo Park.	
41:10	Forging Futures update	Mr. Tom Oakberg briefly reviewed the Strategic Action Plan Report that can be found here . Mr. Oakberg also reviewed the progress of the 2022-2027 Strategic Plan, Forging Futures. Focus was on I1.4 and O3.2 target metrics	
47:45	Mission Fulfillment Indicators	Mr. Tom Oakberg reviewed the MFI that were decided by the StAR committee. Final draft of MFIs can be found here .	An email vote will go out to voting members to approve or decline the MFIs
52:20	Policy Review	Ms. Roberts reviewed the following policies:	1st Mr. Chris DiSalvatore

		<p>For Approval:</p> <ul style="list-style-type: none"> • 211.1 Course Additions, Drops, & Withdrawals • 301.1 Discrimination, Harassment & Retaliation • 302.3 FERPA • 404.5 Tuition Waiver • 903.3 Collection Development • 109.1 Development Board (removal) • 405.3 HIV Employment Policy (removal) <p>Policies can be found here for review: https://www.gfcmu.edu/about/policies/</p>	<p>2nd Mr. Tom Lehman</p> <p>Policies were approved to move to Executive Council for review.</p>
55:20	Budget	Ms. Carmen Roberts discussed the budget as we head into FY 2025. The Council recommended a 3.5% estimated enrollment increase.	
1:07:40	Sign Progress	Ms. Carmen Roberts gave an update on the campus wide sign project that will be done in phases. Projected start date is Fall 2024.	
1:25:00	Otter Tip of the Month - Avatar	Ms. Becky Tyler reviewed how to make an avatar using Vyond.	
1:30:55	Wrap up	<ul style="list-style-type: none"> • Committee report outs: Strategic Enrollment Management, Library, Academics, & Organizational changes • Next meeting date – June 7, 2024, 8:30am-10:00am 	

Appendix B

Fall Convocation Meeting Agenda
August 23, 2024 | 8:00 am – 10:00 am | Heritage Hall
All Faculty and Staff

Agenda			
Time	Topic	Responsible	Outcome
30 min	Continental Breakfast: Let's eat!		
5 min	Welcome	Dr. Stephanie Erdmann	
10 min	New Faces	Ms. Carmen Roberts	Informational
10 min	Listening Sessions Feedback	Dr. Stephanie Erdmann	Informational
10 min	Facilities Update	Ms. Carmen Roberts	Informational
5 min	Marketing Plan	Mr. Scott Thompson	Informational
5 min	Webpage Update	Mr. Scott Thompson	Informational
5 min	Enrollment Update	Ms. Shannon Marr	Informational
10 min	Retention	Ms. Charla Merja	Informational
5 min	Mission Fulfillment Indicators	Ms. Stacy Lowry/ Mr. Tom Oakberg	Informational
5 min	Strategic Plan – Forging Futures	Mr. Tom Oakberg/ Ms. Stacy Lowry	Informational
10 min	Year 3 Site Visit	Dr. Eleazar Ortega	Informational
5 min	Mo Fun Activities	Ms. Kristi Voboril	Informational
5 min	Wrap Up	Ms. Quincie Jones	



Mission Fulfillment Indicators (MFI's)

The MFI's were approved by the College Council on May 3, 2024.

The report is available on Tableau Server:

- [Snapshot](#)
- [Full report](#)
- [Peer Groups](#) – National, regional, Montana peers

<https://www.gfcmsu.edu/about/Planning/>



Mission Fulfillment Indicators (MFI's) Results

15 total MFI's

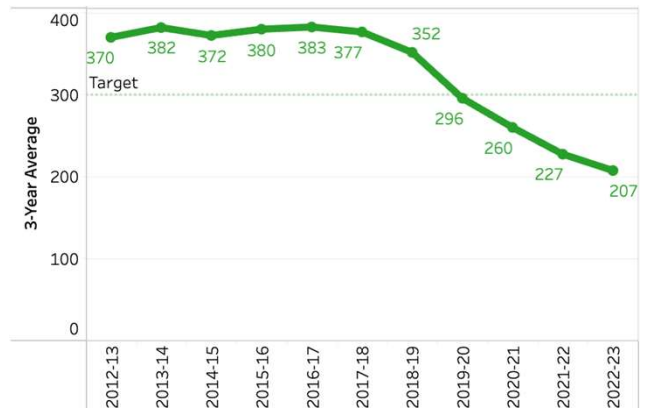
- 9 On track
- 5 Continue monitoring
- 1 Needs improvement

MFI #6b – By 2027, the three-year average number of certificates and degrees awarded to underrepresented students during each academic year will be at least 250.

➤ Actual is 207 for 2022-23.

Underrepresented students were American Indian, veterans, Pell recipients, and nontraditional age students.

MFI #6b Completions of Underrepresented Students



College Council Meetings

Unit Goal Progress Presentation

Goal Reporting

- Goal
- Timeframe
- Where it fits in the strategic plan (if applicable)
- Progress
 - % completed
 - Steps Accomplished
 - Provide example of work (if applicable)

What worked?

What were obstacles/opportunities?

Next steps

Committee Progress Presentation

Summary of Work (should be big picture and guided by purpose statement)

Membership

Goal Reporting

- Goal
- Timeframe
- Where it fits in the strategic plan (if applicable)
- Progress
 - % completed
 - Steps accomplished
 - Provide example of work (if applicable)

Next steps

College Council Meetings

January

Safety

Dean's Office

Cont. Education & Training

February

Perkins

Staff Senate

Bookstore

College Council

March

Internal Academic Program Review

Campus Culture Committee

Advising

April

Faculty Senate

Student Government

Student Support Programs

Approve College Budget

College Council Meetings

May

Tenure & Promotion
 Curriculum Council
 Technology Assistance Center
 Perkins Summary

June

Strategic Enrollment Management
 Library
 Academic Divisions
 Share Organizational Changes

July

August

Teaching & Learning Center
 eLearning
 Institutional Effectiveness
 Marketing

College Council Meetings

September

Employee Appreciation
 Human Resources
 Executive Council

October

Admin Unit Review
 Recruitment & Enrollment
 Facilities

November

StAR Committee
 Student Learning Assessment
 Business Office

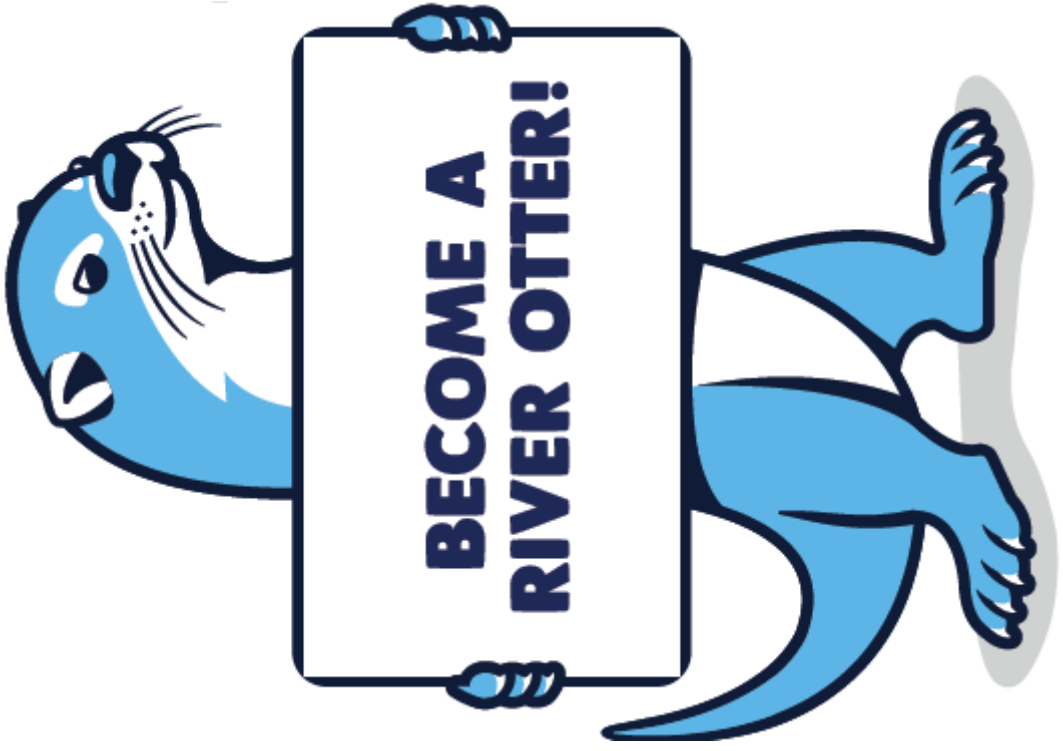
December

DREAM Team
 Registrar's Office
 Financial Aid



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College Council October 2024



Recruitment & Enrollment Strategic Plan Goal Progress

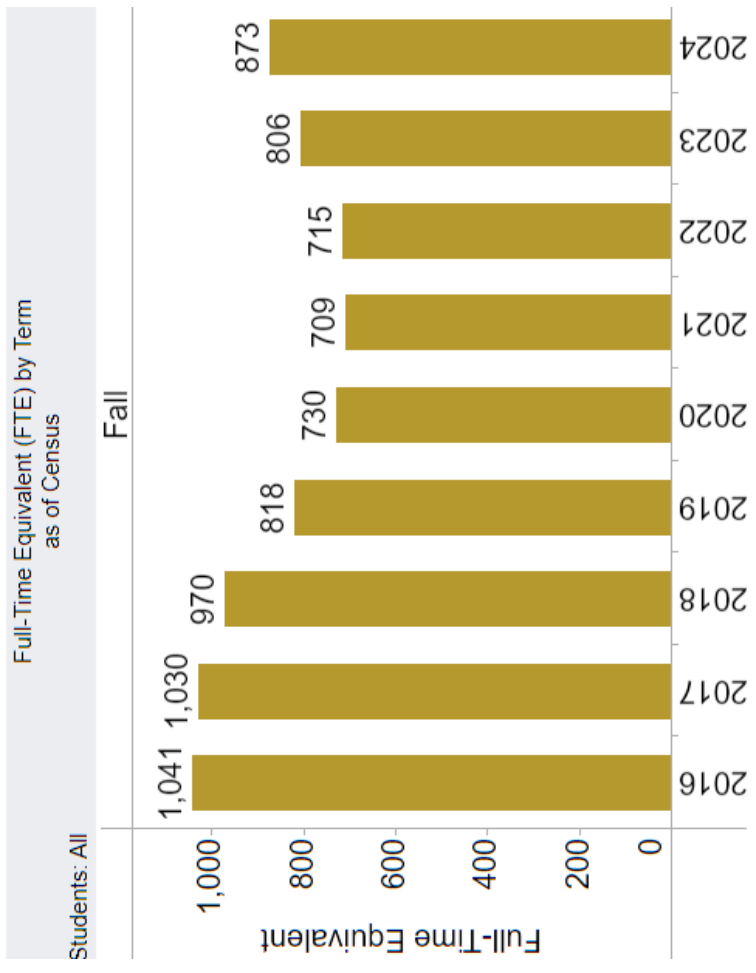
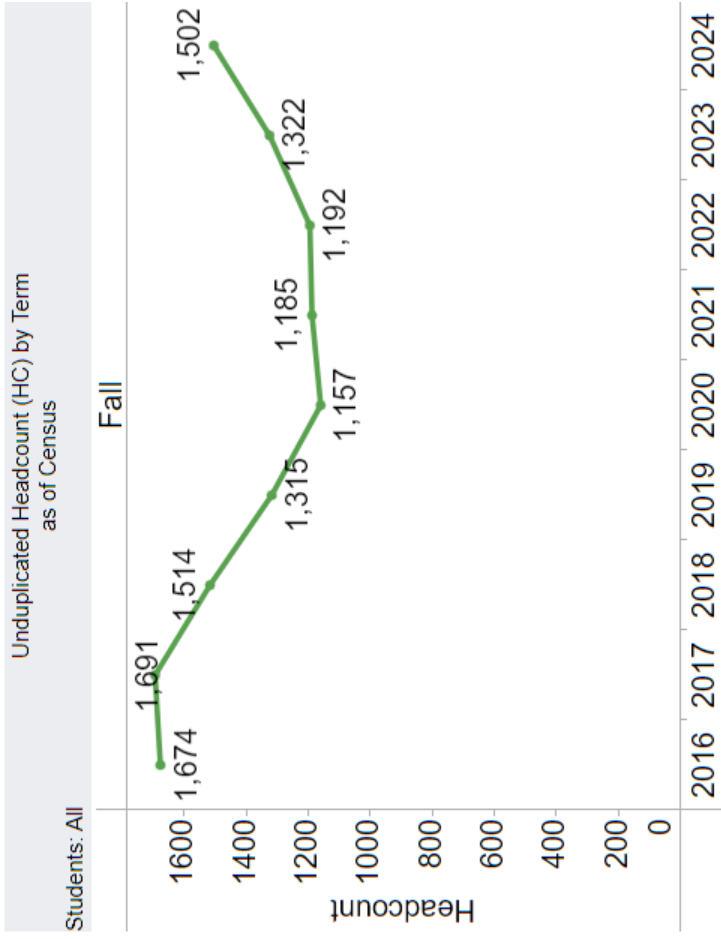
Shannon Marr

Appendix D



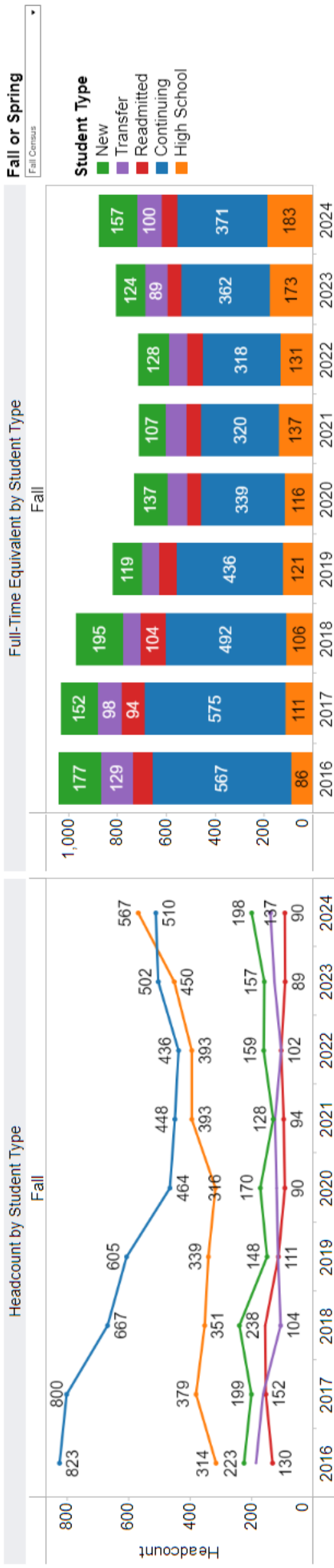
Otterly Good News!

We're up in enrollment...for the third straight fall semester!
As of census (Sep 27), we are up 13.6% in Headcount and up 8.3% in FTE





Student Types



FTE GOAL BY 2027=1000



Strategic Plan Goal Update

PILLAR 1: Inclusivity
Remove barriers & provide support

Goal: Simplify admissions communications & processes.

Measurement: More accepted students become enrolled.

Still working on...

- Utilizing all of the **features in Reach**, our new CRM:
 - Developing *new and improved journeys*
 - Using the *extensive timeline & notes section* to allow better tracking
 - Improving the *RFI and Visit forms and processes*
 - Generating *electronic acceptance letters*
 - Considering use of *digital applications* for some populations
- **Updating online orientation** with new videos including tours of on-campus spaces & technology resources.
- **Revising acceptance packets** for mail



The new Great Falls College has a mission: Changing Educational Thinking. We're looking for students who are ready to take their education to the next level. We're looking for students who are ready to take their education to the next level. We're looking for students who are ready to take their education to the next level.

LEARNING IN INNOVATIVE SETTINGS

www.greatfalls.edu

Great Falls College is an Equal Opportunity Institution. We are committed to providing a safe and inclusive environment for all students.



Keith 'Og' Anderson, Associate of Science degree

• Student representative on both the College Council & the Student Council
 • President of the Phi Kappa Phi Honor Society
 • President of the Phi Kappa Phi Honor Society

What are you studying?
 I'm studying for my next degree which is all my previous degree between I used to be studying for a degree in psychology but now I'm in education.

Do you have any fun activities?
 I love to go to the gym and I love to go to the movies. I also love to go to the beach and I love to go to the park.

Do you have any fun activities?
 I love to go to the gym and I love to go to the movies. I also love to go to the beach and I love to go to the park.

Do you have any fun activities?
 I love to go to the gym and I love to go to the movies. I also love to go to the beach and I love to go to the park.



Cayla Nubian, Acting Drug Coordinator

• Student representative on both the College Council & the Student Council
 • President of the Phi Kappa Phi Honor Society
 • President of the Phi Kappa Phi Honor Society

How did you get into Great Falls College?
 I was looking for a school that was close to home and I found Great Falls College. I was looking for a school that was close to home and I found Great Falls College.

What are you studying?
 I'm studying for my next degree which is all my previous degree between I used to be studying for a degree in psychology but now I'm in education.

Do you have any fun activities?
 I love to go to the gym and I love to go to the movies. I also love to go to the beach and I love to go to the park.

Do you have any fun activities?
 I love to go to the gym and I love to go to the movies. I also love to go to the beach and I love to go to the park.

Do you have any fun activities?
 I love to go to the gym and I love to go to the movies. I also love to go to the beach and I love to go to the park.

14069938484

DID YOU KNOW? In eight weeks, you can finish a class at Great Falls College. That's less time than it takes to decide what to watch on Netflix. That's our FLEXIBLE advantage. Give us a call today. 406.268.3700

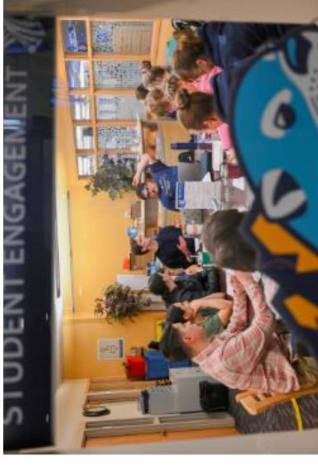
14069938485

Sorry you weren't able to visit Great Falls College. We'd be happy to reschedule for a day that works better for you. Just give us a call @ 406.268.3700.



Welcome to the Rwe Otter family, {{FirstName}}!

We're excited you'll be joining us for Otter Orientation Day on Saturday, August 2nd. This event should answer all of your last-minute questions about coming to school, buying books, finding classrooms, utilizing student resources and more. It's a great way to meet fellow students and faculty before you dive into the semester. We can't wait to welcome you to campus!



Paper lovers, rejoice! We've created a handy enrollment checklist you can print and use as a guide for the admissions process. Click the image below to download a copy.



Hey {{FirstName}},

You've taken the first big step towards college by applying...so what's next? We have three additional requirements you will need to send our way to complete your admissions file, but often a final high school transcript will take care of all three. That means until you have that diploma in hand, you don't have to worry about missing any required steps. Between now and then, you can be working on your **FAFSA** (Free Application for Federal Student Aid) and applying for scholarships. Ask your high school counselor for more information or check out these resources:





Embedded videos in emails



GREAT FALLS COLLEGE

Home of the River Otters!



With a wide array of academic programs and innovative learning opportunities, Great Falls College offers a unique and customizable educational experience for you.

WHERE WE PROVIDE VALUE

Tuition and fees are below the national average at around \$2,000 a semester for full-time students.

WHERE WE ARE FLEXIBLE

We have options that allow you to complete classes on-campus, online or hybrid in just eight weeks, making it easier to juggle school, family and work obligations.

WHERE SUPPORT MEETS SUCCESS

Great Falls College's low student-to-faculty ratio of 14:1 means you are able to develop close relationships with your classmates and instructors with personalized attention.

WHERE YOU SHAPE YOUR FUTURE

Explore more than 20 career pathways. Earn a certificate or degree or, when you're ready, transfer to a four-year college or university with ease.

14:1
STUDENT: FACULTY

100+
ONLINE CLASSES

20+ PATHWAYS

BUSINESS & ACCOUNTING
COMPUTER TECHNOLOGY
EDUCATION
HEALTH PROFESSIONS | SOCIAL SCIENCES | TRADES
TRANSFER PROGRAMS | WORKFORCE TRAINING

8+

STUDENT CLUBS
& ORGANIZATIONS

8-WEEK ADVANTAGE

CLASSES OFFERED IN 8-WEEK SESSIONS FOR
GREATER FLEXIBILITY

**STUDENT SUPPORT
PROGRAMS**

FREE TUTORING | ACCESSIBILITY SERVICES
CARE PROGRAM | MILITARY FAMILY CENTER
NATIVE AMERICAN ENRICHMENT CENTER
STUDENT FOOD PANTRY
TECHNOLOGY ASSISTANCE CENTER



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gfcmsu.edu // 406.268.3700
admissions@gfcmsu.edu

Questions? Learn more by contacting us!



**YOUR PATH TO
SUCCESS STARTS HERE:**
20+ PATHWAYS TO CHOOSE FROM!

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EDUCATION
HEALTH PROFESSIONS
SOCIAL SCIENCES
TRADES
TRANSFER PROGRAMS
WORKFORCE TRAINING



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OTTER PRIDE

GREAT FALLS COLLEGE



Strategic Plan Goal Update

Applicant to Enrolled

	2023	2024* *enrolled #'s after Block B	Goal (by 2027)
New	150/722= 21%	*/810 applicants	50%
Transfer	124/251= 49%	*/277 applicants	65%
Readmit	91/171= 53%	*/151 applicants	80%

Important to note:

- Many students who complete an application on Apply MT do not intend to enroll



Strategic Plan Goal Update

PILLAR 1: Inclusivity

Remove barriers & provide support

Goal: Contribute to student success and retention by expanding orientation and welcome week activities.

Measurement: All new students can access orientation and welcome events.

Still working on...

- Continually implementing Welcome Week and orientation events and activities
- Trying to determine how to provide the information to online students
- Exploring membership in national organizations that specialize in online student orientation



Strategic Plan Goal Update


PILLAR 1: Inclusivity
Remove barriers & provide support

Goal: Create excitement for campus activities and events.

Measurement: Increase number of participants who attend Opening Day(s), College in a Day & Native Youth Preview Day.

	2023	2024
Fall Opening Day	75	85
Spring Opening Day	65	55
College in a Day	65	84
Native Youth Preview Day	50	TBD


**this goal reporting will change next year as Recruitment & Enrollment reports prospective-focused events and Student Engagement reports student-focused events*



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StAR Committee

Forging Futures – Target Metric Updates



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StAR Committee

Target metric I1.1a

I1.1a: By 2027, 75% of degree-seeking students will complete college-level math within one year.

Year 1 – **Met target**
Target: 55% Actual: 55%

Year 2 – **Did not meet target**
Target: 60% Actual: 46%

Full report available on [Tableau Server](#)



Target metric I1.1b

I1.1b: By 2027, 85% of degree-seeking students will complete college-level writing within one year.

Year 1 – **Did not meet target**

Target: 79% Actual: 70%

Year 2 – **Did not meet target**

Target: 80% Actual: 62%

Full report available on [Tableau Server](#)



Target metric I1.4a

I1.4a: By 2027, proportion of underrepresented degree-seeking students to complete college-level math within one year will increase by twenty-five percentage points.

American Indian or Alaska Native

Year 1 – **Almost met target**

Target: 31% Actual: 30%

Year 2 – **Met target**

Target: 36% Actual: 36%

Male

Year 1 – **Almost met target**

Target: 56% Actual: 55%

Year 2 – **Did not meet target**

Target: 61% Actual: 54%

Full report available on [Tableau Server](#)



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Appendix F

2022-27 STRATEGIC PLAN

FORGING FUTURES



Inclusivity

- Clear the path for students to accomplish their educational goals
- Foster an environment that expands enrollment and celebrates student resilience
- Create excitement for campus activities and events



Opportunities

- Distinguish Great Falls College by building brand recognition and community awareness through consistent design and promotion
- Intentionally target populations to support strategic initiatives of Great Falls College
- Develop opportunities to connect alumni with one another and Great Falls College



Excellence

- Seek and encourage efficiency and innovation in the work of the college
- Align human, physical and/or financial resources to support strategic plan initiatives

Year Two Report

Mission

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

Vision

The vision of Great Falls College MSU is to strengthen communities through excellence, innovation, and collaboration.

History and Framework

Strategic plans are a way to operationalize our mission and measure mission fulfillment while focusing energy and resources to strategic priorities. Including campus-wide input in strategic planning is a best practice, so the Executive Council attended several campus meetings in fall 2021 (Faculty Senate, Staff Senate, Joint Directors, Business Operations, Academic Affairs Team, and Student Government) and asked what areas of improvement the College could work on in the next five years. From those comments, the Executive Council identified three themes (later to be named *pillars*): Inclusivity, Opportunities, and Excellence. They also used the feedback to describe each of these pillars and identify objectives within the (later named *strategic plan goals*).

For each strategic plan goal, the Executive Council drafted metrics to make them measurable and asked the Strategic Analysis and Reporting committee (StAR) to review them and prepare a final draft, as well as identify target metrics for each. The StAR committee revised the metrics, asked for campus feedback in April 2022, and then the Executive Council approved them on May 9, 2022. The StAR committee then gathered and reviewed available baseline data, drafted target metrics, asked for campus feedback, and College Council approved the target metrics on February 13, 2023 (for pillar 3), April 18, 2023 (for pillar 1), and October 13, 2023 (for pillar 2).

Strategic Initiatives

Once the plan was finalized the next step was to identify strategic initiatives so all units and committees set strategic goals that aligned to the new strategic plan, which the College Council named *Forging Futures*. A report that shows all strategic goals aligned to pillars, strategic plan goals, and metrics is available on Tableau Server:

https://tableau.mus.edu/#/site/greatfalls/workbooks/2366?:origin=card_share_link.

All strategic goals are submitted to the StAR committee for review, and progress updates are submitted bi-annually via strategic action plans. The StAR committee compiles all strategic action plans and will share them with the College Council bi-annually, with the first report being shared in April 2024. A brief report showing how far along units and committees are with their strategic goals is available on our website:

https://www.gfcmsu.edu/about/Planning/goal_progress.html.

The StAR committee annually reviews the strategic goal-setting and reporting process to seek process improvements and identified two improvements: 1) all *new* strategic goals will need to align to a pillar, strategic plan goal, and metric; and 2) all *new* multi-year strategic goals will require annual indicators. These two changes will only apply to any new strategic goal submitted after July 2024. The first improvement aims to align the work of all strategic initiatives directly to the measurements of the strategic plan and will help units and committees see what results they directly or indirectly influence. The second will support units and committees in identifying SMART goals and help assess how far along they are in completing their goal for the strategic action plans.

Resource Allocation

For fiscal years 2023 and 2024, the Business Office asked that any additional departmental budget requests must be aligned to the strategic plan. Also, in September 2023, the Executive Director of Operations created a strategic funding request form and asked that any unit or committee who had financial resource needs for their strategic initiatives, and anyone with ideas for recruitment, retention, or completion initiatives could request funding. The Executive Council reviewed all requests and priority was given to strategic initiatives or any other ideas that aligned with the strategic plan. The projects that were funded included recruitment materials for Admissions, onboarding software for Human Resources, and new furniture for the atrium and Student Engagement Office.

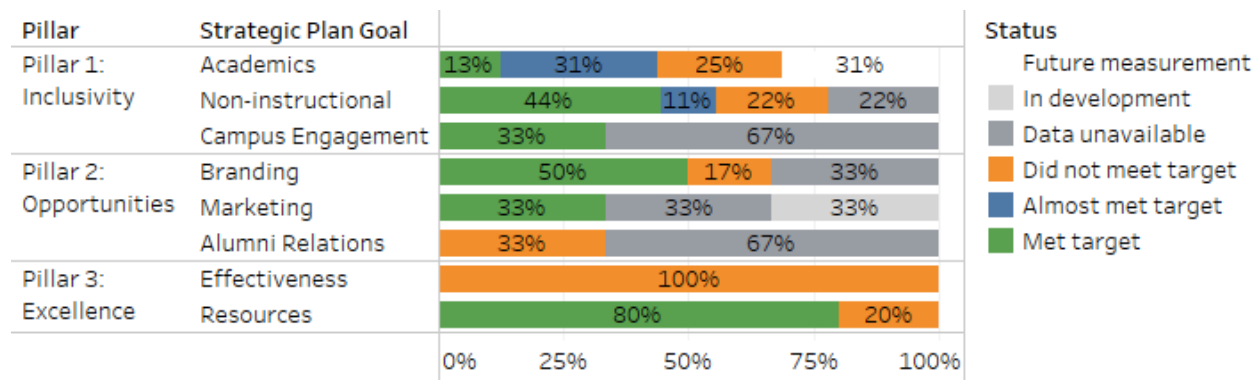
Assessment of Target Metrics

There are 46 target metrics within *Forging Futures* that are monitored by the StAR committee annually. To measure progress, the StAR committee has defined that meeting, or almost meeting, at least 70% of the annual target metrics in year five is one way in which we can measure mission fulfillment.

Year One

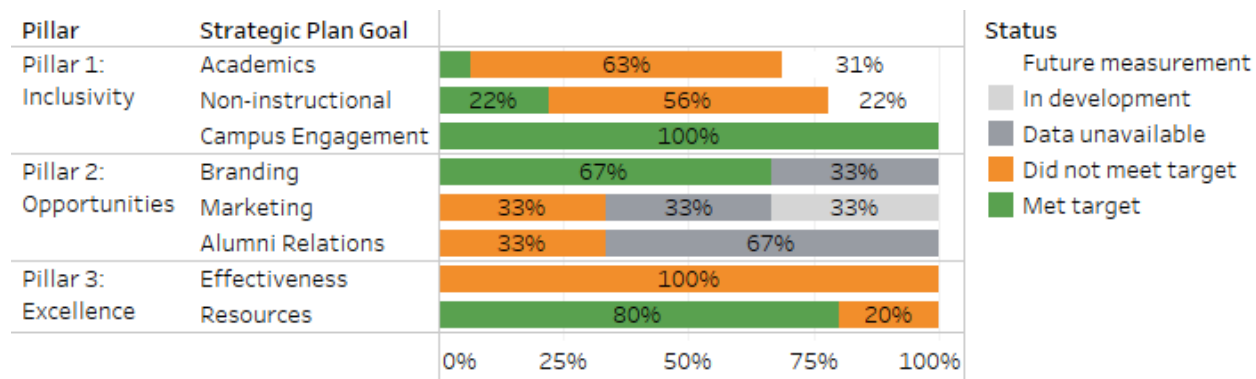
As of August 2024, the College met 33% (n= 15), almost met 13% (n= 6), and did not meet 22% (n= 10) of the target metrics for year one (academic year 2022-23). Another 33% (n= 15) of the target metrics did not have data available, was a future measurement, or the

reports were still in development. In year one, the College met, or almost met, 46% of the target metrics. The image below shows the status of all target metrics by pillar and strategic plan goal as of August 23, 2024.



Year Two

As of August 2024, the College met 30% (n= 14), almost met 0% (n= 0), and did not meet 41% (n= 19) of the target metrics for year two (academic year 2023-24). Another 28% (n= 13) of the target metrics did not have data available, was a future measurement, or the reports were still in development. In year two, the College met, or almost met, 30% of the target metrics. The image below shows the status of all target metrics by pillar and strategic plan goal as of August 23, 2024.



To be on track to reach the goal of having met or almost met 70% of the target metrics in year five, the College needed the percentage to be at least 52% in year two.

Recommendations from the StAR Committee

Forging Futures was developed by gathering campus input to create an inclusive strategic plan. The strategic goal setting and reporting process was new to the College, so there have been many best practices identified and lessons learned. To preserve this knowledge for future strategic plans the StAR committee makes the following recommendations:

- 1) A one-page strategic plan. The College should aim to fit all pillars, strategic plan goals, and metrics onto one page. With three pillars, eight strategic plan goals, and 27 original metrics (three were removed on October 13, 2023), *Forging Futures* is three pages long. Including the 46 target metrics, it is over four pages long. Fewer strategic plan goals and metrics will help focus the College's resources and efforts to key strategic areas.
- 2) Target metrics with existing baseline data. Thirty-three of the 46 target metrics (72%) were brand new measurements. This means that processes for data collection, reference tables, and dashboards all needed to be created before baseline data could be available-- and baseline data was not available for all target metrics before they were finalized. With only one person doing this institutional research, it took two academic years to provide results for the available target metrics in year one. For future plans, no more than 25% of the target metrics should be new measurements. Instead, the College should examine existing measurements and institutional reports to identify gaps and select which to focus on for future plans.
- 3) Inclusive strategic plan goals and metrics. *Forging Futures* metric E1.1, Increase the number of process improvements implemented each academic year, allows any unit or committee to align their work to the strategic plan. Every strategic plan should have such an inclusive metric.

Appendix G

Identifying Peer Groups

The Strategic Analysis and Reporting committee considered the following variables to identify its national and regional peers.

- Data from IPEDS
 - % American Indian or Alaska Native
 - % White
 - % Women
 - # Total 12-month enrollment
 - # Full-time, degree-seeking first-time (New) students
 - # Full-time, degree-seeking transfer students
 - # Full-time, degree-seeking continuing students
 - # Full-time, non-degree including high school students
 - # Part-time, degree-seeking first-time (New) students
 - # Part-time, degree-seeking transfer students
 - # Part-time, degree-seeking continuing students
 - # Part-time, non-degree including high school students
 - % Students exclusively in distance education in fall
 - % Students in one or more distance education courses, but not all, in fall
 - % Students not in any distance education courses in fall
 - % Students exclusively in distance education in 2021-22
 - % Students in one or more distance education courses, but not all, in 2021-22
 - % Students not in any distance education courses in 2021-22
 - % Degree-seeking awarded Federal Pell grants in 2021-22
 - % Distributed of core revenues by source – tuition & fees, state appropriations, local appropriations, gov. grants & contracts, private gifts, grants & contracts, investment returns, other core revenues, instruction, research, public service, academic support, institutional support, student services, other
 - Expenses for salaries & wages as % of total expenses by function FY 2022 – total core expenses, instruction, research, public service, academic support, student services, institutional support, other core
 - # Full-time equivalent staff – instructional
 - Student-to-faculty ratio

- Data from the National Center for Education Statistics College Navigator, <https://nces.ed.gov/collegenavigator/>
 - Carnegie Classification and public or private, undergraduate profile, and size & setting classification
 - High school students enrolled in credit courses, 2022-23
 - Full-time total faculty fall 2022
 - Part-time total faculty fall 2022
 - Total enrollment (all undergraduates) fall 2022
 - Attendance status % part-time and full-time
 - Academic programs offered
 - Varsity athletic teams (yes/no)

Appendix H

D.R.E.A.M. Meeting Agenda

May 14, 2024 | 10:00 am – 11:00 am | G2

Purpose Statement: Develop and facilitate implementation of campus-wide, sustainable strategies and practices to increase student persistence in support of the college’s student retention, completion, and strategic enrollment management goals, including closing equity gaps. The goals will align with the strategic plan, and college and community needs.

Members:

Executive Director of Instruction & Student Success, Assistant Director of Enrollment and Retention, Director of Academic Support & Accessibility, Director of Advising and Career Center, Director of Student CARE, Faculty at Large – 2

Agenda			
Time	Topic	Responsible	Notes
5 min	Call to order	Charla Merja	
5 min	Approval of DREAM Notes	Charla Merja	Approved as presented.
20 min	Data Gathering – update on goals https://www.gfcmu.edu/ir/ Review Mission Fulfillment Indicators for Student Success (need to look at Underrepresented Populations and Fiscal Year Completions) <ul style="list-style-type: none"> • MFI #2a • MFI #2b • MFI #3 • MFI #6a • MFI #6b • MFI #7 • MFI #8 	Charla Merja Leanne Frost	Charla will ask Eleazar for clarification on several definitions, such as “underrepresented” and “incoming” and “new.” DREAM can then make sure the EAB questions address the same “underrepresented” students. Once defined and more data gathered, DREAM will create a specific action plan for groups needing additional support to help the campus meet its key performance indicators (KPI).
20 min	EAB Navigate Student Intake Survey <ul style="list-style-type: none"> • Data we can’t get from other sources. • What questions do we want to ask students? • When do we want to ask? • How do we ask the questions – EAB, D2L, Canvas, student email? • What do we do with the data? 	Everyone	EAB can send students an automatic email & Elyssa can notify the appropriate emails based on student responses. The group finalized the EAB questions. Kathy and Josh will have students

	<ul style="list-style-type: none"> Do we want to refer students to services based on their responses? 		<p>review. Charla will find out more about how EAB works. The EAB survey will be sent the Wednesday of the first week of the term. Group drafted D2L questions, discussed asking every 4 weeks to cover the semester, Elyssa to send first 2 questions to targeted new students through EAB.</p>
5 min	Wrap Up – Next Steps		<p>Need language for EAB referrals and introduction to the questions. Need to finalize the timeline for EAB survey. See notes above for additional follow-up steps.</p>

Parking Lot:
Design Dashboards

D.R.E.A.M. Meeting Agenda
August 14, 2024 | 2:30 - 4:30 pm | R281

Purpose Statement: Develop and facilitate implementation of campus-wide, sustainable strategies and practices to increase student persistence in support of the college’s student retention, completion, and strategic enrollment management goals, including closing equity gaps. The goals will align with the strategic plan, and college and community needs.

Members:

Executive Director of Instruction & Student Success, Assistant Director of Enrollment and Retention, Director of Academic Support & Accessibility, Director of Advising and Career Center, Director of Student CARE, Faculty at Large – 2

Agenda			
Time	Topic	Responsible	Notes
2 min	Call to order	Charla Merja	
3 min	Approval of DREAM Notes	Charla Merja	Approved as presented.
20 min	Data Gathering – update on goals Review Mission Fulfillment Indicators for Student Success (need to look at Underrepresented Populations and Fiscal Year Completions) <ul style="list-style-type: none"> • MFI #2a • MFI #2b • MFI #3 • MFI #6a • MFI #6b • MFI #7 • MFI #8 • Definitions: Underrepresented - Pell recipients, American Indian, veteran and non-traditional (age 25 and over) students Incoming - New, transfer (full & part-time) New - those whose first college of attendance after high school completion is GFC	Charla Merja Leanne Frost	DREAM appreciates the student type definitions. DREAM would like to see the completion data by program, especially for underserved students, to look for patterns and identify supports for students. Charla will talk to StAR about revising the metric for MFI 6b – 250 underserved/300 total credentials awarded seems high.

60 min	<p>EAB Navigate Student Intake Survey</p> <ul style="list-style-type: none"> • Finalize Questions • Referral Language (see example below) 	Everyone	<p>Charla conducted a trial survey this summer. Learned some things. Questions: add example for Disability Services Next step: write the automated reply message students will receive to refer them to our support service areas, including links- assigned to areas, due to Charla Aug. 30 Timeline for distribution: Send week 1 or 2 of semester, additional questions 2nd block & new students 2nd block, periodic D2L questions</p>
	<ul style="list-style-type: none"> • Basic Needs Survey Results 		<p>Sent to 563 students, 165 responded – highlights: 92% employed, 47% caring for a family member, 64% ran out of food & 73% worried will run out of food – but only 18% have used services. Charla will share at Sept. 13 all-faculty & prepare handout for program orientations</p>
30 min	<p>2024-25 Goals</p> <ul style="list-style-type: none"> • Goal: Create campus retention plan. Indicator: Finalized retention plan is fully integrated into campus operations. • Goal: Contribute to student success by ensuring campus communications to students are clear and accessible. Indicator: All identified units have revised their applicable official campus communications and have a process for review. 	Everyone	<p>*Charla to write draft retention plan based on today’s discussion. Present at next DREAM meeting. Send ideas to Charla by Sept. 3. *Campus communications guidelines are in College Council. Josh will send to Joint Directors as a reminder to use.</p>

5 min	Wrap Up – Next Steps – Convocation Presentation - Retention		*5 or 3-year retention averages & underserved populations * Basic Needs Survey * Next steps
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Parking Lot:
Design Dashboards

D.R.E.A.M. Meeting Agenda

September 25, 2024 | 10:00 - 11:00 am | R278

Purpose Statement: Develop and facilitate implementation of campus-wide, sustainable strategies and practices to increase student persistence in support of the college's student retention, completion, and strategic enrollment management goals, including closing equity gaps. The goals will align with the strategic plan, and college and community needs.

Members:

Executive Director of Instruction & Student Success, Assistant Director of Enrollment and Retention, Director of Academic Support & Accessibility, Director of Advising and Career Center, Director of Student CARE, Faculty at Large –

2

Agenda			
Time	Topic	Responsible	Notes
2 min	Call to order	Charla Merja	
3 min	Approval of DREAM Notes	Charla Merja	Approved
30 min	<p>Data Gathering – update on goals</p> <p>Review Mission Fulfillment Indicators for Student Success</p> <ul style="list-style-type: none"> • MFI #2a (3-year average f2f ret rate incoming) • MFI #2b (3-year avg f2f ret rate underrep incoming) • MFI #3 (3-year avg f2f ret rate new students) • MFI 5a (Successful completion of college math 1st yr) • MFI 5b (Successful completion of college WRIT 1st yr) • MFI #6a (3 yr avg # cert/degrees awarded) • MFI #6b (3 yr avg # cert/degrees awarded underrep) • MFI #7 (grad rates of assoc, fall ft/ft with in 3 yrs) • MFI #8 (grad rates of cert, fall ft/ft 150% normal) <p>Definitions: Underrepresented - Pell recipients, American Indian, veteran and non-traditional (age 25 and over) students Incoming - New, transfer (full & part-time) New - those whose first college of attendance after high school completion is GFC</p>	Charla Merja Leanne Frost	MFIs align to Performance Based Funding (PBF). After further investigation, it was determined that Math and Writing pass rates haven't changed. Eleazar provided additional information to DREAM about MFIs and PBF. DREAM will continue to monitor these numbers.

10 min	EAB Navigate Student Intake Survey <ul style="list-style-type: none"> Distribution 	Everyone	Survey is live. Responses will be sent based on the schedule submitted to Kevin (Navigate).
10 min	<p>2024-25 Goals</p> <ul style="list-style-type: none"> Goal: Create campus retention plan. Indicator: Finalized retention plan is fully integrated into campus operations. Goal: Contribute to student success by ensuring campus communications to students are clear and accessible. Indicator: All identified units have revised their applicable official campus communications and have a process for review. Campus Communication 	Everyone	
5 min	Wrap Up – Next Steps –		

Parking Lot:
Design Dashboards

Social Sciences Data Day 2024

April 2024

In Progress

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

Identified Action	Measures	Targets	Results
<p>1 Data Day Instructions</p> <p>Based on the data you reviewed from Data Day, enter one of your identified actions below.</p> <p>Outcome has action plan</p> <p>1.1 Obtain specific data re course withdrawal rates, student ghosting rates and advising intervention success rates to better understand factors affecting student retention. Make sure your identified action describes the intent.</p> <p>ACTION PLAN DUE no due date set</p>	<p>1.1.1 Obtain data from Eleazar that will give instructors a better understanding of why students don't successfully complete a course. This information can then be used to modify instructional methods and materials. and better meet the needs of students.</p> <p>Title of the tool/instrument/indicator used to measure achievement of the outcome. This space can be used for a longer description of the measure (i.e., the data collection instrument) for context and clarity.</p>	<p>1.1.1.1 Short description of the target Establish the # or % that would indicate success in meeting the outcome.</p>	<p>This is where the data collected are entered to compare to the established target.</p> <p>ANALYSIS/REFLECTION</p> <p>Long text field to reflect on the results and identify the implications for the implementation of the action plan. Identify recommendations for next steps.</p>

Identified Action	Measures	Targets	Results
<p>Outcome has action plan</p> <p>1.2 Create video instructions for online assignments.</p> <p>ACTION PLAN DUE no due date set</p>	<p>1.2.1 Improve average grade for the assignment by 10%</p>		

Social Sciences Alert/Cases Data

Summary	Number of Alerts and Students	Closed Reasons	Final Grades
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This report includes alert/case data for students who received an alert on one or more social science courses during the term. If any of these students also received alerts for courses outside of the social sciences, the alert/case information for those other courses are included as well.

Sources: EAB Navigate alert and case reports, GradesFirst case reports, Montana University System data warehouse course table, Registrar's Office final grade report

Social Sciences Alert/Cases Data

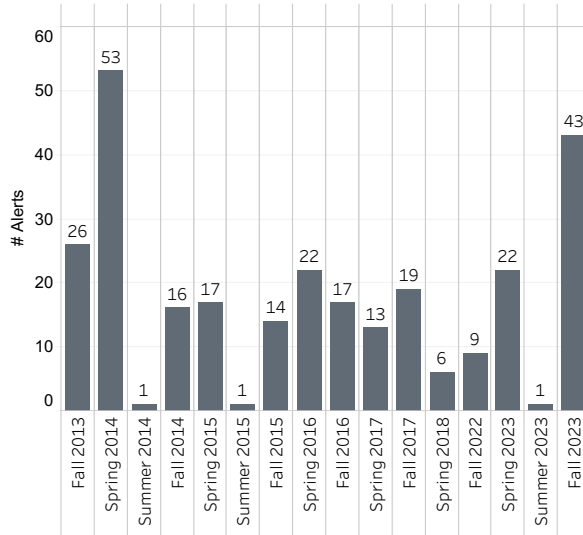
Summary	Number of Alerts and Students	Closed Reasons	Final Grades
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The number of alerts submitted each term, as well as the unique number of students who received those alerts (unduplicated headcount). Since students can earn more than one alert each semester, the total number of alerts may be a higher value.

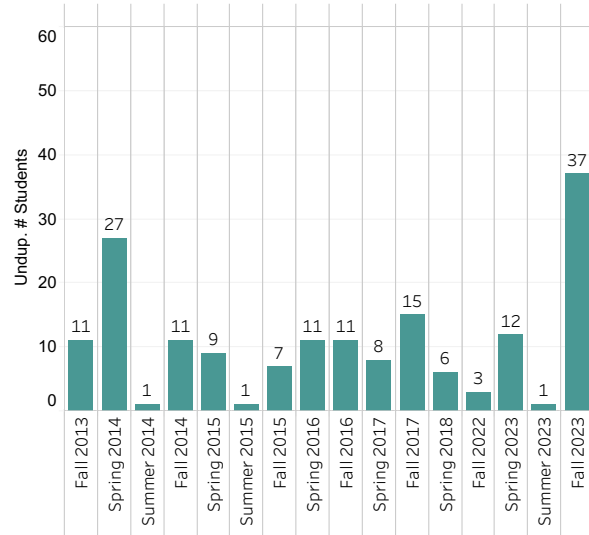
12.4 Closed Reason

All

Total Number of Alerts



Unduplicated Headcount



Social Sciences Alert/Cases Data

Summary	Number of Alerts and Students	Closed Reasons	Final Grades
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Case Outcomes for Social Science Students

The outcomes of each alert are categorized based on the reason the alert/case was closed.

Closed Reasons:

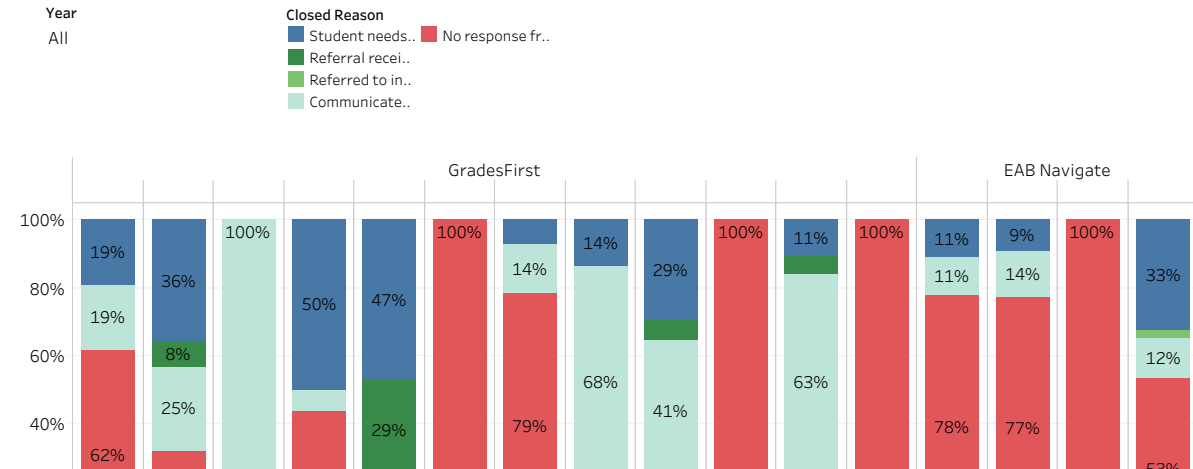
Students needs met - the advisor notes reflected that the student was dropped for no pay or no show, the student dropped the course or was switching to another section, or that the student indicated that they were now caught up with coursework.

Referral received - the advisor referred the student to services for on-campus or off-campus support.

Referred to instructor - the advisor referred the student to their instructor.

Communicated with student - the case notes described that the advisor was able to reach the student to discuss the alert.

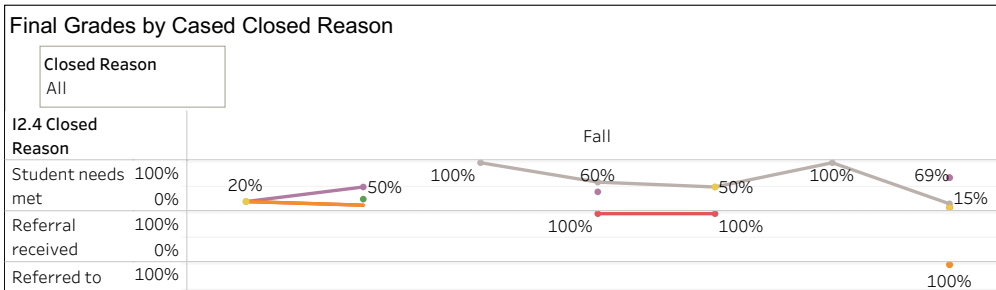
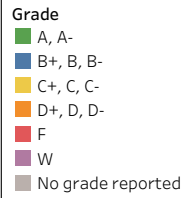
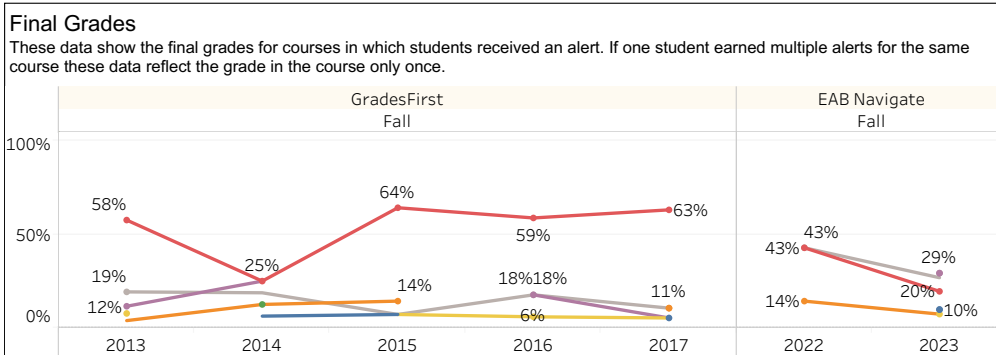
No response from student - the student did not respond to the communication from their faculty or advisor regarding the alert.



Social Sciences Alert/Cases Data

Summary	Number of Alerts and Students	Closed Reasons	Final Grades
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Semester
Fall





**GREAT FALLS
COLLEGE**

**MONTANA STATE
UNIVERSITY**

Academic Program Snapshots

AY 2023-24

Program Snapshot Legend

On each Program Snapshot, programs will be assessed in terms of 11 variables organized into four different sections:
(You can find the specific definitions of these variables on the Data Definitions page.)

Employment Outlook

- Annual median salary of program graduates*
- Percent of program graduates employed in-state
- Number of annual job openings within field in-state*
- Percent projected change in job openings*

Enrollment Outlook

- Average annual full-time equivalent (FTE)*
- Unduplicated headcount
- Transfer rate
- Retention rate*

Degrees Granted & Financial Impact

- Number of degrees granted*
- Financial impact per FTE*

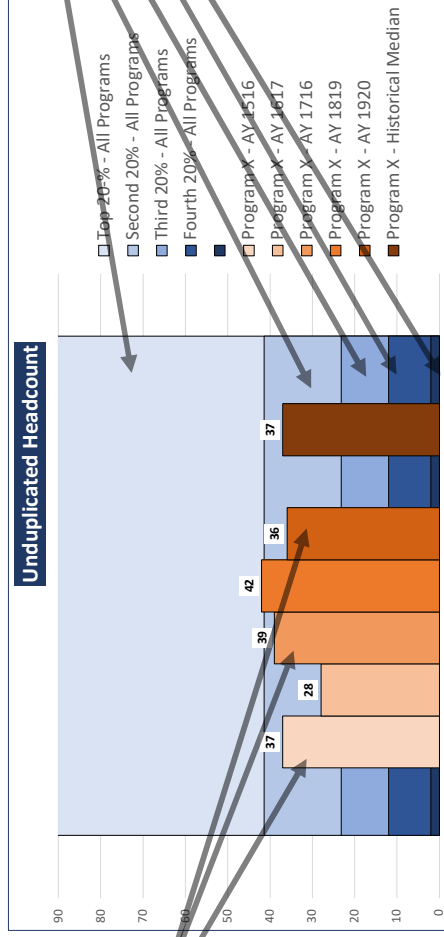
Program performance on each of these variables are graphed. The way you can interpret those graphs are explained below.

These bars depict how well your program performed on this measurement:

- Darker bars represent more recent years
- The darkest bar reflects the median program performance across 5 years

The blue background depicts how all other programs performed on this measurement:

- Top 20% of all programs
- 2nd top 20%
- Middle 20%
- 2nd lowest 20%
- Lowest 20%

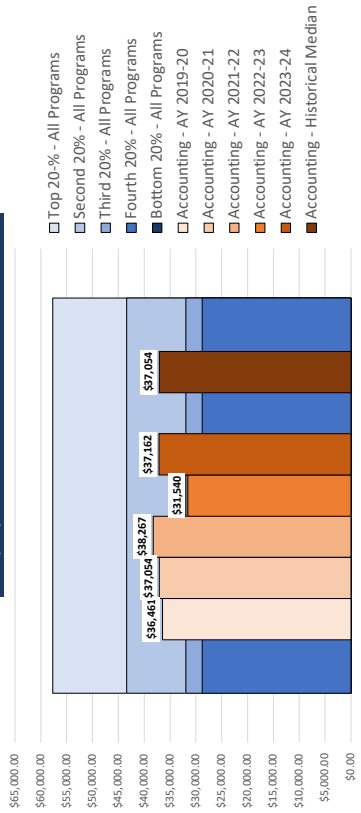


Summary:

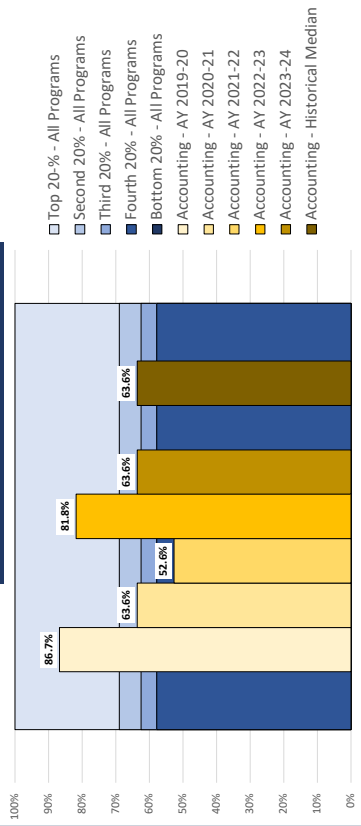
∅ Descriptions of the programs performance comparing their historical median to the median of all programs at GFC MSU.

Data Definitions	
Academic Year	Summer, Fall, and Spring terms (i.e. AY 2020-2021 includes Summer 2020, Fall 2020, and Spring 2021).
Program	A course of study that leads to a specific degree/certificate and occupational industry that students declare as their intended academic goal.
Pre-Program	A course of study consisting of pre-requisite courses to be completed before students can enter an academic program.
MT Job Openings - % Change	Percentage change in job openings between the two year window indicated (Source: Economic Modeling Specialists, Inc. using data sourced from the Dept. of Labor & Industry).
Total Annual Openings	The average number of job openings (both replacement and new openings) per year during the two years indicated (Source: Economic Modeling Specialists, Inc. using data sourced from the Dept. of Labor & Industry).
Unduplicated Headcount	Count of all unique students who were enrolled in each program as their primary major, as of the end of the terms, within the academic year. If any student changed their program during the academic year then they will be accounted for in all of the programs that they were declared.
Number of Degrees Granted	Number of degrees granted within the academic year.
Median Graduate Salary	Median salaries among those employed all four quarters within the state of Montana during the year following their graduation. Each year's metric tracks employment of the graduates from 2 academic years prior, not necessarily employed in-field. Data from MT Dept. of Labor & Industry tracked by each graduate's social security number.
Job Placement Rate	The percent of program graduates employed all four quarters within the state of Montana, during the year following their graduation. Each year's metric tracks employment of the graduates from 2 academic years prior, not necessarily employed in-field. Data from MT Dept. of Labor & Industry tracked by each graduate's social security number.
Transfer Rate	The proportion of program students from an academic year who subsequently transferred to any institution as of census date in the fall of the next academic year. Each year's metric tracks the students from the previous academic year to identify the proportion that transferred by the fall term of the current academic year.
Average Annual FTE	Sum of Summer, Fall, and Spring program FTE divided by 2. [FTE is the total number of credits divided by 15.]
Retention Rate	The proportion of program students during summer, fall, or spring terms who (1) were still enrolled for at least one credit as of census date in the fall of the next academic year, or (2) had completed a degree before the subsequent fall semester of the next academic year, or (3) had transferred to another institution to continue their higher education. Each year's metric tracks the students from the previous academic year to identify the proportion that were retained by the fall term of the current academic year.
Financial Impact per FTE	Annual program revenue minus program expenses, then divided by the average annual program FTE. Roughly determines the amount of money the college gains or loses per program FTE that year. Beginning in AY 2020-21, this calculation included overhead costs.
Financial Impact per Pre-Program	Annual program revenue minus program expenses for the pre-program (all students enrolled in the pre-program). Roughly determines the amount of money the college gains or loses per pre-program, on the whole. Beginning in AY 2020-21, this calculation included overhead costs.
Note about missing data	Sometimes programs have not been in place long enough to have collected data on a particular metric. For instance, wages of program graduates can take a number of years before the first set of data can be reported. When there are no data to report for a particular measurement, then there is a zero recorded. This is a 'false' zero in that the program did not perform poorly, but no performance could be measured. On the other hand, programs have meaningful zeros when measurements could be assessed and the program performed poorly on a particular measurement. Being that programs are often judged based upon the median of five years of data, 'false zeros', or the absence of data, do not affect the program's median so long as there is at least one year in which there were measurable outcomes to report (i.e., one year median, ignoring the prior years in which there are 'false' zeros or no data).

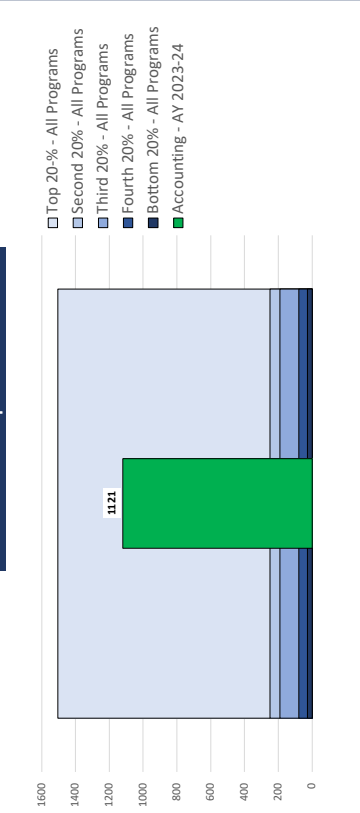
Annual Median Salary of Program Graduates Employed All 4 Quarters, Post-Graduation



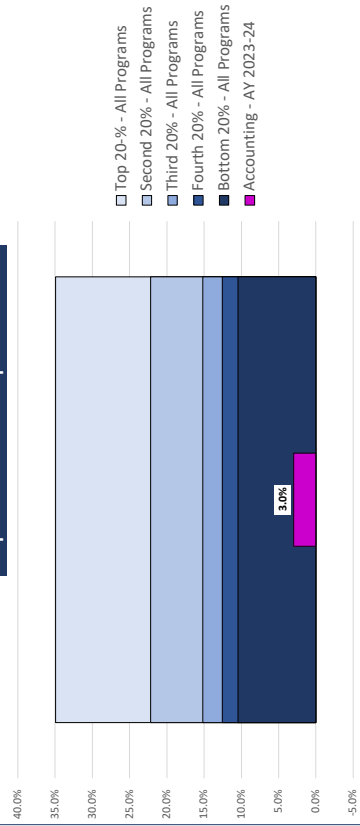
% of Program Graduates Employed In-State, All 4 Quarters Post-Graduation



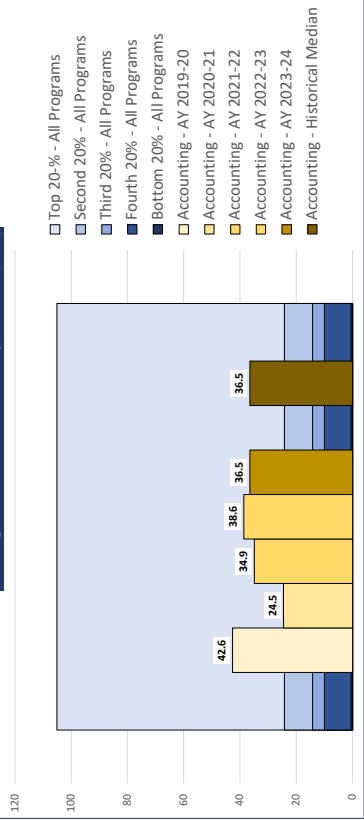
of Annual Job Openings in Montana Within Occupational Field



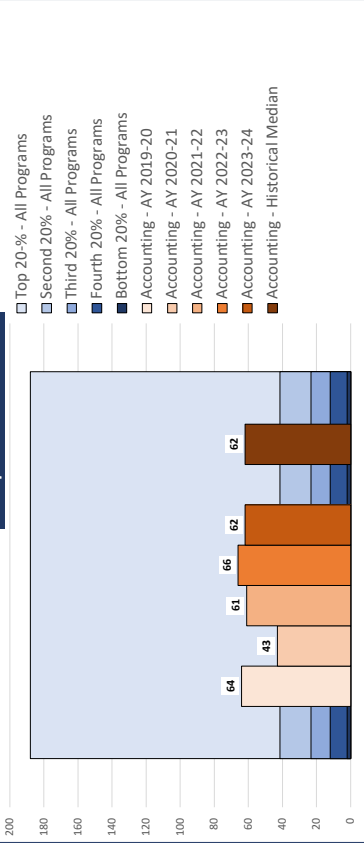
% Change of Job Openings in Montana Expected Within Occupational Field



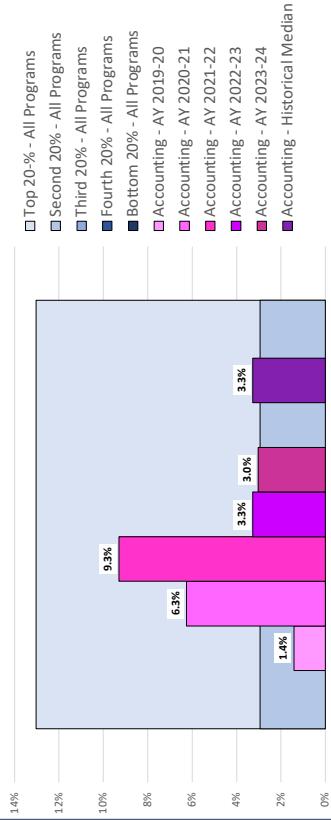
Average Annual Full-Time Equivalent (FTE)



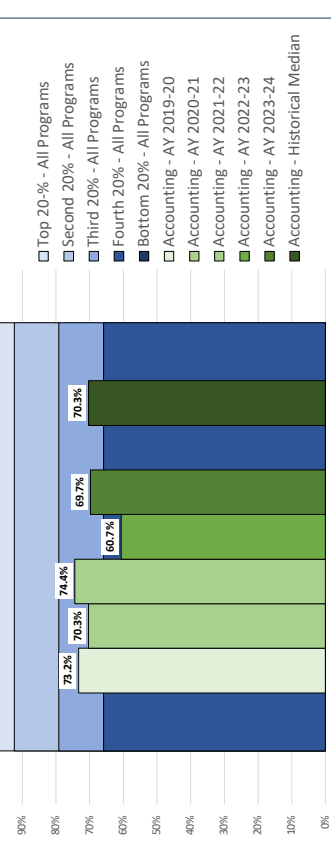
Unduplicated Headcount

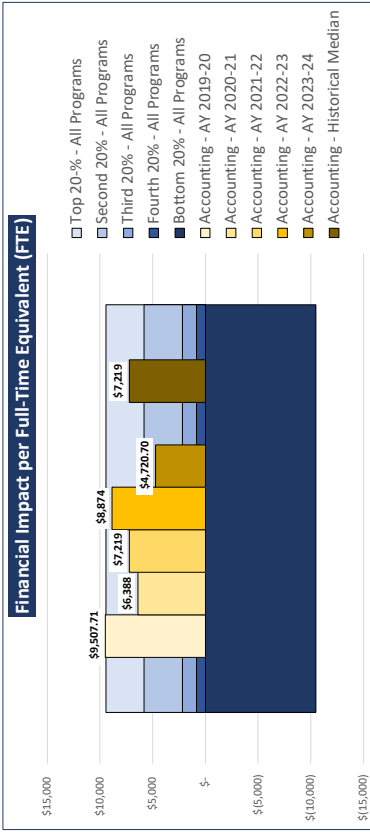
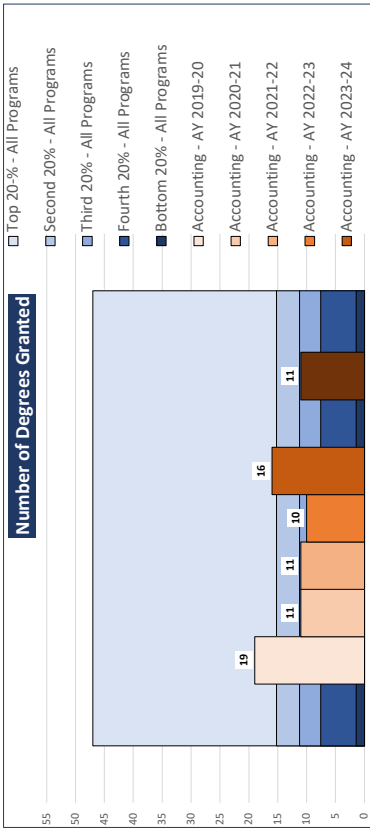


Transfer Rate



Retention Rate





Accounting ACCT AY 2023-24

Program Summary	MT Job Openings	MT Job Openings - % Change	Number of Degrees Granted	% of Grads Employed All 4 Quarters*	Annual Median Salary of Grads*	Ave. Annual FTE	Unduplicated Headcount	Retention Rate**	Transfer Rate***	Financial Impact per FTE
Accounting - AY 2023-24			16	63.6%	\$37,162	36.5	62	69.7%	3.0%	\$ 4,720.70
Accounting - AY 2022-23			10	81.8%	\$31,540	38.6	66	60.7%	3.3%	\$ 8,873.76
Accounting - AY 2021-22	1121	3.0%	11	52.6%	\$38,267	34.9	61	74.4%	9.3%	\$ 7,218.89
Accounting - AY 2020-21			11	63.6%	\$37,054	24.5	43	70.3%	6.3%	\$ 6,387.73
Accounting - AY 2019-20			19	86.7%	\$36,461	42.6	64	73.2%	1.4%	\$ 9,507.71
Accounting - Historical Median	1121	0.0%	11	63.6%	\$37,054	36.5	62	70.3%	3.3%	\$ 7,218.89
All Programs MEDIAN	188	14.1%	9	61%	\$30,434	12.1	21	70%	0.0%	\$ 2,023.00
Bottom 20% - All Programs	<= 27.8	<= 10.4%	<= 1.4	<= 0%	<= \$0	<= 0.56	<= 2	<= 0.0%	0.0%	<= \$ - 1209.00
Fourth 20% - All Programs	27.9 - 78.4	10.5% - 12.6%	1.5 - 7.6	0.1% - 57.8%	\$0.10 - \$28792.50	0.7 - 10.0	2.1 - 12	0.1% - 65.9%	0.0%	\$ -1209.00 - \$856.95
Third 20% - All Programs	78.5 - 191.2	12.7% - 15.2%	7.7 - 11.2	57.9% - 62.5%	\$28792.60 - \$31948.30	10.1 - 14.2	12.1 - 23.2	66.0% - 79.2%	0.1% - 0.0%	\$857.00 - \$2170.00
Second 20% - All Programs	191.3 - 248.6	15.3% - 22.2%	11.3 - 15.2	62.6% - 68.9%	\$31948.40 - \$43376.60	14.3 - 24.2	23.3 - 41.4	79.3% - 92.4%	0.1% - 2.9%	\$2170.00 - \$5826.93
Top 20% - All Programs	248.7 - 1504.0	22.3% - 34.9%	15.3 - 47	69.0% - 100%	\$43376.70 - \$57691.75.0	24.3 - 105.1	41.5 - 188	92.5% - 100%	3.0% - 13.0%	\$5826.90 - \$9445.19

All Program Quintiles

* Measurement on the graduating class two years prior and their earnings and placement the year after their graduation

** Measurement on the retention rate is on the previous years headcount and whether they were retained by the current year's fall semester

*** Measurement of transfer rate is on the previous years headcount and whether they have transferred by the current year's fall semester.

Appendix K

IAPRC Training

IAPRC timeline

The IAPRC timeline, located in the Program Review Handbook, specifies roles and responsibilities of stakeholders plus deadlines within the review cycle.

Self-study report

The self-study report is a two-part document. The first part of the self-study report is the data supplied by the Institutional Researcher and Registrar. The second part of the report is the program director's written response to a set of questions posed by the committee. The data points identified by the IAPRC map to the College's strategic plan. The weights used for tabulating scores have been supplied by the Executive team and correspond to MUS initiatives and campus priorities. The question set allows the program director to explain anomalies in program performance during the review cycle.

Institutional Researcher and Registrar's data

The following chart explains the criteria that each program will be assessed on, and the weight of each criteria in calculating the overall ranking of a program.

Internal Academic Program Review Scoring Matrix

Approved by Executive Team March 2016

Assessment Criteria	Approved Weight
Projected job openings/Job openings (AAS/CAS/CTS) OR Transfer rate (AA/AS/General Education Certificate)	10
Median wages for graduates employed all four quarters	15
Degrees/certificates production	30
Retention	30
Annual FTE	10
Financial Impact per FTE (Revenue minus Cost)/FTE	5

Program Director's written response to the committee's questions

The self-study report will also contain responses to the following questions (250 words per question max):

- What has happened since the last data were collected? That is, are there mitigating factors within the last year that would help the IAPRC make a decision for continuation, discontinuation, or continuation with modification?

- If there was dramatic improvement or decline in the last two years for one or more assessment criteria, what explains the changes?
- Do you have any reason to believe these numbers are incorrect? How or why?

Program Directors will meet with the Institutional Researcher, Registrar, and Finance office on an as-needed basis in order to understand the data and respond to the questions.

Presentation

The presentation of the self-study report to the IAPRC committee follows this format.

Institutional Researcher

First, the Institutional Researcher will present the data and answer questions (max 20 minutes).

Program Director

Then, the Program Director will present a review of the written response supplied to the committee as part of the self-study (max 15 minutes). The function of the Program Director's presentation is to address any need for clarification on the part of the IAPRC membership prior to making a recommendation (recommending a program for continuation, continuation with modification, or discontinuation).

Deliberation and recommendation

The IAPRC is tasked with forwarding a recommendation of a program for continuation, continuation with modification, or discontinuation to the CAO after deliberation.

This Program Review process was modeled after Prioritization. In Prioritization, we observed that the programs placing in the fifth quintile either performed poorly on the most heavily weighted criteria or performed marginally across all or most evaluative criteria. We expect the same to be true for this Program Review process: programs that perform poorly on retention and degree/certificate production, and those that underperform across all or most evaluative criteria, will rank lower and may face an IAPRC recommendation of continuation with modification or discontinuation.

Recommendations for discontinuation are solidly grounded in a fundamental mismatch of the program's performance on evaluative criteria with the College's strategic plan, community need (only Montana data related to vacancies and wages), and MUS initiatives.

Post-recommendation

The CAO may request additional information if the IAPRC makes a recommendation to continue a program with modification or discontinue a program. The Program Director will then work with the CAO in order to respond to questions or concerns. At that point, the Program Director may be asked to provide a narrative section for select assessment criteria in the self-study report in order to explain numeric trends, provide numeric context, or speak to relevant developments in MUS or College initiatives. The goal of these narrative sections is to aid the Executive Team in their decision-making (continuing the program, continuing the program with modification, or discontinuing the program). The

narrative is limited to 200 words per evaluative criteria. No supplemental data may be included by the Program Director in the narrative.

The final decision about any program comes from the Executive Team.

Checklist

This checklist was compiled using the timelines in the IAPRC handbook.

- O April: Attend scheduled training provided by IAPRC Chair
- O NO LATER THAN 15 October (for programs under current review): Receive program data. Ask questions, clarify, and check those data with Institutional Researcher/Registrar/Finance representative.
- O NO LATER THAN (about) 7 November .
 - o Answers to the following questions: 250 words max/per question
 - What has happened since the last data were collected? That is, are there mitigating factors within the last year that would help the IAPRC make a decision for continuation, discontinuation, or continuation with modification?
 - If there was marked improvement in the last two years in the program review criteria (dramatic improvement for one or more assessment criteria), what explains the changes?
 - Do you have any reason to believe these numbers are incorrect? How or why?
- O PRIOR TO SCHEDULED PRESENTATION OF SELF STUDY: Prepare presentation, including responses to the questions.
- O November: Deliver oral presentation of self-study to IAPRC at scheduled time, not to exceed 15 minutes
- O December: Receive/review final report from IAPRC

For programs with a recommendation of Continue with Modification:

- O January/February: Write improvement plan based on final report in consultation with Division Director and CAO
- O February: Submit improvement plan to Division Director and CAO as an action plan. Present any changes to program outcomes, course descriptions and course outcomes to the Curriculum Committee
- O March: Implement improvement plan or establish alternative timeline with Division Director/CAO
- O May: Meet with Division Director/CAO to discuss improvement plan progress
- O September: Brief Division Director/CAO on intermediate progress

Appendix L

AAS Accounting
Program Review Self-Study Report
November 6, 2020

1. What has happened since the last data were collected? That is, are there mitigating factors within the last year that would help the IAPRC make a decision for continuation, discontinuation, or continuation with modification?

Since the last data collection point, there have not been any significant changes to the AAS Accounting program. There is still one, full-time faculty member but now five adjunct faculty. The program curriculum has been modified slightly as needed to meet the needs of the community and profession as determined through collaboration with the advisory board and program director. The most recent curriculum change was the addition of an elective internship course, and to-date, five students have taken the internship course with five separate businesses throughout Cascade County.

2. If there was dramatic improvement or decline in the last two years for one or more assessment criteria, what explains the changes?

The most dramatic change, per the program snapshot, in the last year was a decrease in the transfer rate. This may be explained by better advising or more accurate coding in Banner as this degree is not intended to transfer, but there is often crossover between AAS Accounting and AA pre-business students, especially when students do not make the choice to pursue a bachelor's degree until after they are already several semesters in to the AAS program.

A concerning trend is the decreased enrollment in the program, despite continued efforts to promote the program through community outreach (i.e. Business Professionals of America events within the high schools), increased dual enrollment offerings, and marketing campaigns. This decreased enrollment is consistent with observed trends both at GFC and nationwide but is nevertheless, concerning.

3. Do you have any reason to believe these numbers are incorrect? How or why?

I don't believe there are any incorrect numbers, but there are some measures that don't reflect the full reach of the program. The Accounting Program consistently ranks very low in regard to the percentage change of job openings in Montana, but also consistently ranks very high for the number of annual job openings. Accounting is a well-established and stable profession that is not expected to experience growth that outpaces the overall growth of the economy, but this is because there are already so many established positions that will need to be filled due to normal employee attrition.

The percentage of graduates employed in-state also does not reflect the full reach of the program. As a fully online program, this degree is attractive to military spouses. However, many of these students do not plan to stay in Montana, or are already working from another out-of-state location. For example, the Spring 2020 cohort included two students located in Washington State and two military spouses that were planning to move out of state right after graduation. The program conducts an annual graduate survey to attempt to gather employment data like this on all students, including those working out of state.

Appendix M

Montana University
System PROGRAM REVIEW

Institution: Great Falls College Montana State University

Program Years: 2015-2021

List of the programs reviewed:

- Health Information Coding Specialist Certificate of Applied Science Degree
- Health Information Technology Associate of Applied Science Degree
- Accounting Associate of Applied Science Degree

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

Health Information Coding Specialist Certificate of Applied Science Degree

This program was approved for continuation with expectation for sustained performance.

Health Information Technology Associate of Applied Science Degree

This program was approved for continuation with expectation for sustained performance.

Accounting Associate of Applied Science Degree

This program was approved for continuation with expectation for sustained performance.

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

The program review process at GFC MSU evaluates each program by the following weighted variables:

Variables	% Weight
Degrees	30%
Retention	30%
Wages	15%
Job Openings	10%
FTE	10%
Financial impact per FTE	5%
TOTAL	100%

Health Information Coding Specialist Certificate of Applied Science Degree

This program was approved for continuation with expectation for sustained performance.

- The overall score is in the middle 20% of all GFC MSU programs
- Wages are in the top 40% of all GFC MSU programs
- FTE is in the top 40% of all GFC MSU programs
- Financial impact per FTE is in the top 20% of all GFC MSU programs

Enrollment and Graduation Numbers for each of the last seven years							
	AY 14/15	AY 15/16	AY 16/17	AY 17/18	AY18/19	AY19/20	AY20/21
Enrollment	20	15	37	36	36	29	38
Graduation	10	3	8	7	14	7	10

Health Information Technology (HIT) Associate of Applied Science Degree

This program was approved for continuation with expectation for sustained performance.

Due to the value of accreditation with the Commission on Accreditation for Health Informatics and Information Management Education, the committee recommended that the college continue to support the HIT accreditation requirement for two full-time faculty members. This requirement is currently met by HIT and HICS program directors.

- The overall score is in the top 20% of all GFC MSU programs
- Retention is in the top 40% of all GFC MSU programs
- Wages are in the top 40% of all GFC MSU programs
- FTE is in the top 40% of all GFC MSU programs
- The financial impact per FTE is in the top 20% of all GFC MSU programs

Enrollment and Graduation Numbers for each of the last seven years							
	AY 14/15	AY 15/16	AY 16/17	AY 17/18	AY18/19	AY19/20	AY20/21
Enrollment	54	56	63	61	51	48	34
Graduation	10	12	13	16	14	15	10

Montana University System
PROGRAM REVIEW

Accounting Associate of Applied Science Degree

This program was approved for continuation with expectation for sustained performance.

The committee recommended that the Program Director monitor and work with the advisory board to meet future community needs for graduates caused by anticipated workforce retirements.

- The overall score is in the top 40% (near the top 20%) of all GFC MSU programs
- The projected job openings are in the top 20% of all GFC MSU programs
- The FTE is in the top 20% of all GFC MSU programs
- The financial impact per FTE is in the top 20% of all GFC MSU programs

Enrollment and Graduation Numbers for each of the last seven years							
	AY 14/15	AY 15/16	AY 16/17	AY 17/18	AY18/19	AY19/20	AY20/21
Enrollment	54	62	72	78	71	64	43
Graduation	15	16	12	15	12	19	11



**GREAT FALLS
COLLEGE**

**MONTANA STATE
UNIVERSITY**

Academic Program Snapshots

AY 2023-24

Program Snapshot Legend

On each Program Snapshot, programs will be assessed in terms of 11 variables organized into four different sections:
(You can find the specific definitions of these variables on the Data Definitions page.)

Employment Outlook

- Annual median salary of program graduates*
- Percent of program graduates employed in-state
- Number of annual job openings within field in-state*
- Percent projected change in job openings*

Enrollment Outlook

- Average annual full-time equivalent (FTE)*
- Unduplicated headcount
- Transfer rate
- Retention rate*

Degrees Granted & Financial Impact

- Number of degrees granted*
- Financial impact per FTE*

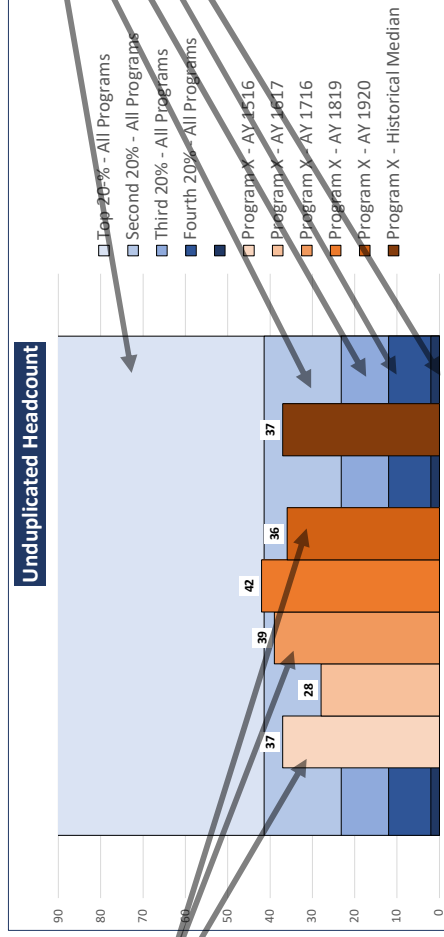
Program performance on each of these variables are graphed. The way you can interpret those graphs are explained below.

These bars depict how well your program performed on this measurement:

- Darker bars represent more recent years
- The darkest bar reflects the median program performance across 5 years

The blue background depicts how all other programs performed on this measurement:

- Top 20% of all programs
- 2nd top 20%
- Middle 20%
- 2nd lowest 20%
- Lowest 20%

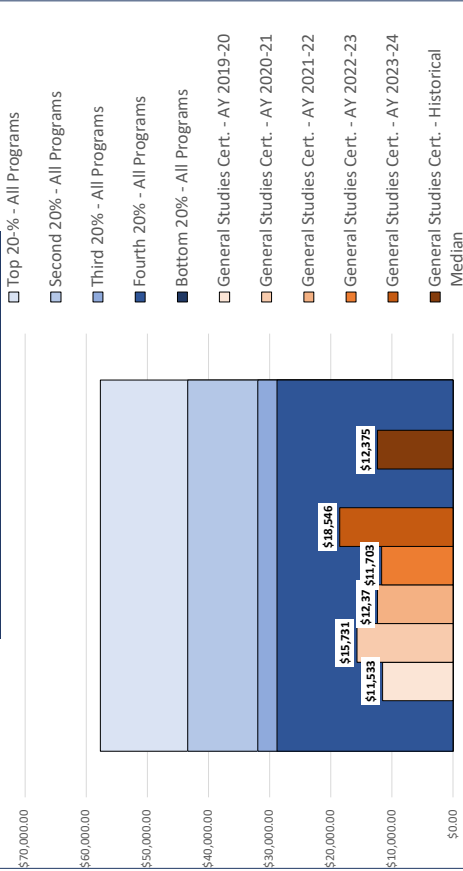


Summary:

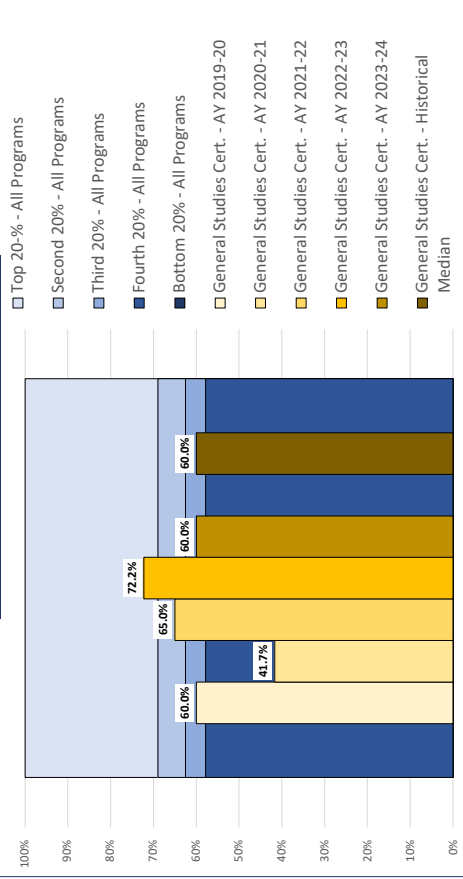
∅ Descriptions of the programs performance comparing their historical median to the median of all programs at GFC MSU.

Data Definitions	
Academic Year	Summer, Fall, and Spring terms (i.e. AY 2020-2021 includes Summer 2020, Fall 2020, and Spring 2021).
Program	A course of study that leads to a specific degree/certificate and occupational industry that students declare as their intended academic goal.
Pre-Program	A course of study consisting of pre-requisite courses to be completed before students can enter an academic program.
MT Job Openings - % Change	Percentage change in job openings between the two year window indicated (Source: Economic Modeling Specialists, Inc. using data sourced from the Dept. of Labor & Industry).
Total Annual Openings	The average number of job openings (both replacement and new openings) per year during the two years indicated (Source: Economic Modeling Specialists, Inc. using data sourced from the Dept. of Labor & Industry).
Unduplicated Headcount	Count of all unique students who were enrolled in each program as their primary major, as of the end of the terms, within the academic year. If any student changed their program during the academic year then they will be accounted for in all of the programs that they were declared.
Number of Degrees Granted	Number of degrees granted within the academic year.
Median Graduate Salary	Median salaries among those employed all four quarters within the state of Montana during the year following their graduation. Each year's metric tracks employment of the graduates from 2 academic years prior, not necessarily employed in-field. Data from MT Dept. of Labor & Industry tracked by each graduate's social security number.
Job Placement Rate	The percent of program graduates employed all four quarters within the state of Montana, during the year following their graduation. Each year's metric tracks employment of the graduates from 2 academic years prior, not necessarily employed in-field. Data from MT Dept. of Labor & Industry tracked by each graduate's social security number.
Transfer Rate	The proportion of program students from an academic year who subsequently transferred to any institution as of census date in the fall of the next academic year. Each year's metric tracks the students from the previous academic year to identify the proportion that transferred by the fall term of the current academic year.
Average Annual FTE	Sum of Summer, Fall, and Spring program FTE divided by 2. [FTE is the total number of credits divided by 15.]
Retention Rate	The proportion of program students during summer, fall, or spring terms who (1) were still enrolled for at least one credit as of census date in the fall of the next academic year, or (2) had completed a degree before the subsequent fall semester of the next academic year, or (3) had transferred to another institution to continue their higher education. Each year's metric tracks the students from the previous academic year to identify the proportion that were retained by the fall term of the current academic year.
Financial Impact per FTE	Annual program revenue minus program expenses, then divided by the average annual program FTE. Roughly determines the amount of money the college gains or loses per program FTE that year. Beginning in AY 2020-21, this calculation included overhead costs.
Financial Impact per Pre-Program	Annual program revenue minus program expenses for the pre-program (all students enrolled in the pre-program). Roughly determines the amount of money the college gains or loses per pre-program, on the whole. Beginning in AY 2020-21, this calculation included overhead costs.
Note about missing data	Sometimes programs have not been in place long enough to have collected data on a particular metric. For instance, wages of program graduates can take a number of years before the first set of data can be reported. When there are no data to report for a particular measurement, then there is a zero recorded. This is a 'false' zero in that the program did not perform poorly, but no performance could be measured. On the other hand, programs have meaningful zeros when measurements could be assessed and the program performed poorly on a particular measurement. Being that programs are often judged based upon the median of five years of data, 'false zeros', or the absence of data, do not affect the program's median so long as there is at least one year in which there were measurable outcomes to report (i.e., one year median, ignoring the prior years in which there are 'false' zeros or no data).

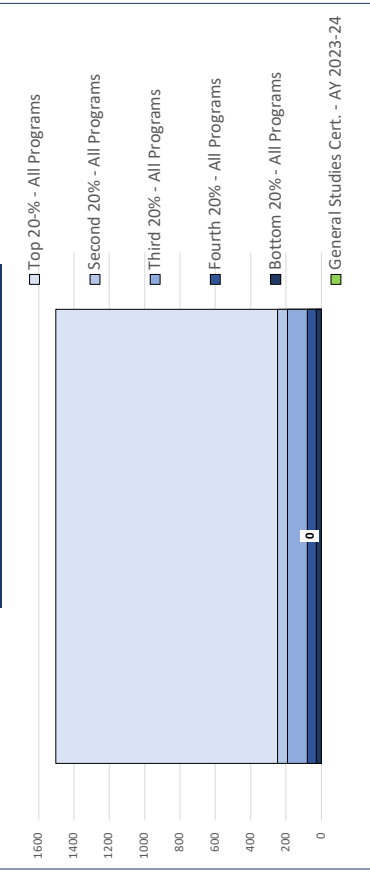
Annual Median Salary of Program Graduates Employed All 4 Quarters, Post-Graduation



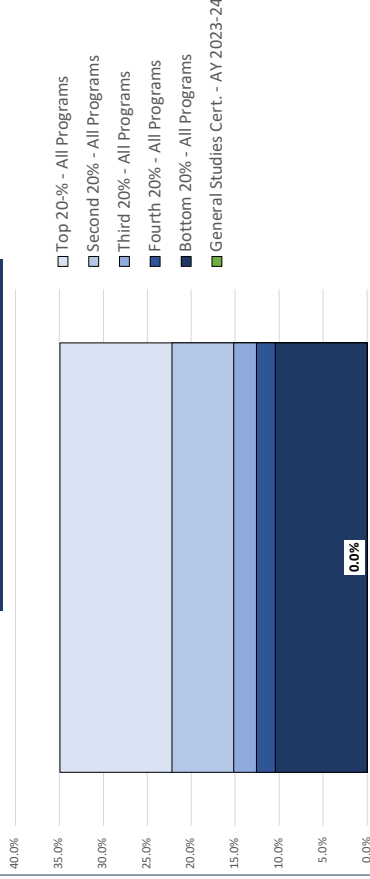
% of Program Graduates Employed In-State, All 4 Quarters Post-Graduation

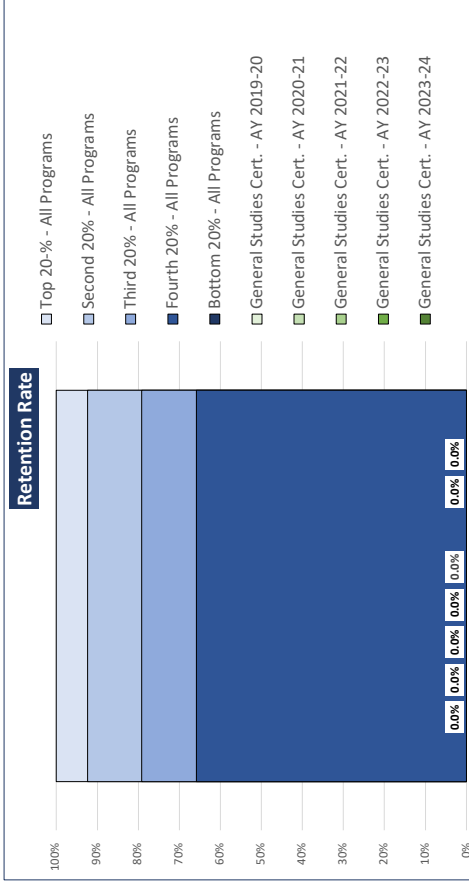
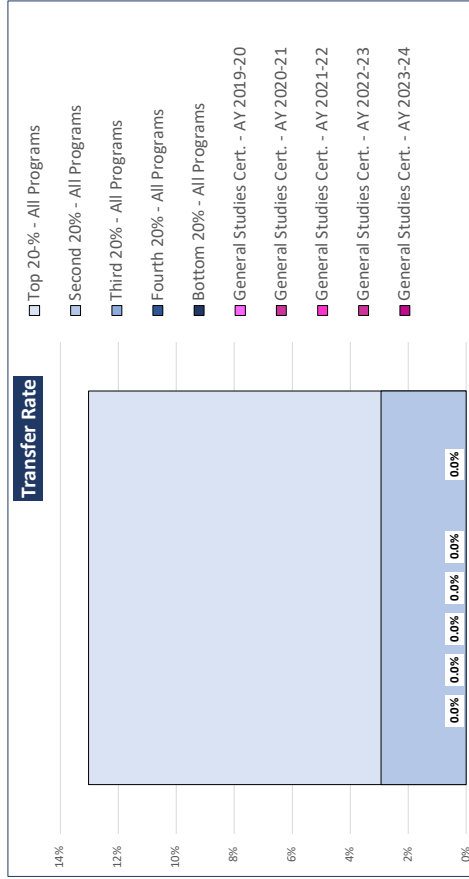
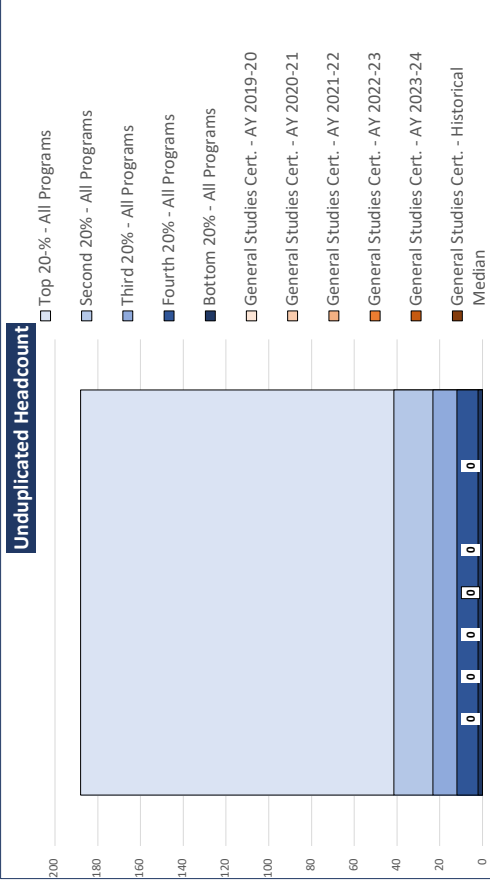
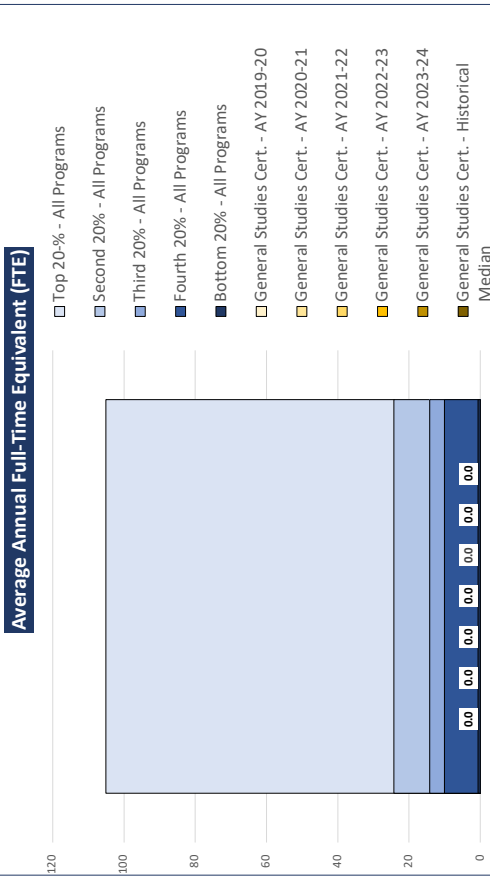


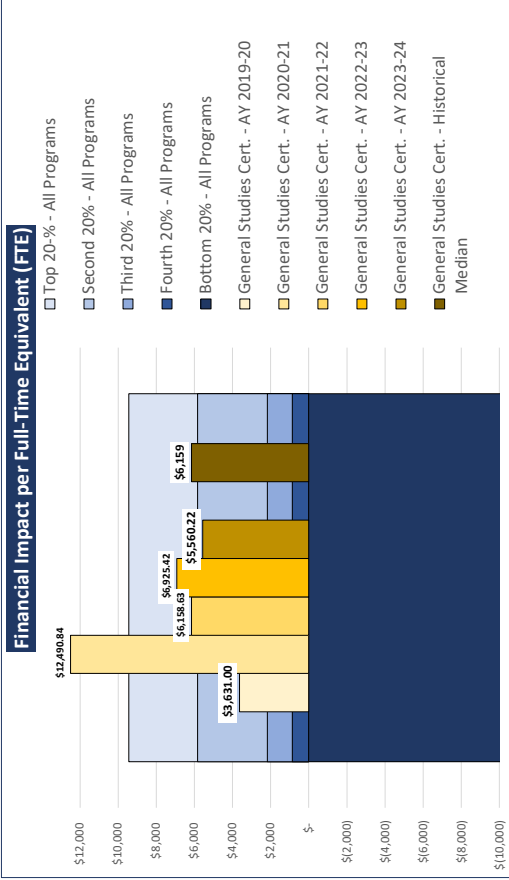
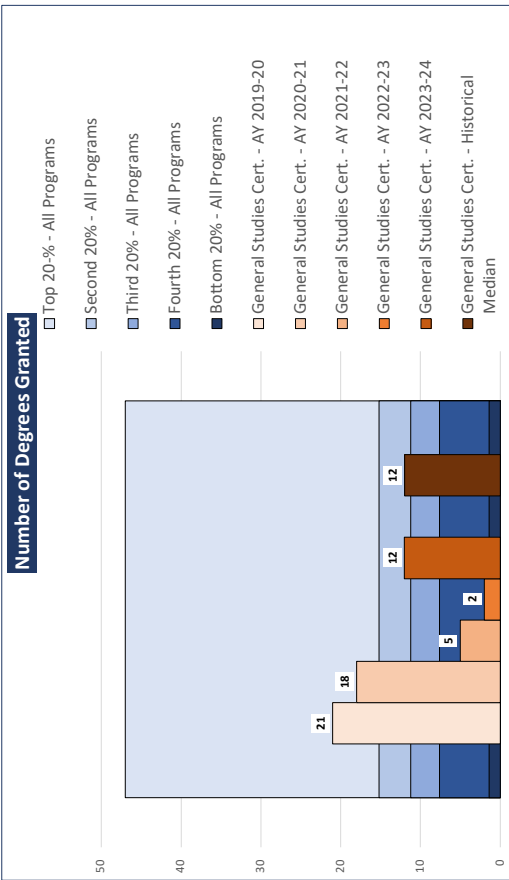
of Annual Job Openings in Montana Within Occupational Field



% Change of Job Openings in Montana Expected Within Occupational Field







General Studies Cert. GENS AY 2023-24

Program Summary	MT Job Openings	MT Job Openings - % Change	Number of Degrees Granted	% of Grads Employed All 4 Quarters*	Annual Median Salary of Grads*	Ave. Annual FTE	Unduplicated Headcount	Retention Rate**	Transfer Rate***	Financial Impact per FTE
General Studies Cert. - AY 2023-24			12	60.0%	\$18,546	0.0	0	0.0%	0.0%	\$ 5,560.22
General Studies Cert. - AY 2022-23			2	72.2%	\$11,703	0.0	0	--	--	\$ 6,925.42
General Studies Cert. - AY 2021-22	0	0.0%	5	65.0%	\$12,375	0.0	0	--	--	\$ 6,158.63
General Studies Cert. - AY 2020-21			18	41.7%	\$15,731	0.0	0	--	--	\$ 12,490.84
General Studies Cert. - AY 2019-20			21	60.0%	\$11,533	0.0	0	--	--	\$ 3,631.00
General Studies Cert. - Historical Median	0	0.0%	12	60.0%	\$12,375	0.0	0	0.0%	0.0%	\$ 6,158.63
All Programs MEDIAN	188	14.1%	9	61%	\$30,434	12.1	21	70%	0.0%	\$ 2,023.00
Bottom 20% - All Programs	<= 27.8	<= 10.4%	<= 1.4	<= 0%	<= \$0	<= 0.56	<= 2	<= 0.0%	0.0%	<= \$ - 1209.00
Fourth 20% - All Programs	27.9 - 78.4	10.5% - 12.6%	1.5 - 7.6	0.1% - 57.8%	\$0.10 - \$28792.5	0.7 - 10.0	2.1 - 12	0.1% - 65.9%	0.0%	\$-1209.00 - \$856.95
Third 20% - All Programs	78.5 - 191.2	12.7% - 15.2%	7.7 - 11.2	57.9% - 62.5%	\$28792.60 - \$31948.3	10.1 - 14.2	12.1 - 23.2	66.0% - 79.2%	0.1% - 0.0%	\$857.00 - \$2170.00
Second 20% - All Programs	191.3 - 248.6	15.3% - 22.2%	11.3 - 15.2	62.6% - 68.9%	\$31948.40 - \$43376.60	14.3 - 24.2	23.3 - 41.4	79.3% - 92.4%	0.1% - 2.9%	\$2170.00 - \$5826.93
Top 20% - All Programs	248.7 - 1504.0	22.3% - 34.9%	15.3 - 47	69.0% - 100%	\$43376.70 - \$57691.75	24.3 - 105.1	41.5 - 188	92.5% - 100%	3.0% - 13.0%	\$5826.90 - \$9445.19

Annual Program Metrics

All Program Quintiles

* Measurement on the graduating class two years prior and their earnings and placement the year after their graduation

** Measurement on the retention rate is on the previous years headcount and whether they were retained by the current year's fall semester

*** Measurement of transfer rate is on the previous years headcount and whether they have transferred by the current year's fall semester.

Appendix O

Internal Academic Program Review Self-Study Report for the Certificate in General Studies, Associate of Arts, and Associate of Science October 2023

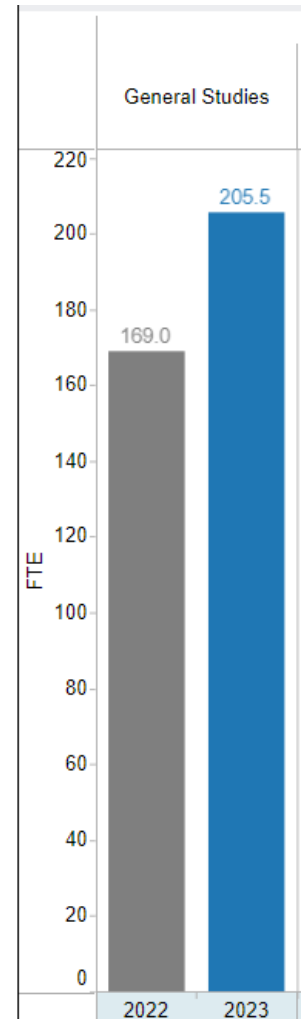
1. *What has happened since the last data were collected? That is, are there mitigating factors within the last year that would help the IAPRC make a decision for continuation, discontinuation, or continuation with modification?*

- More focus by legislators, industry, and the college’s marketing department has been placed on programs that lead directly to employment rather than general studies.
- Several programs have been started to offer options for previously “undecided” students who might normally have pursued general studies, such as the Associates in Substance Abuse and Addictions Counseling and the Certificate in Office Support and Associates in Office Management & Supervision.
- The percentage of Great Falls Public School students attending postsecondary education fell from 60% to 50%. Some of those students would normally start at Great Falls College “to get their gen eds done” while deciding what their next steps would be.
- For a variety of reasons, nationally and locally some students put off going to college following the COVID pandemic.

In looking forward, several plans are in place to increase the number of credentials awarded. Those plans are listed under the last question. In addition, the enrollment in the General Studies division is up from last year, so hopefully that will result in more credentials awarded. The chart showing the 2022 General Studies enrollment at 169 and the 2023 General Studies enrollment at 205.5 is from the Sept. 29, 2023, weekly enrollment and applicant report for summer and fall.

General Studies consistently accounts for the largest number of students enrolled in a program at the college. As of Oct. 20, 2023, the number of students enrolled in programs were as follows:

General Studies: 289 Headcount 212.6 FTE
Health Sciences: 217 Headcount 181.7 FTE
Business & Technology: 125 Headcount 89.5 FTE
Trades: 42 Headcount 40.2 FTE



In addition, the overwhelming majority of the 501 dual enrollment students currently enrolled in Fall 2023 classes are taking general education courses, but they are not reflected in the program numbers above because they are classified as “non-degree seeking.”

2. *If there was dramatic improvement or decline in the last two years for one or more assessment criteria, what explains the changes?*

Certificate in General Studies

In addition to the reasons stated above, for the Certificate of General Studies specifically, there was a change in the way Advisors presented the certificate to students. Instead of saying, “Congratulations, you’ve finished your Certificate in General Studies, please sign this form so we can put it on your transcript,” the conversation became, “You could apply for the Certificate of General Studies if you would like to.” The advisors said students did not see the value in the certificate because their goal was the AA or the AS, so they did not fill out the graduation application to be awarded the certificate. The advisors did not feel the graduation application itself was a barrier; it was more the students’ perception of the certificate’s value based on their plans. As Troy Stoddard noted, however, he has seen those same students not complete their AA or AS for a variety of reasons and if they had been awarded their Certificate in General Studies, they would at least have had a credential before leaving us.

The advisors also said some students do not qualify for the Certificate of General Studies until they are also receiving their AA or AS because they put off taking a certain required class until the end, such as their math. However, one of the Advising department’s goals is to advise students to complete their college-level math and writing within their first year of college. That is also a goal of the MUS.

Another situation that prevents some students from earning their Certificate in General Studies is that the credential follows the same rule as other degrees in which 25% of the classes must be taken through Great Falls College. For some students transferring into the college, they do not have 25% of the certificate classes through Great Falls College and are, therefore, not eligible for the certificate.

Associate of Arts and Associate of Science

One of the reasons for implementing the 8-week blocks was to help program students move through their prerequisite classes more quickly. An unintended consequence of that change was that because students were not at Great Falls College for as many semesters, they also were not earning their AA or AS degree while working towards their AAS in a specific field. Previously, students would take other classes in addition to their prerequisites to maintain full-time status for financial aid purposes which enabled them to earn the AA or AS degree in addition to their AAS degree. That is no longer occurring, or at least not in the same numbers as it was previously.

The additional reasons discussed under the first question also apply.

3. *Do you have any reason to believe these numbers are incorrect? How or why?*

The numbers are not incorrect. Several plans are in place to improve the number of credentials awarded:

1. This spring Advising will begin auditing dual enrollment students' records and meeting with them to create a plan to help them be more strategic in the classes they take so they can earn a credential. The Certificate of General Studies is an excellent credential for dual enrollment students to earn because it is 30 credits, which is achievable for them, and it transfers as a block to any MUS campus showing they have completed their general education core.
2. Troy Stoddard is going to discuss with the SEM Committee automatically awarding milestone or stacked credentials like the Certificate of General Studies to students as they continue towards a longer credential, such as the AA or AS.
3. Leanne Frost is going to create a presentation to give to the Executive Council and Joint Directors discussing "The Value of an Associates in General Studies: Benefitting the Student and the College." The presentation will highlight the job opportunities available through an associates and the financial impact the Certificate of General Studies, AA and AS credentials has on the college, especially due to performance-based funding. For example, a decrease in not awarding 20 credentials results in a \$75,000 loss for the college based on the performance-based funding formula. Those 20 credentials and more can be made up by automatically awarding the Certificate in General Studies to those earning an AA or AS.
4. As a follow-up to the presentation, Leanne Frost will discuss with the Marketing department ways to convey the savings of starting a postsecondary education at Great Falls College versus a 4-year university. For dual enrollment students, the message can be something like, "You can save a year" and highlighting the cost benefits of completing the Certificate of General Studies, which would reduce the time on a 4-year campus from 4 to 3 years, thus "saving a year" at a cost savings in tuition and fees of \$5,500. The cost savings of completing the AA and AS at Great Falls College and then transferring to a 4-year university in a 2+2 model would be even more and would be highlighted also.

Appendix P

Montana University System PROGRAM REVIEW

Institution: Great Falls College Montana State University

Program Years: In AY24, Great Falls College reviewed 8 programs covering years 2017 – 2023

List of the programs reviewed:

- Associate of Arts
- Associate of Science
- Certificate of General Studies
- Welding Technology & Fabrication Associate of Applied Science
- Welding Technology & Fabrication Certificate of Applied Science
- Welding & Fabrication Tier 1 Certificate of Technical Studies
- Welding & Fabrication Tier 3 Certificate of Technical Studies
- Respiratory Therapy Associate of Applied Science

Decision(s) concerning the future of the program(s), based on the program review criteria established at the campus:

The program review committee approved for continuation with expectation for sustained performance all programs reviewed in 2023/24.

Rationale or justification for the decision based on the program review process established at the campus. Include graduation numbers and student majors for each of the last seven (7) years for every program under review.

The program review process at GFC MSU includes weighted variables identified in Chart 1: Weighted Variables that help to create an overall score that is ranked comparatively to other program offerings.

Chart 1: Weighted Variables	
Category	Weight %
Degrees/certificates production	30%
Retention	30%
Median wages for graduates employed all four quarters	15%
Projected job openings/Job openings (AAS/CAS/CTS) OR Transfer rate (AA/AS/General Education Certificate)	10%
Annual FTE	10%
Financial impact per FTE	5%

(Revenue minus cost / FTE)	
TOTAL	100%

General Studies

In 2023-2024, the program review committee reviewed three general studies programs.

- Associate of Arts
- Associate of Science
- Certificate of General Studies

All three general studies programs received a recommendation *for continuation with expectation for sustained performance*. The program review committee chair sent the recommendation to the Dean for final approval. The recommendation and ultimate approval to continue were based on the following information gleaned from program snapshot data, a written report, program director presentation, and a question-and-answer session between the program director and Program Review committee. Below is a summary of that information for the general studies programs.

Summary of General Studies programs at Great Falls College

- The FTE count in the General Studies division was up from last year. According to the weekly enrollment report in Tableau, the AY2022 General Studies enrollment was 169 and the AY2023 General Studies enrollment was 205.5, an increase of 36.5 FTE.
- General Studies consistently accounts for the largest number of students associated with a division at the college. As of Oct. 20, 2023, the number of students associated with divisions was as follows:

<u>Division</u>	<u>Headcount</u>	<u>FTE</u>
General Studies	289	212.6
Health Sciences	217	181.7
Business & Technology	125	89.5
Trades	42	40.2

- The majority of the 501 dual enrollment students, classified as “non-degree seeking” take general education courses. Because of this classification, the headcount of the dual enrollment students is not reflected in the overall program numbers.

Overall recommendations for the three programs within General Studies Division:

- The program director is encouraged to work on growing the transfer initiative.
- The program director should continue to work with dual enrollment and concurrent faculty to develop opportunities to explore Great Falls College MSU.
- A continuous goal of the advising department should be to advise students to complete their college-level math and writing within their first year of college.

Rational and additional details for each of the general studies program follows, with further recommendations made for specific programs.

Associate of Arts

- The overall score was 72, above the median and within the top 20% of GFC MSU programs. This program is ranked #5 of GFC programs.
- The program has high rankings in highest-weighted categories.
- The program serves a defined need for transfer and dual enrollment students.

Associate of Arts Enrollment and Graduation Data 2016/17 – 2022/23							
Academic Years	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Enrollment	300	268	229	249	214	181	187
Graduation	53	50	67	64	49	47	32

Associate of Science

- The overall score was 69, just above the median and within the within the top 40% of GFC MSU programs.
- The program has high rankings in highest-weighted categories.
- The program serves a defined need for transfer and dual enrollment students.

Associate of Science Enrollment and Graduation Data 2016/17 – 2022/23							
Academic Years	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Enrollment	340	424	383	261	214	163	125
Graduation	51	68	57	50	32	28	17

Certificate of General Studies

- The overall score was 47 and in the bottom 40% of GFC MSU programs. This program is ranked #18 of GFC programs.
- The Certificate of General Studies is an excellent credential for all students, including dual enrollment students, to earn because at 30 credits, it transfers as a block to any MUS campus showing that students have completed their general education core.

Certificate of General Studies Enrollment and Graduation Data 2016/17 – 2022/23							
<i>NOTE: Enrollments only reflect the students who declared this program as their primary major.</i>							
Academic Years	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Enrollment	0	0	0	0	0	0	0
Graduation	16	15	24	21	18	5	2

Recommendations from the Committee:

- The program director should work with advising on the reasons for the declining number of certificate recipients and to develop potential solutions.
- Advising should encourage students to seek the General Studies certificate, enabling them to add the certificate to their transcript.

Welding

In 2023-2024, the program review committee reviewed four welding programs.

- Welding Technology & Fabrication Associate of Applied Science
- Welding Technology & Fabrication Certificate of Applied Science
- Welding & Fabrication Tier 1 Certificate of Technical Studies (a stackable credential to the CAS)
- Welding & Fabrication Tier 3 Certificate of Technical Studies (a stackable credential to the AAS)

All four programs received a recommendation for continuation with expectation for sustained performance. The program review committee chair sent the recommendation to the Dean for final approval. The recommendation and ultimate approval to continue were based on the following information gleaned from program snapshot data, a written report, a program director presentation, and a question-and-answer session between the program faculty and program review committee. Below is a summary of that information for the welding programs.

Summary of Welding programs at Great Falls College.

- The Program Director's presentation introduced the new program model and discussed program quality, changes since the last review, and a class assignment reflecting the program's focus on soft skills in the workplace. Over the past year the faculty embedded into the curriculum work ethic lessons and discussions to stress the importance of accountability and attendance.
- The new program model provides a way of relating to a diverse group of students while maintaining a focus on the required welding skills.
- The program is responsive to industry needs. Industry partners join in teaching portions of the course material by having their staff provide specialized training during class time.
- The programs offer students real-world experience through activities such as site visits and guest speakers who provide specialized content.

Overall recommendations for the welding programs.

- The Program Director is encouraged to find ways for students to share the value of the Tier 1 certificate with employers.
- The Program Director is encouraged to emphasize the value of the Tier 1 credential to students and industry partners.

Rational and additional details for each of the welding program follows, with further recommendations made for specific programs.

Welding Technology & Fabrication Associate of Applied Science

- There was an increase in overall enrollment numbers from 12 to 16 spots available in fall 2023. Fifteen out of 16 available spots were filled.

Welding Technology & Fabrication AAS Enrollment & Graduation Data 2016/17 – 2022/23							
Academic Years	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Enrollment	N/A	7	9	8	7	14	12
Graduation	N/A	3	6	2	6	13	12

Welding Technology & Fabrication Certificate of Applied Science

- For Fall 2023, 24 out of 26 available spots were filled for the CAS daytime cohort; the previous enrollment limit for this cohort was 12.

Welding Technology & Fabrication CAS Enrollment & Graduation Data 2016/17 – 2022/23							
Academic Years	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Enrollment	77	46	39	25	21	23	23
Graduation	52	22	30	13	16	16	19

Welding & Fabrication Tier 1 Certificate of Technical Studies (stackable credential)

Welding & Fabrication Tier 1 CTS Enrollment & Graduation Data 2016/17 – 2022/23							
<i>NOTE: Although degrees have been granted in this program, there have not been any students enrolled in this program as their primary major.</i>							
Academic Years	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Enrollment	0	0	0	0	0	0	0
Graduation	47	24	31	6	17	16	19

Welding & Fabrication Tier 3 Certificate of Technical Studies (stackable credential)

Welding & Fabrication Tier 3 CTS Enrollment & Graduation Data 2016/17 – 2022/23							
<i>NOTE: Although degrees have been granted in this program, there have not been any students enrolled in this program as their primary major.</i>							
Academic Years	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Enrollment		0	0	0	0	0	0
Graduation	N/A	3	6	7	5	12	12

Respiratory Therapy Associate of Applied Science

In 2023-2024, the program review committee reviewed the Respiratory Therapy Associate of Applied Science degree. The program received a recommendation *for continuation with expectation for sustained performance*. The program review committee chair sent the recommendation to the Dean for final approval. The recommendation and ultimate approval to continue were based on the following information gleaned from program snapshots, a written report, the program director presentation, and a question-and-answer session. Below is a summary of that information for the respiratory therapy program.

Summary of the respiratory therapy program.

- The program serves a growing need to fill vacant respiratory therapy positions in Montana healthcare facilities, and new partnerships have been established with local Montana healthcare facilities.
- Since creating a new hybrid format in 2021, enrollment has improved.
- The financial impact of the program in 2022-2023 is above \$0 for the first time in the last five years, so both the program and pre-program are generating income for the college.
- Eighty-five percent (6 out of 7) of graduates from the 2021 cohort in the new format have earned the highest credential (RRT) on their first attempt at the board exams.
- Out of the seven students who graduated from the program in 2023 and passed the RRT exam, six are successfully working: four in-state and two at the Mayo Clinic.
- The average salary for Respiratory Therapists has increased from \$43,000 to \$59,000, and there is a 16% increase in job openings in Montana.
- Respiratory Therapy Program Director Melissa Wells and full-time faculty member Laura James have been instrumental in bringing the program back on track through the redesign of classes and curriculum.

Recommendations from the program review committee.

- The program director was encouraged to promote the program both within Montana and regionally. They should also inform the public that the program is now offered in a new format, allowing place-bound students to complete it.
- The program was revived with financial and staffing support from Billings Clinic, St. Vincent and Benefis hospitals, all of which are experiencing staffing shortages. As the funding of the program is dependent on these healthcare organizations, it is recommended that the current contract between Great Falls College MSU and one or more of these healthcare organizations be renewed or renegotiated as soon as possible.

Respiratory Therapy AAS Enrollment & Graduation Data 2016/17 – 2022/23							
<i>NOTE: There were no students who graduated in AY 21/22 because the program did not intake a cohort in 2020.</i>							
Academic Years	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Enrollment	20	23	17	11	6	9	24
Graduation	7	9	9	4	6	0	7

UNIT SELF-EVALUATION ADMINISTRATIVE UNIT REVIEW

Unit:

Term:

Please respond to the following questions after your unit's SOAR Analysis is completed. If the questions within a section do not apply to your unit, please respond with "N/A" and skip to the next section. Please keep responses limited to a maximum of two paragraphs per section.

1. Purpose statement and mission alignment

Provide your unit's purpose statement and describe how your unit's purpose statement aligns with the college's mission, vision, and values (Standard 1). If you currently do not have a purpose statement, please add a recommendation to write a purpose statement.

Type your response here...

2. Unit description

Briefly describe your unit and list all unit employees and titles. You may attach a file if you already have an organization chart for your unit.

Consider the following questions as they pertain to your unit: What primary services do you provide? Who uses your services? What is the internal and/or external demand for your services? How does your unit support student learning and success? (Standard 2.G.1)

Type your response here...

3. Strengths

What are the strengths of your unit? Which of your services provide the highest value to the Great Falls College community?

Type your response here...

4. Opportunities

What opportunities exist to strengthen your unit? What does your unit aspire to achieve? What results are expected if those aspirations are met?

Type your response here...

5. Environmental scan*

Are there any local, regional, national, or global trends that exist that are likely to impact your unit in the future? If so, please describe what they are and how your unit will need to prepare. Will you need any resources? (Standard 1.B.4)

Type your response here...

6. Equity gaps*

Does your unit regularly monitor equity gaps pertaining to student achievement and success? If so, have you found any equity gaps and what steps have you taken to address them (Standard 1)? Is reviewing these data integrated into any process (Standard 1.D.2), used for planning, decision-making, and/or resource allocation (Standard 1.D.4) within your unit?

Type your response here...

7. Access

Are there barriers for your potential customers to access your unit's services equally well? If so, what are the barriers and how can they be removed?

Type your response here...

8. Satisfaction

How well does your unit meet student/customer needs? How satisfied are students/customers who utilize your services, and how do you know? Do you collect feedback in a systematic way? How do you use feedback to improve? Use quantitative and/or qualitative data in your response.

Type your response here...

9. Systematic data

Does your unit systematically review any other data to inform decision-making, processes, planning, and/or resource allocation? If so, please describe and include links to the reports from Tableau Server you use or describe the data sources.

Type your response here...

10. Industry standards

If any [institutional accreditation requirements](#) or industry standards pertain to your unit, are they being addressed or do they need further attention? (NWCCU standards HR 2.F.1, 2.F.2, 2.F.3, 2.F.4; Admissions or Registrar 2.G.3; Registrar 2.G.2, 1.C.2, 1.C.3, 1.C.4, 1.C.8; Financial aid 2.G.4, 2.G.5; Advising 1.C.4, 1.D.1, 2.G.6; Library 2.H.1; IT & Facilities 2.I.1, Admissions 1.D.1.)

Type your response here...

RECOMMENDATIONS

Briefly summarize your recommendations for improving your unit's quality, effectiveness, and efficiency and list them in order of which have the most likelihood of strengthening the unit. Describe what you're proposing to do, and who will be the point person responsible for writing the improvement plan.

Recommendation(s) (Ranked from highest to lowest priority)	Description of recommendation	Point person who will write improvement plan

UNIT SELF-EVALUATION ADMINISTRATIVE UNIT REVIEW

Unit: Library Services

Term: Spring 2024

Please respond to the following questions after your unit's SOAR Analysis is completed. If the questions within a section do not apply to your unit, please respond with "N/A" and skip to the next section. Please keep responses limited to a maximum of two paragraphs per section.

1. Purpose statement and mission alignment

Provide your unit's purpose statement and describe how your unit's purpose statement aligns with the college's mission, vision, and values (Standard 1). If you currently do not have a purpose statement, please add a recommendation to write a purpose statement.

Purpose Statement

Weaver Library at Great Falls College Montana State University supports and enhances instruction and learning in a manner that is consistent with the institution's philosophy and evolving programs by providing student-centered, inclusive, accessible, and responsive service to the Great Falls College MSU campus. Weaver Library serves as the major information resource on campus for both students and faculty and provides a range of online and in-person services to help students achieve their academic goals. Weaver Library strives to maintain a well-balanced, up-to-date collection of materials in a variety of formats that reflects the current course offerings and academic needs at Great Falls College MSU. Weaver Library also exists to foster the broader educational ideals of information literacy, intellectual freedom, accessibility, diversity, and inclusion.

Alignment with College Mission

- **Accountability:** The library uses data to inform decision making and collections needs
- **Responsiveness:** The library prioritizes responsive service to meet student needs
- **Transparency:** The library strives to make practices open by keeping policies, procedures, and other guideline documents updated
- **Integrity, Positivity, and Respect:** We approach our customer service with integrity, positivity, and respect, hoping to empower students to succeed by providing positive interactions with library staff

2. Unit description

Briefly describe your unit and list all unit employees and titles. You may attach a file if you already have an organization chart for your unit.

Consider the following questions as they pertain to your unit: What primary services do you provide? Who uses your services? What is the internal and/or external demand for your services? How does your unit support student learning and success? (Standard 2.G.1)

Unit Description

Weaver Library is staffed by one full-time Library Director who oversees and provides leadership for the unit. The library director is responsible for unit budgeting, information literacy instruction, reference service, e-resources management, collections maintenance, and interlibrary loan services, plus daily operational support. The library director supervises all library employees. The library is also staffed by one full-time technician responsible for daily operations, basic technology support, cataloging, and discovery system maintenance. The library technician also helps provide guidance and support to student employees. The library employs five student employees responsible for basic customer service and circulation desk staffing.

Unit Services

The library provides the following services to the Great Falls College campus and affiliated patrons (current students, staff, and faculty).

- Basic customer service (directional questions, campus questions, etc.)
- Technology support (how to use Word, D2L, excel, how to print)
- Printing services
- Document scanner
- Loanable technology (laptops, hotspots)
- Anatomical models
- Print collections related to the college's programs and courses
- Online research databases
- Online library guides and instructional content
- Citation workshops
- Course reserves
- Classroom instruction (information literacy, research, etc.)
- Research support
- Support for dual enrollment instructors and students
- A safe and welcoming environment
- Group study rooms and a variety of seating and study spaces
- Interlibrary loan (if we don't have it, we can borrow it from another library)

The library provides limited services to community patrons (non-students, staff, or faculty).

- 1 hour computer and/or space use per day
- A safe and welcoming environment
- Printing at posted rates
- Faxing at posted rates
- Document scanner
- Basic customer service
- Basic technology support (how to use Word & email, how to print)

- Print collections are available to check out with a community borrower card
- Online databases are available to non-affiliated users while they are on the campus network

Demand for services

During the academic year, students are our primary library patrons. We have high demand for laptop checkouts each block and waves of demand for anatomical model checkouts. Other common student support includes technology support in our computer lab and printing services. Students frequently use our study rooms and other study spaces.

At least a couple of times per semester, the library director is asked to provide information literacy and research instruction to a class, or to create online instructional material or update library guides.

During the summer, our primary library patrons are community patrons. Frequent support includes computer use, and technology and printing support.

For more detailed information, please see attached FY23 Annual Library Report.

[Annual Report FY23 draft - Copy.docx](#)

Supporting Student Learning & Success

The library does many things to support student learning and success.

- Provides loanable technology for students who do not have a reliable computer or internet access
- Provides basic technology support (logging in to D2L, Microsoft 365)
- Provides reference service and research help in-person and via phone, email, or video meeting
- Provides citation assistance
- Provides online research databases and other materials to support research assignments and projects
- Provides anatomical model check outs for students in anatomy & physiology
- Provides many online library guides intended to highlight resources for a specific subject, or provide basic research instruction
- Provides a variety of study spaces to support students individual and group study needs
- Provides library workshop sessions (right now only offering APA & MLA citation workshops)
- Provides information literacy instruction at the request of faculty

3. Strengths

What are the strengths of your unit? Which of your services provide the highest value to the Great Falls College community?

- Customer service

- Availability of resources – laptops, anatomical models, print collection, online databases, online guides
- Collaboration with other campus units – ASC, Student Engagement, TLC
- Flexibility in service (in-person, phone, video, email)

4. Opportunities

What opportunities exist to strengthen your unit? What does your unit aspire to achieve? What results are expected if those aspirations are met?

The library strives to provide responsive service to support student learning and success. Our goal is that students have a positive experience when interacting with library staff and using our services.

- **Revise student employee training.** Our student employees all have different levels of training because some of it depends on encountering that specific question or situation during a shift. I hope that in revising the training, our student employees can all provide the same level of basic customer support with a little guidance from full-time staff.
- **Revise website.** Our website is clunky and outdated. I have talked to Wayne, and we are waiting for decisions and details to come down from MSU and e-learning before any changes can be made. I hope that revisions to the website will make online resources easier to find, and to have FAQs or important information available to students.
- **Improve communication with campus.** Our current communication methods seem semi-successful. We currently rely on D2L announcements, email distribution lists, and digital signage on campus. I hope that if we can come up with a more comprehensive communication plan, we can reach more online students with important information and resources.
- **Hire another full-time staff member.** Since my promotion to library director, I have had to split my time between daily operational tasks, instructional projects, and larger projects like budgeting, reporting, unit evaluations, etc. Daily operations take priority over my other responsibilities. If I had another full-time staff member to help run the library on a day-to-day basis, I would be able to spend more quality time on some of the instructional and bigger picture projects that will improve our unit. While this would be my number one priority, I know that we are not in a great position to bring on another staff member because of the campus pay plan and salary budgeting concerns. Right now, it's only Ben and I running the library on a day-to-day basis, and if one of us gets sick or takes vacation it impacts our capacity to provide service for the day. We do have work study students but those are a temporary solution as their availability changes, and they are not trained to the level of support that Ben or I can provide, and they cannot make higher level decisions that a full-time staff member can make. Additionally, I am the only library staff member with the training and qualifications to provide reference/research support and information literacy instruction (these are librarian specific responsibilities).

5. Environmental scan*

Are there any local, regional, national, or global trends that exist that are likely to impact your unit in the future? If so, please describe what they are and how your unit will need to prepare. Will you need any resources? (Standard 1.B.4)

The library needs to be aware of national and state legislation that might impact the resources we can provide to our community. Many states are seeing attempts to ban certain materials from schools or collections or criminalizing the decisions of librarians to make those materials available. The TRAILS consortium is a great resource for keeping us updated on any areas of concern.

In general, price inflation of electronic resources is something we need to consistently monitor. There will likely come a time when the library will need to cut certain subscriptions if the cost outgrows the financial support available through student fees.

Changes to the information landscape. With the prevalence of AI and increased technological capabilities, it is important that our guides and instructional resources address these concerns and align our treatment of the subject with any campus policies or procedures.

6. Equity gaps*

Does your unit regularly monitor equity gaps pertaining to student achievement and success? If so, have you found any equity gaps and what steps have you taken to address them (Standard 1)? Is reviewing these data integrated into any process (Standard 1.D.2), used for planning, decision-making, and/or resource allocation (Standard 1.D.4) within your unit?

Our data collection methods do not support monitoring students on an individual level for achievement tracking. Library systems are built to protect patron data (post-Patriot Act) and do not store historical identifying information. For example, I cannot pull up the historical loan data for a particular patron. I cannot pull a list of everyone who has checked out library materials. I cannot see who accesses our electronic resources.

We use the data we can pull to inform if we need more resources. For example, we requested more loanable laptops through technology funds because we frequently had a waiting list, which indicated that we did not have enough devices to meet demand.

7. Access

Are there barriers for your potential customers to access your unit's services equally well? If so, what are the barriers and how can they be removed?

We can provide an equal level of service to in-person students as we can online-only students. However, it is much harder to get information about the library and its services to online/distance students. I try to hit all the communication methods I can (D2L announcements, student email list, emailing faculty), but these are not perfect. I am constantly trying to brainstorm additional ways to support distance students.

8. Satisfaction

How well does your unit meet student/customer needs? How satisfied are students/customers who utilize your services, and how do you know? Do you collect feedback in a systematic way? How do you use feedback to improve? Use quantitative and/or qualitative data in your response.

We do not collect regular feedback in a systematic manner (i.e. surveys). A lot of our feedback is informal. We overhear conversations, students directly give us verbal feedback, and we get verbal feedback from faculty.

9. Systematic data

Does your unit systematically review any other data to inform decision-making, processes, planning, and/or resource allocation? If so, please describe and include links to the reports from Tableau Server you use or describe the data sources.

Internal data collection [Annual Report FY23 draft - Copy](#)

10. Industry standards

If any [institutional accreditation requirements](#) or industry standards pertain to your unit, are they being addressed or do they need further attention? (NWCCU standards HR 2.F.1, 2.F.2, 2.F.3, 2.F.4; Admissions or Registrar 2.G.3; Registrar 2.G.2, 1.C.2, 1.C.3, 1.C.4, 1.C.8; Financial aid 2.G.4, 2.G.5; Advising 1.C.4, 1.D.1, 2.G.6; Library 2.H.1; IT & Facilities 2.I.1, Admissions 1.D.1.)

NWCCU - 2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

[Association of College & Research Libraries \(ACRL\) Standards for Libraries in Higher Education](#)

[ACRL Framework for Information Literacy for Higher Education](#)

All of these are being addressed regularly.

RECOMMENDATIONS

Briefly summarize your recommendations for improving your unit's quality, effectiveness, and efficiency and list them in order of which have the most likelihood of strengthening the unit. Describe what you're proposing to do, and who will be the point person responsible for writing the improvement plan.

Recommendation(s) (Ranked from highest to lowest priority)	Description of recommendation	Point person who will write improvement plan
Improve communication with campus	Write a communication plan to outline how information is shared with different groups on campus to reach more students with important information, especially distance students	Ashlynn
Revise student employee training	Revise student employee training to ensure that all student employees receive the same base-level information about operations, policies, and procedures.	Ashlynn
Revise website	Work with Wayne to revise the library website to make it easier for students to find resources and the information they need. This might not happen anytime soon because we are waiting for external decisions to be made.	Ashlynn



Annual Report and Collection Statistics FY23

Library Purpose

Weaver Library at Great Falls College Montana State University supports and enhances instruction and learning in a manner that is consistent with the institution's philosophy and evolving programs by providing student-centered, inclusive, accessible, and responsive service to the Great Falls College MSU campus. Weaver Library serves as the major information resource on campus for both students and faculty and provides a range of online and in-person services to help students achieve their academic goals. Weaver Library strives to maintain a well-balanced, up-to-date collection of materials in a variety of formats that reflects the current course offerings and academic needs at Great Falls College MSU. Weaver Library also exists to foster the broader educational ideals of information literacy, intellectual freedom, accessibility, diversity, and inclusion.

Year in Review

- Provided 113 laptops, hotspots, and Chromebook check outs to students without access to reliable technology. Ten new laptops were added to the loanable technology collection at the end of Spring 2023.
- A redesign process started in May 2023 to restructure the library space to include tutoring and academic success center services. This redesign is informed by Learning Commons models and practices.
- New weeding review guidelines were developed by the library director and librarian.
- A weeding and purchasing schedule were developed by the librarian.
- An extensive and comprehensive collections review was conducted by the librarian to assess physical collections for currency, accuracy, and relevance to course offerings. As a part of this review approximately 4,000 out of date medical and health texts, and texts that no longer serve academic programs (i.e., interior design) were removed from the collection. A number of these texts, excluding medical texts, are being donated to the Great Falls Chapter of the American Association of University Women (AAUW).
- Approximately 90 new books in the following subjects have been purchased as a result of the weeding review: early childhood education, addictions and substance abuse counselling, nursing, dental assisting, dental hygiene, writing, and psychology.

- A new database subscription to Dentistry & Oral Sciences Source (DOSS) was licensed in April as a result of the collections review. DOSS contains an extensive collection of important full-text dentistry journals, many with no embargo. Includes the Journal of the American Dental Association, which was a previous print journal we subscribed to. 107 active full-text, non-open access journals, of which 97 are peer-reviewed.
- Library staff worked with the Director of Student CARE to provide textbook check outs to 3 students. These textbooks are purchased with grant funds by the Director of Student CARE and held on reserve in the library, so that they can be checked out to the students that need them.
- Library staff worked with humanities faculty in education to provide dual enrollment students with textbooks purchased through the Grow Your Own Educators Grant. These textbooks are held on reserve in the library for dual enrollment students to check out while they are completing their education programs.
- Library staff worked with math faculty to make calculators available for check out in the library.
- Library staff worked with the Native American Enrichment Center to take over the management of their collection of anatomical models. The Biology Department also donated models to be managed by the library, and additional models were purchased with Perkins Grant funds. Forty-four models were added to the library collection and are available to students to check out for a 24-hour period. This past academic year, the library facilitated 132 model check outs.
- The librarian co-facilitated a UDL & Accessibility faculty training in August 2022 as a part of non-instructional day professional development.
- The librarian provided classroom instruction to three different sections of WRIT 101, and one section of CLOS. The librarian also provided classroom instruction and research assistance to an English class from Power High School who visited campus.
- The librarian participated in a job shadowing session with two 8th graders from Dutton-Brady schools in May.

Collection Details, Hours and Access

Weaver library is staffed by one full-time, degreed librarian, one full-time computer support specialist, and a part-time work study student. Weaver library provided 44-hours of in-person services and access per week during the academic year. Weaver Library also has a [virtual collection \(databases, e-journals, e-books\)](#) available 24-hours a day, 7-days a week. Tailored research assistance and classroom instruction is provided during library open hours by the librarian, and may take place in-person, over the phone, or via video meeting. [Online research guides](#) are available 24-hours a day, 7-days a week, and faculty may request tailored guides for their courses and programs.

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Weaver Library Print and Digital Collection Holdings

Data from July 1, 2022 – June 20, 2023

Physical Inventory Count		Electronic Inventory Count	
Books	5,739	Books	553,311
Periodicals (volumes)	837	Audiobooks (via MTLibrary2Go)	15,695
DVDs	275	Periodicals	255,016
Anatomy Models	44	Databases	168
Laptops	49	Magazines (via MTLibrary2Go)	4,065
Chromebooks	22		
Hotspots	4		
LPs	27		
Audiobooks	169		

Weaver Library Database Usage Statistics

Weaver Library subscribes to a number of online databases accessible to students both on and off campus. These databases contain a range of material types including full-text scholarly journal articles, newspaper articles, magazine and trade publication articles, videos and other types of media, as well as abstracting and indexing. Our databases support the following subject areas: nursing and other health sciences, medicine, dentistry, psychology, literature, humanities, business and accounting, biological sciences, history, computer science and technology, welding, and more. Many databases also have multidisciplinary coverage.

Data from July 1, 2022 – June 20, 2023

Platform Name	Metric Type	Total
American Welding Society	Platform access granted	120
Credo Reference	Regular searches	474
EBSCOhost (33 databases)	Regular searches	38,649
Gale (26 databases)	Platform searches	2,571
Kanopy (streaming video)	Videos played	248
MTLibrary2Go (eBooks/audiobooks)	Checkouts	494

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ProQuest (67 databases)	Searches_Platform	3,731
Taylor & Francis	Regular searches	978

Weaver Library Circulation Statistics (Physical Collection)

Data from July 1, 2022 – June 20, 2023

Material Type	Total Items Loaned
Books	54
Reserves (books placed on hold for a specific course)	10
Laptops	69
Chromebooks	29
Hotspots	15
Periodicals	0
Anatomical Models	132
Audiobooks	2
DVDs	5
ZSpace Laptops	8
e-Reader	1

Weaver Library Interlibrary Loan and Resource Sharing

No library can own all the books, periodicals, and other materials needed by its patrons. However, libraries can provide additional materials to their patrons using a system of lending and borrowing known as interlibrary loan. Weaver Library lends its materials (books, article copies, DVDs) to other libraries across the United States and borrows materials from other libraries on behalf of current faculty, staff, and students. Additionally, Weaver Library belongs to Treasure State Academic Information & Library Services (TRAILS), a consortium of 23 Montana academic libraries working together to share resources. We frequently lend and borrow items from other Montana institutions such as Montana State University, Montana State University-Billings, University of Montana, and Carroll College, as a part of our TRAILS consortium. We also lend and borrow from libraries nationally.

Data from July 1, 2022 – June 20, 2023

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	Number of Items Lent	Number of items borrowed
Books	28	23
Article Copies	6	5
DVD	0	0
Total	34	28

LibGuides Usage

Weaver Library creates LibGuides to support the research and resource needs of students at Great Falls College. Weaver Library offers a number of subject and topic guides intended to assist students in finding information using library resources. * Indicates a new guide.

Data from July 1, 2022 – June 20, 2023

Guide Name	Total Views
Annotated Bibliography	152
Banned Books Week and Censorship	171
Black History Month	17
Business	47
Business Writing*	35
Citation Quick Guide (APA, MLA, Chicago)	1399
College Writing and Research	264
Copyright & Fair Use for Faculty*	19
Dental Assisting Library Resources	17
Dental Hygiene Library Resources	53
Emergency Medical Services	22
Health Information Technology	171
Introduction to Library Research*	755
LGBTQ Resources	27
Looking for Statistics and Data?*	34
MedTerms	53
Native American Heritage Resources	31

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Nursing	120
Nutrition and Dietetics	21
Open Educational Resources (OER) and Creative Commons	41
Physical Therapist Assistant	38
Psychology	115
Research 101	637
Respiratory Care	3
Searching the Library Catalog (Primo)	94
Sociology 101	169
Substance Abuse and Addictions Counseling Resources*	41
United States Constitution	52
Universal Design for Learning (UDL) & Accessibility for Faculty	17
WRIT 101 (Jana Parsons)*	283
WRIT 201 (Jana Parsons)*	16
WRIT 220 (Jana Parsons)*	324

Weaver Library Circulation Desk Interactions

Please note that this data is not perfect and represents the interactions we remember to record. Our number of interactions may be higher than these data represent. There was a short period of time after the April 20, cyber incident in which we were unable to access the form and record interactions.

Weaver Library records interactions between our staff and our patrons. Listed are the interaction classifications:

Reference interactions are those in which the librarian assists patrons seeking information. The librarian will conduct a reference interview using probing questions in order to identify the information needed and provide appropriate resources. The goal of a reference interaction is not only to provide information, but to teach patrons how to find and access this information on their own without assistance in the future.

Circulation interactions are when a library staff member checks out or checks in an item for a patron.

Technical support interactions are those in which patrons need assistance with technology. Patrons, especially public patrons, typically need assistance with printing, using the document scanner, or using a particular software like Microsoft Word. Students typically need assistance with formatting documents specifically for printing, logging into their printing accounts, and printing documents.

General library questions are when staff answer questions about library hours, services, or policies.

Directional interactions are those in which patrons ask for directional or campus information. Directional questions are questions like “where is the bookstore?”

Classroom instruction is when the librarian visits a class and conducts a 30 to 60-minute instruction session covering one of the following topics: information literacy, searching a library database, evaluating sources, search strategies and methods, and more.

Other interactions are ones that don’t fall easily into the above categories. Examples include calls from vendors like the Great Falls Tribune, providing dry erase markers to students, and other random queries.

Data from November 9, 2022 – May 18, 2023

Interaction Type	Students	Faculty/Staff	Community Patrons	Totals
Reference/research help (in-person, phone, email)	20	9	4	33
Circulation	116	8	4	128
Technical support	188	10	73	271
General library questions	15	4	7	26
Directional	22	0	19	41
Classroom instruction	4	1	1	6
Other	21	3	8	32
				537

Interaction by Staff Member

Please note that when we first started collecting data with this form, the staff member field was added a couple of days after the form was in use, as we saw a need to collect that data. There are some instances in which multiple staff members may work with the same patron on the

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same request. Lastly, this data is not perfect as it requires staff to remember to fill out the tracking form. It is likely that there were more interactions that occurred that were not recorded.

Data from November 9, 2022 – May 18, 2023

Ashlynn	Ben	Mandy	Work Study Student
250	159	2	147

Setting of Interaction

Data from November 9, 2022 – May 18, 2023

In-Person	Email	Phone	Video Meeting
490	27	27	1

Weaver Library Gate Count Statistics

Our gate count statistics were compromised by the April 20, cyber incident and data for FY23 is not available. However, Weaver Library did conduct a separate headcount survey during Fall-2023 Block A to capture how many people were using the library on an hourly basis. Once an hour, on the half-hour, library staff walked around the library and counted the number of people using the space. Please note that this is not a perfect data collection method, and that the same people could be in the library for multiple hours, so they would be counted each time. Here are the overall results. For a daily and hourly breakdown, please contact the librarian and that information can be shared.

Date Range	Students	Community Patrons
Week 1: 8/22-8/28/22	203	29
Week 2: 8/29-9/4/22	269	36
Week 3: 9/5-9/11/22	152	25
Week 4: 9/12-9/18/22	258	42
Week 5: 9/19-9/25/22	215	33
Week 6: 9/26-10/2/22	260	14
Week 7: 10/3-10/9/22	279	29

Weaver Library Annual Report FY23

Week 8: 10/10-10/16/22	279	25
Totals:	1,915	233

IMPROVEMENT PLAN

ADMINISTRATIVE UNIT REVIEW

UNIT: LIBRARY SERVICES

TERM: SPRING 2024

RECOMMENDATION #1

Recommendation

Please state your unit's self-recommendation(s), written as a goal statement (e.g. "Increase customer satisfaction with our enrollment services").

Develop a plan to improve communication about library services, workshops, and resources with in-person and distance students and faculty.

Rationale

Describe your reasons for selecting your recommendations. How will they improve your unit's quality, effectiveness, and/or efficiency?

By developing a communication plan that outlines how different pieces of information will be communicated with students and faculty, and the frequency in which the communication occurs, we hope to increase the effectiveness of our services and resources. If our students & faculty do not realize a service or resource exists, they will not be able to use or benefit from that service.

Expected Results

Please describe what result(s) you expect to achieve after implementing your recommendation and what you will use to measure it. For example, you might say "I would like to see overall customer satisfaction with our services increase and we measure this using responses to our customer feedback form through a 5-point Likert scale question asking how satisfied customers are with our services."

I would like to see overall awareness and use of library services and resources by students and faculty increase.

Indicator of Achievement

Now, write a statement identifying an indicator of achievement and what your target is by the end of Year 3. This will be what you measure and report in Year 3 for your final progress report and should be very specific. An example may be, “By the end of year 3 of our administrative review cycle, our customer satisfaction will increase to 85%.”

- An increase in overall student workshop attendance by at least 15% by the end of year 3 of the ARC.
- An increase in annual views on key library resource LibGuides by at least 15% by the end of year 3 of the ARC.
 - Citation Quick Guide
 - Introduction to Library Research
 - Library Workshops
 - Annotated Bibliography

Action Plan

In the table below, summarize the timeline of action items to complete the recommendation, from start to finish. Include all important dates

Description	Person(s) Responsible	Start Date	End Date
Develop a communication plan detailing how information is shared with in-person and distance students & faculty, and the frequency of communication.	Ashlynn Maczko	05/06/2024	07/31/2024
Implement communication methods with students & faculty. -LibGuides/Resources -Workshops -Services	Ashlynn Maczko	08/2024	Ongoing – comparison will be made with FY24 data to FY25 data – to be pulled in July of each year.

Resource Needs

If your unit requires additional resources to achieve your recommendations, please describe what is needed. These could be human, physical, or financial resources.

N/A

Forging Futures Alignment

Your recommendation is not required to align to the strategic plan, but if it does, please indicate which pillar, strategic plan goal, metric, and target metric (if applicable) it aligns with.

<https://www.gfcmsu.edu/about/Planning/>

Pillar 1 – Inclusivity

- Academics
- Non-instructional
- Campus Engagement

Pillar 2 – Opportunities

- Branding
- Marketing
- Alumni Relations

Pillar 3 – Excellence

- Effectiveness
- Resources

Metric:

Target Metric (if applicable):

- This goal directly aligns to Pillar 3, Effectiveness, E1.1. to increase process improvements. Our goal will improve the process of communication with our stakeholders.
- This goal indirectly aligns to Pillar 1, Inclusivity, Non-Instructional, Increase the number of students who utilize academic support services that result in a successful outcome. We can assume that students who use library resources will be more successful in their courses. However, we cannot directly track individual use of things like LibGuides and databases, so we cannot measure this. The lack of measurement capability is why I indicated this goal as indirectly aligning to Pillar 1.

Appendix T

Administrative Unit Review

Library Services

February 2024 Updates

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Purpose statement and mission alignment

Provide your unit's purpose statement and describe how your unit's purpose statement aligns with the college's mission, vision, and values (Standard 1). If you currently do not have a purpose statement, please add a recommendation to write a purpose statement.

Narrative

Weaver Library at Great Falls College Montana State University supports and enhances instruction and learning in a manner that is consistent with the institution's philosophy and evolving programs by providing student-centered, inclusive, accessible, and responsive service to the Great Falls College MSU campus.

Weaver Library serves as the major information resource on campus for both students and faculty and provides a range of online and in-person services to help students achieve their academic goals. Weaver Library strives to maintain a well-balanced, up-to-date collection of materials in a variety of formats that reflects the current course offerings and academic needs at Great Falls College MSU. Weaver Library also exists to foster the broader educational ideals of information literacy, intellectual freedom, accessibility, diversity, and inclusion.

Alignment with College Mission

- **Accountability:** The library uses data to inform decision making and collections needs
- **Responsiveness:** The library prioritizes responsive service to meet student needs
- **Transparency:** The library strives to make practices open by keeping policies, procedures, and other guideline documents updated
- **Integrity, Positivity, and Respect:** We approach our customer service with integrity, positivity, and respect, hoping to empower students to succeed by providing positive interactions with library staff

Evidence Attachments

Unit description

Briefly describe your unit and list all unit employees and titles. You may attach a file if you already have an organization chart for your unit.

Consider the following questions as they pertain to your unit: What primary services do you provide? Who uses your services? What is the internal and/or external demand for your services? How does your unit support student learning and success? (Standard 2.G.1)

Narrative

Unit Description

Weaver Library is staffed by one full-time Library Director who oversees and provides leadership for the unit. The library director is responsible for unit budgeting, information literacy instruction, reference service, e-resources management, collections maintenance, and interlibrary loan services, plus daily operational support. The library director supervises all library employees. The library is also staffed by one full-time technician responsible for daily operations, basic technology support, cataloging, and discovery system maintenance. The library technician also helps provide guidance and support to student employees. The library employs five student employees responsible for basic customer service and circulation desk staffing.

Unit Services

The library provides the following services to the Great Falls College campus and affiliated patrons (current students, staff, and faculty).

- Basic customer service (directional questions, campus questions, etc.)
- Technology support (how to use Word, D2L, excel, how to print)
- Printing services
- Document scanner
- Loanable technology (laptops, hotspots)
- Anatomical models
- Print collections related to the college's programs and courses
- Online research databases
- Online library guides and instructional content
- Citation workshops
- Course reserves
- Classroom instruction (information literacy, research, etc.)

- Research support
- Support for dual enrollment instructors and students
- A safe and welcoming environment
- Group study rooms and a variety of seating and study spaces
- Interlibrary loan (if we don't have it, we can borrow it from another library)

The library provides limited services to community patrons (non-students, staff, or faculty).

- 1 hour computer and/or space use per day
- A safe and welcoming environment
- Printing at posted rates
- Faxing at posted rates
- Document scanner
- Basic customer service
- Basic technology support (how to use Word & email, how to print)
- Print collections are available to check out with a community borrower card
- Online databases are available to non-affiliated users while they are on the campus network

Demand for services

During the academic year, students are our primary library patrons. We have high demand for laptop checkouts each block and waves of demand for anatomical model checkouts. Other common student support includes technology support in our computer lab and printing services. Students frequently use our study rooms and other study spaces.

At least a couple of times per semester, the library director is asked to provide information literacy and research instruction to a class, or to create online instructional material or update library guides.

During the summer, our primary library patrons are community patrons. Frequent support includes computer use, and technology and printing support.

For more detailed information, please see attached FY23 Annual Library Report.
Annual Report FY23 draft - Copy.docx

Supporting Student Learning & Success

The library does many things to support student learning and success.

- Provides loanable technology for students who do not have a reliable computer or internet access
- Provides basic technology support (logging in to D2L, Microsoft 365)
- Provides reference service and research help in-person and via phone, email, or video meeting
- Provides citation assistance
- Provides online research databases and other materials to support research assignments and projects
- Provides anatomical model check outs for students in anatomy & physiology
- Provides many online library guides intended to highlight resources for a specific subject, or provide basic research instruction
- Provides a variety of study spaces to support students individual and group study needs
- Provides library workshop sessions (right now only offering APA & MLA citation workshops)
- Provides information literacy instruction at the request of faculty

Evidence Attachments

Strengths

What are the strengths of your unit? Which of your services provides the highest value to the Great Falls College community?

Narrative

- Customer service
- Availability of resources – laptops, anatomical models, print collection, online databases, online guides
- Collaboration with other campus units – ASC, Student Engagement, TLC
- Flexibility in service (in-person, phone, video, email)

Evidence Attachments

Opportunities

What opportunities exist to strengthen your unit? What does your unit aspire to achieve? What results are expected if those aspirations are met?

Narrative

The library strives to provide responsive service to support student learning and success. Our goal is that students have a positive experience when interacting with library staff and using our services.

- Revise student employee training. Our student employees all have different levels of training because some of it depends on encountering that specific question or situation during a shift. I hope that in revising the training, our student employees can all provide the same level of basic customer support with a little guidance from full-time staff.
- Revise website. Our website is clunky and outdated. I have talked to Wayne, and we are waiting for decisions and details to come down from MSU and e-learning before any changes can be made. I hope that revisions to the website will make online resources easier to find, and to have FAQs or important information available to students.
- Improve communication with campus. Our current communication methods seem semi-successful. We currently rely on D2L announcements, email distribution lists, and digital signage on campus. I hope that if we can come up with a more comprehensive communication plan, we can reach more online students with important information and resources.
- Hire another full-time staff member. Since my promotion to library director, I have had to split my time between daily operational tasks, instructional projects, and larger projects like budgeting, reporting, unit evaluations, etc. Daily operations take priority over my other responsibilities. If I had another full-time staff member to help run the library on a day-to-day basis, I would be able to spend more quality time on some of the instructional and bigger picture projects that will improve our unit. While this would be my number one priority, I know that we are not in a great position to bring on another staff member because of the campus pay plan and salary budgeting concerns. Right now, it's only Ben and I running the library on a day-to-day basis, and if one of us gets sick or takes vacation it impacts our capacity to provide service for the day. We do have work study students but those are a temporary solution as their availability changes, and they are not trained to the level of support that Ben or I can provide, and they cannot make higher level decisions that a full-time staff member can make. Additionally, I am the only library staff member with the training and qualifications to provide reference/research support and information literacy

instruction (these are librarian specific responsibilities).

Evidence Attachments

Environmental scan

Are there any local, regional, national, or global trends that exist that are likely to impact your unit in the future? If so, please describe what they are and how your unit will need to prepare. Will you need any resources? (Standard 1.B.4)

Narrative

The library needs to be aware of national and state legislation that might impact the resources we can provide to our community. Many states are seeing attempts to ban certain materials from schools or collections or criminalizing the decisions of librarians to make those materials available. The TRAILS consortium is a great resource for keeping us updated on any areas of concern.

In general, price inflation of electronic resources is something we need to consistently monitor. There will likely come a time when the library will need to cut certain subscriptions if the cost outgrows the financial support available through student fees.

Changes to the information landscape. With the prevalence of AI and increased technological capabilities, it is important that our guides and instructional resources address these concerns and align our treatment of the subject with any campus policies or procedures.

Evidence Attachments

Equity gaps

Does your unit regularly monitor equity gaps pertaining to student achievement and success? If so, have you found any equity gaps and what steps have you taken to address them (Standard 1)? Is reviewing these data integrated into any process (Standard 1.D.2), used for planning, decision-making, and/or resource allocation (Standard 1.D.4) within your unit?

Narrative

Our data collection methods do not support monitoring students on an individual level for achievement tracking. Library systems are built to protect patron data (post-Patriot Act) and do not store historical identifying information. For example, I cannot pull up the historical loan data for a particular patron. I cannot pull a list of everyone who has checked out library materials. I cannot see who accesses our electronic resources.

We use the data we can pull to inform if we need more resources. For example, we requested more loanable laptops through technology funds because we frequently had a waiting list, which indicated that we did not have enough devices to meet demand.

Evidence Attachments

Access

Are there barriers for your potential customers to access your unit's services equally well? If so, what are the barriers and how can they be removed?

Narrative

We can provide an equal level of service to in-person students as we can online-only students. However, it is much harder to get information about the library and its services to online/distance students. I try to hit all the communication methods I can (D2L announcements, student email list, emailing faculty), but these are not perfect. I am constantly trying to brainstorm additional ways to support distance students.

Evidence Attachments

Satisfaction

How well does your unit meet student/customer needs? How satisfied are students/customers who utilize your services, and how do you know? Do you collect feedback in a systematic way? How do you use feedback to improve? Use quantitative and/or qualitative data in your response.

Narrative

We do not collect regular feedback in a systematic manner (i.e. surveys). A lot of our feedback is informal. We overhear conversations, students directly give us verbal feedback, and we get verbal feedback from faculty.

Evidence Attachments

Systematic data

Does your unit systematically review any other data to inform decision-making, processes, planning, and/or resource allocation? If so, please link the specific Tableau Server reports you review or describe the information you review and where you receive the information from.

Narrative

Internal data collection (attached).

Evidence Attachments

[Self Eval addendum - Annual Report FY23 draft.docx](#)

Industry standards

If any institutional accreditation requirements or industry standards pertain to your unit, are they being addressed or do they need further attention? (NWCCU standards HR 2.F.1, 2.F.2, 2.F.3, 2.F.4; Admissions or Registrar 2.G.3; Registrar 2.G.2, 1.C.2, 1.C.3, 1.C.4, 1.C.8; Financial aid 2.G.4, 2.G.5; Advising 1.C.4, 1.D.1, 2.G.5; Library 2.H.1; IT & Facilities 2.I.1, Admissions 1.D.1)

Narrative

NWCCU - 2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Association of College & Research Libraries (ACRL) Standards for Libraries in Higher Education (attached)

ACRL Framework for Information Literacy for Higher Education (attached)

All of these are being addressed regularly.

Evidence Attachments

[Framework for Info Literacy.pdf](#)

[Standards for Libraries in Higher Ed.pdf](#)

Recommendations

Briefly summarize your recommendations for improving your unit's quality, effectiveness, and efficiency and number them in order of which have the most likelihood of strengthening the unit. Describe what you're proposing to do, and who will be the point person responsible for writing the improvement plan.

Narrative

#1 Improve communication with campus. Write a communication plan to outline how information is shared with different groups on campus to reach more students with important information, especially distance students.

#2 Revise student employee training. Revise student employee training to ensure that all student employees receive the same base-level information about operations, policies, and procedures.

#3 Revise website. Work with Wayne to revise the library website to make it easier for students to find resources and the information they need. This might not happen anytime soon because we are waiting for external decisions to be made.

Evidence Attachments

[Library Self-Evaluation \(final\) 20240325.docx](#)

[Self Eval addendum - Annual Report FY23 draft.docx](#)

Improvement Plan

Please upload your improvement plan after it has been approved by the Administrative Unit Review committee.

Narrative

Recommendation: Develop a plan to improve communication about library services, workshops, and resources with in-person and distance students and faculty.

Rationale: By developing a communication plan that outlines how different pieces of information will be communicated with students and faculty, and the frequency in which the communication occurs, we hope to increase the effectiveness of our services and resources. If our students & faculty do not realize a service or resource exists, they will not be able to use or benefit from that service.

Indicators:

- An increase in overall student workshop attendance by at least 15% by the end of year 3 of the AUR.
- An increase in annual views on key library resource LibGuides by at least 15% by the end of year 3 of the AUR.

o **Citation Quick Guide**

o **Introduction to Library Research**

o **Library Workshops**

o **Annotated Bibliography**

Evidence Attachments

[20240506 FINAL Library Improvement Plan 202430_Edited.docx](#)

Year Two Fall update

Please describe the progress your unit has made towards your recommendation(s). What has been accomplished so far? What work remains? If you have more than one recommendation, please separate your responses by paragraph.

Narrative

Recommendation: Develop a plan to improve communication about library services, workshops, and resources with in-person and distance students and faculty.

Indicator:

- An increase in overall student workshop attendance by at least 15% by the end of year 3 of the ARC.

- An increase in annual views on key library resource LibGuides by at least 15% by the end of year 3 of the ARC.
 - Citation Quick Guide

 - Introduction to Library Research

 - Library Workshops

 - Annotated Bibliography

February 2025 update:

The library is continuing to monitor and record data for the above indicators.

LibGuide Name	Number of Views FY 23	Number of Views FY 24
Citation Quick Guide	1399	2,768
Introduction to Library Research	755	4,644
Library Workshops	Not Created Yet	277
Annotated Bibliography	152	317

Workshop Attendance

	MLA Workshop - Attendance	APA Workshop - Attendance	TOTALS
FY 23, Fall Block A	No data	No data	
FY 23, Fall Block B	No data	No data	
FY 23, Spring Block A	No data	No data	
FY 23, Spring Block B	No data	No data	FY23 - N/A
FY 24, Fall Block A	No data	No data	
FY 24, Fall Block B	No data	No data	
FY 24, Spring Block A	3	7	
FY 24, Spring Block B	2	4	FY 24 - N/A
FY 25, Fall Block A	2	7	
FY 25, Fall Block B	3	12	
FY25, Spring Block A	TBD	7	
FY25, Spring Block B	TBD	TBD	FY25 -

Workshops were offered as hybrid (in-person & online, synchronous).

No data - attendance data was not formally recorded for the applicable sessions.

This will not be a good indicator for library communication. Could revisit this for next cycle.

Communication Plan

The library still needs to write the communication plan to improve communication about library services, workshops, and resources. Planning to draft a communication plan before the end of FY25, probably in May or June after the spring term concludes, and I have the ability to dedicate time to this project.

The library has tried to get a Mo's Library Bulletin off the ground (campus email newsletter)

- Has sent out December 2024, and January 2025 newsletters. Newsletters will be a communication method outlined in the communication plan.
- Other communication methods will be:
 - email - student and faculty
 - Canvas - if announcement feature is supported

Evidence Attachments

Year Two Fall resource needs

Please list any outstanding resource needs that your unit needs to implement your improvement plan.

Narrative

N/A

Evidence Attachments

Library KPIs

Summary	Year in Review	Print and Digital Collection Hold..	Database Usage Statistics	Circulation and Interlibrary Sta..	LibGuides	Service Desk	In t..
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Weaver Library at Great Falls College Montana State University supports and enhances instruction and learning in a manner that is consistent with the institution's philosophy and evolving programs by providing student-centered, inclusive, accessible, and responsive service to the Great Falls College MSU campus. Weaver Library serves as the major information resource on campus for both students and faculty and provides a range of online and in-person services to help students achieve their academic goals. Weaver Library strives to maintain a well-balanced, up-to-date collection of materials in a variety of formats that reflects the current course offerings and academic needs at Great Falls College MSU. Weaver Library also exists to foster the broader educational ideals of information literacy, intellectual freedom, accessibility, diversity, and inclusion. The data in this report are by fiscal year, which begins on July 1 and ends on June 30.

Library KPIs

Summary	Year in Review	Print and Digital Collection Hold..	Database Usage Statistics	Circulation and Interlibrary Sta..	LibGuides	Service Desk	In t..
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2023-24 in Review

- The library provided 183 laptop and hotspot check outs to students without access to reliable technology. The Chromebooks were removed from the library this year due to age and inability to update the software.
- The library added 555 new books in the following subjects: early childhood education, addictions and substance abuse counselling, nursing, dental assisting, dental hygiene, writing, and psychology, math, chemistry, and literature.
- The library added 5 hotspots to the loanable technology collection made available and funded by the Montana State Library Hotspot Lending Program. The library added an additional 4 hotspots, which are funded directly by the library's annual collection budget.
- In the first full year of subscription, the Dentistry & Oral Sciences Source database was searched 1,730 times.
- The library saw a 359% increase in the circulation of books between FY23 (54 book check outs) and FY24 (248 book check outs).
- The number of views for the Citation Quick Guide LibGuide increased by 97% between FY23 (1399 views) and FY24 (2768 views).
- The following LibGuides were updated to provide more relevant information to students: Dental Assisting Library Resources, Dental Hygiene Library Resources, Nursing Library Resources, Psychology Library Resources.
- A new online library guide for Substance Abuse and Addictions Counseling Resources was created. A new online library guide about library workshops was created.
- The library director created a new online Plagiarism tutorial which provides an overview of plagiarism and artificial intelligence (ChatGPT).
- The library director provided classroom instruction and research assistance to the following Great Falls College courses: interpersonal communication, two sections of WRIT 101, and periodontology. The library director also provided classroom instruction and research assistance to English classes from Central Catholic High School, Great Falls High School, and Shelby High School, who serve dual enrollment students.
- The library hosted 5 APA and 5 MLA 1-hour citation workshop sessions this academic year, occurring at least once per block.
- Weaver Library hosted the TRAILS Montana Academic Library Symposium on the Great Falls College Campus in May 2024. Academic Library professionals from the MUS system, tribal, and community colleges in Montana traveled to attend sessions on academic & intellectual freedom, artificial intelligence, and other current trends in academic libraries.
- The library began the process of inventory and cataloging for the college's choral music collection. This project is ongoing and when completed will allow patrons to check out choral sheet music from the library.
- Audiobooks were removed from the collection due to very low circulation for the past 5-10 years. The audiobooks were set out on a table for the campus community to browse and take free of charge. The audiobooks not picked up by patrons were donated to the college's little free library in the cafeteria.
- The library's collection review process is almost complete. The only section left to review is the literature section. Library staff and writing and communication faculty are collaborating on this effort.
- The following policies were reviewed and updated this academic year: 901.1 Library Conduct, 901.2 Library Appeals, 903.1 Reserve Materials, 903.2 Interlibrary Loan Services, and 903.3 Collection Development. The following are new procedures created this year: 901.2.1 Appeals, 903.1.1 Placing Materials on Reserve, 903.2.1 Interlibrary Loan Services, and 903.3.1 Library Collection Development...

Library KPIs

Summary	Year in Review	Print and Digital Collection Hold..	Database Usage Statistics	Circulation and Interlibrary Sta..	LibGuides	Service Desk	In t..
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Collection Details, Hours and Access

Weaver library is staffed by one full-time, degreed library director, one full-time library technician, and 3 part-time work study students. Weaver library provided 55-hours of in-person services per week during the academic year. Weaver Library also has a virtual collection (databases, e-journals, e-books) available 24-hours a day, 7-days a week (https://trails-gfc.primo.exlibrisgroup.com/discovery/search?vid=01TRAILS_MSU_GFC:01TRAILS_MSU_GFC). Tailored research assistance and classroom instruction is provided during library open hours by the library director, and may take place in-person, over the phone, or via video meeting. Online research guides are available 24-hours a day, 7-days a week, and faculty may request tailored guides for their courses and programs (<https://research.gfcmsu.edu/>).

Weave Library Print and Digital Collection Holdings

Fiscal Year	Collection Type	Physical Inventory Count	Electronic Inventory Count
2023-24	Books	6,067	538,778
	Periodicals (volumes, back issues)	520	266,106
	Audiobooks (via MTLibrary2Go)		25,171
	Magazines (via MTLibrary2Go)		4,065
	Databases		183
	LPs	27	
	Laptops	49	
	Hotspots	12	
	Equipment (chargers, adapters, w..	16	
	DVDs	276	
	Calculators	18	
Anatomy Models	47		

Library KPIs

Summary	Year in Review	Print and Digital Collection Hold..	Database Usage Statistics	Circulation and Interlibrary Sta..	LibGuides	Service Desk	In t..
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Weaver Library subscribes to several online databases accessible to students on and off campus. These databases contain a range of material types including full-text scholarly journal articles, newspaper articles, magazine and trade publication articles, videos and other types of media, as well as abstracting and indexing. Our databases support the following subject areas: nursing and other health sciences, medicine, dentistry, psychology, literature, humanities, business and accounting, biological sciences, history, computer science and technology, welding, and more. Many databases also have multidisciplinary coverage.

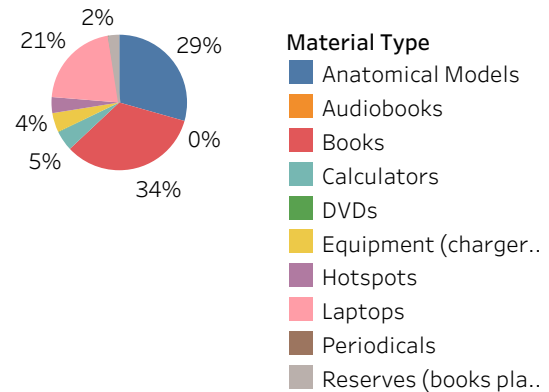
Fiscal Year	Platform Name	Metric Type	New Resource this Fiscal Year	Total
2023-24	American Welding Society	Platform access granted	No	45
	Bloomsbury Education & Childhood Studies	Regular Searches	Yes	10
	Credo Reference	Regular searches	No	523
	Dentistry & Oral Sciences Source (included in EBSCOhost numbers)	Regular Searches	No	1,730
	EBSCOhost (33 databases)	Regular searches	No	53,990
	Gale (26 databases)	Platform searches	No	3,262
	Kanopy (streaming video)	Videos played	No	209
	MtLibrary2Go (eBooks/audiobooks)	Checkouts	No	277
	ProQuest (67 databases)	Searches_Platform	No	5,359
	Taylor & Francis	Regular searches	No	602

Library KPIs

Year in Review	Print and Digital Collection Hold..	Database Usage Statistics	Circulation and Interlibrary Sta..	LibGuides	Service Desk	Interactions	G..
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Weaver Library Circulation Statistics (Physical Collection)

Material Type	Total Items Loaned
Anatomical Models	217
Audiobooks	0
Books	248
Calculators	35
DVDs	1
Equipment (chargers, adapters, webcams)	34
Hotspots	28
Laptops	155
Periodicals	2
Reserves (books placed on hold for a spec..	18



Weaver Library Interlibrary Loan and Resource Sharing

No library can own all the books, periodicals, and other materials needed by its patrons. However, libraries can provide additional materials to their patrons using a system of lending and borrowing known as interlibrary loan. Weaver Library lends its materials (books, article copies, DVDs) to other libraries across the United States and borrows materials from other libraries on behalf of current faculty, staff, and students. Additionally, Weaver Library belongs to Treasure State Academic Information & Library Services (TRAILS), a consortium of 23 Montana academic libraries working together to share resources. We frequently lend and borrow items from other Montana institutions such as Montana State University, Montana State University-Billings, University of Montana, and Carroll College, as a part of our TRAILS consortium. We also lend and borrow from libraries nationally.

Resource	Items Lent	Items Borrowed
Article Copies	12	1
Books	43	2
DVD	0	0
Grand Total	55	3

Library KPIs

Y.	Print and Digital Collection Hold..	Database Usage Statistics	Circulation and Interlibrary Sta..	LibGuides	Service Desk	Interactions	Gate Count
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LibGuides Usage

Weaver Library creates LibGuides to support the research and resource needs of students at Great Falls College.

Weaver Library offers several subject and topic guides to help students find information using library resources.

Fiscal Year	Guide Name	Views
2023-24	Annotated Bibliography	317
	Banned Books Week and Censorship	449
	Black History Month	18
	Business	24
	Business Writing	41
	Citation Quick Guide (APA, MLA, Chicago)	2,768
	Copyright & Fair Use for Faculty	49
	Dental Assisting Library Resources	20
	Dental Hygiene Library Resources	64
	Emergency Medical Services	11
	Health Information Technology	129
	Introduction to Library Research	4,644
	LGBTQ Resources	78
	Library Workshops*	277
	Looking for Statistics and Data?	13
	MedTerms	35
	Native American Heritage Resources	38
	Nursing Library Resources	130
	Nutrition and Dietetics	14
	Open Educational Resources (OER) and Creative Commons	30
	Physical Therapist Assistant	31
	Psychology Library Resources	461
	Respiratory Care	12
	Searching the Library Catalog (Primo)	245
	Sociology 101	151
	Substance Abuse and Addictions Counseling Resources*	131
	United States Constitution	50
	Universal Design for Learning (UDL) & Accessibility for Faculty	4
	WRIT 101	275
	WRIT 201	10
WRIT 220	25	

Library KPIs

Y.	Print and Digital Collection Hold..	Database Usage Statistics	Circulation and Interlibrary Sta..	LibGuides	Service Desk	Interactions	Gate Count
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Please note that this data is not perfect and represents the interactions we remember to record manually. Our number of interactions may be higher than these data represent.

Weaver Library records interactions between our staff and our patrons. Community patrons are library visitors who are not current students, faculty, or staff at Great Falls College MSU. Listed are the interaction classifications:

Reference interactions are those in which the librarian assists patrons seeking information. The librarian will conduct a reference interview to identify the information needed and provide appropriate resources. The goal of a reference interaction is to provide information and teach patrons how to find and access this information on their own without future assistance.

Circulation interactions are when a library staff member checks out or checks in an item for a patron. Interactions where a patron needed assistance finding an item in the collection are also included.

Technical support interactions are those in which patrons need assistance with technology. Patrons, especially public patrons, typically need assistance with printing, using the document scanner, or using a particular software like Microsoft Word. Students typically need assistance with formatting documents specifically for printing, logging into accounts or resetting passwords, uploading documents to D2L and accessing Office365.

Printing Help occurs when library staff assist patrons in sending a document to the printer. Community Patrons pay for printing services in cash at the front desk. Students pay for printing with an online account and may need additional assistance uploading funds to their printing account.

General library questions are when staff answer questions about library hours, services, policies, or library accounts.

Directional interactions are those in which patrons ask for directional or campus information. Directional questions are questions like “where is the bookstore?”

Classroom instruction is when the librarian visits a class and conducts a 30 to 60-minute instruction session covering one of the following topics: information literacy, searching a library database, evaluating sources, search strategies and methods, and more.

Refer to tutoring occurs when a library staff member directs a student to the Academic Success Center for tutoring services in the back of the library.

Other interactions are ones that don’t fall easily into the above categories. Examples include calls from vendors like t..

Fiscal Year	Interaction Type	Community Patrons	Faculty/ Staff	Students	Total
2023-24	Circulation – checking out/returning items	8	25	453	486
	Classroom instruction	2	0	10	12
	Directional	17	1	80	98
	General library/account questions	19	6	75	100
	Interlibrary Loan	0	1	4	5
	Other	20	10	83	113
	Printing Help	37	1	179	217
	Refer to tutoring	0	0	15	15
	Reference/research help (in-person, phone, email)	0	1	48	49
	Technical support	35	3	67	105

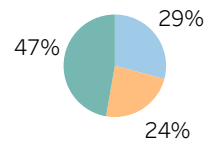
Library KPIs

Y.	Print and Digital Collection Hold..	Database Usage Statistics	Circulation and Interlibrary Sta..	LibGuides	Service Desk	Interactions	Gate Count
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Interaction by Staff Member

There are some instances in which multiple staff members may work with the same patron on the same request. Please note, this data is not perfect as it requires staff to remember to fill out the tracking form. It is likely that there were more interactions that occurred that were not recorded.

Fiscal Year	Employee	Total
2023-24	Library Director	371
	Library Technician	301
	Student Employees	602
Grand Total		1,274

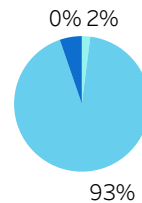


Employee

- Library Director
- Library Technician
- Student Employees

Setting of Interaction

Fiscal Year	Interaction Setting	Total
2023-24	Email	24
	In-Person	1,112
	Phone	62
	Video Meeting	1
Grand Total		1,199

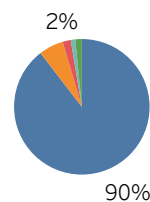


Interaction Setting

- Email
- In-Person
- Phone
- Video Meeting

Amount of Time Spent per Interaction

Fiscal Year	Time of Interaction	Total
2023-24	Less than 5 minutes	825
	5-10 minutes	54
	10-20 minutes	18
	20-30 minutes	10
	31+ minutes	14
Grand Total		921



Time of Interaction

- Less than 5 minutes
- 5-10 minutes
- 10-20 minutes
- 20-30 minutes
- 31+ minutes

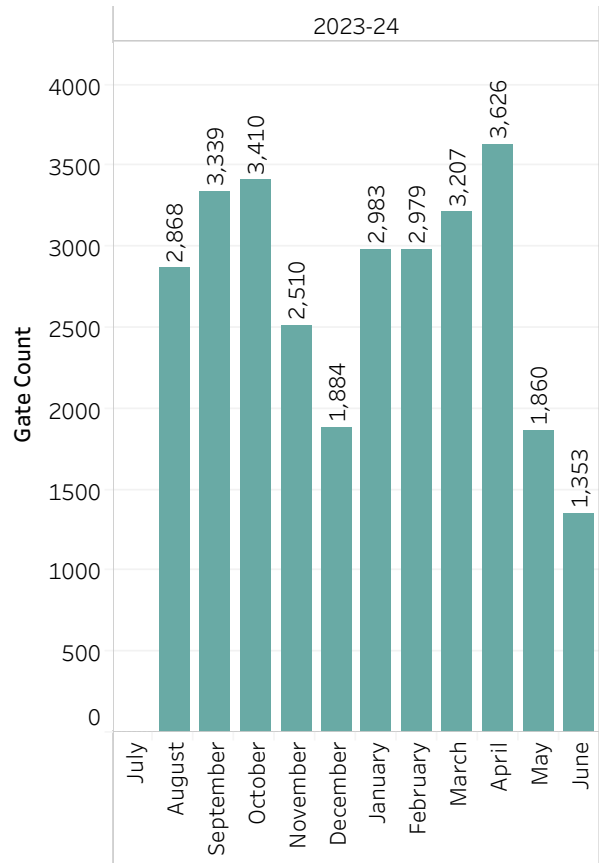
Library KPIs

Y.	Print and Digital Collection Hold..	Database Usage Statistics	Circulation and Interlibrary Sta..	LibGuides	Service Desk	Interactions	Gate Count
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Weaver Library Gate Count Statistics

The gate count is measured every time a person crosses the threshold through the library front doors. To calculate gate count, we take the total amount of crossings and divide it in two to represent one person (one person will cross once on the way in and once on the way out). This metric is not 100% accurate as it accounts for times the threshold is crossed and is unable to track who visits the library, the amount of time someone spent in the library, or the services they sought. When large groups/tours visit, each individual may not be accounted for in the crossing, especially if the group does not enter the library one at a time.

Fiscal Year	Month	Gate Count
2023-24	July	
	August	2,868
	September	3,339
	October	3,410
	November	2,510
	December	1,884
	January	2,983
	February	2,979
	March	3,207
	April	3,626
	May	1,860
	June	1,353
Grand Total		30,019



Appendix U

Fall Convocation Meeting Agenda
August 23, 2024 | 8:00 am – 10:00 am | Heritage Hall
All Faculty and Staff

Agenda			
Time	Topic	Responsible	Outcome
30 min	Continental Breakfast: Let's eat!		
5 min	Welcome	Dr. Stephanie Erdmann	
10 min	New Faces	Ms. Carmen Roberts	Informational
10 min	Listening Sessions Feedback	Dr. Stephanie Erdmann	Informational
10 min	Facilities Update	Ms. Carmen Roberts	Informational
5 min	Marketing Plan	Mr. Scott Thompson	Informational
5 min	Webpage Update	Mr. Scott Thompson	Informational
5 min	Enrollment Update	Ms. Shannon Marr	Informational
10 min	Retention	Ms. Charla Merja	Informational
5 min	Mission Fulfillment Indicators	Ms. Stacy Lowry/ Mr. Tom Oakberg	Informational
5 min	Strategic Plan – Forging Futures	Mr. Tom Oakberg/ Ms. Stacy Lowry	Informational
10 min	Year 3 Site Visit	Dr. Eleazar Ortega	Informational
5 min	Mo Fun Activities	Ms. Kristi Voboril	Informational
5 min	Wrap Up	Ms. Quincie Jones	



Institutional Accreditation Mid-Cycle Report and Visit

Eleazar Ortega, Accreditation Liaison Officer



What is Institutional Accreditation?

- A voluntary peer review process that assesses the quality of a college.
- It evaluates all aspects of the institution– academic programs, governance, administration, mission, finances, and resources.
- Accreditation provides public assurance about the quality of an institution and gives it a way to evaluate itself and improve.
- Provides us with the ability to provide Title IV federal financial aid to students, transfer and accept student transcripts and credits, and increase the likelihood of degree acceptance from employers and other higher education institutions.



Northwest Commission on Colleges and Universities (NWCCU)

NWCCU is a Washington State nonprofit corporation, recognized as a 501(c)(3) organization by the Internal Revenue Service.

NWCCU is recognized by the United States Department of Education (USDE) as an accreditor of higher education institutions throughout the United States.

The overriding purpose of NWCCU accreditation is to assure stakeholders that an NWCCU-accredited institution has been rigorously evaluated and that it meets or exceeds the criteria required to maintain accreditation. In addition, NWCCU promotes a culture of data- and evidence-informed continuous institutional improvement.



Institutional Accreditation Report and Visits Schedule

Year 1 (2023)– Annual report

Year 2 (2024)– Annual report

Year 3 (2025)– Annual report + Mid-Cycle Self-Evaluation report and visit

Year 4 (2026)– Annual report

Year 5 (2027)– Annual report

Year 6 (2028)– Annual report + Policies, Regulations, and Financial Review report

Year 7 (2029)– Evaluation of Institutional Effectiveness report & visit



Mid-Cycle Self-Evaluation Report and Visit

Report due approx. February 20, 2025

Visit will be April 3-4, 2025 (Thursday and Friday)

During the visit, the following areas will/may be involved:

- Academic Advisors
- Administrative Unit Review committee
- Division Directors
- Executive Council
- Facilities
- Human Resources
- Internal Academic Program Review committee
- Library
- Office of Institutional Effectiveness
- Strategic Analysis and Reporting committee
- Student Learning Assessment committee
- Student Services Directors
- Teaching and Learning Center



Year 7 Preparation

An initiative planned to prepare for the Year Seven site visit is the creation and approval of the governing process for Great Falls College.

Please review and comment:

- College Council Teams
 - GFC Governance by Committees Channel
 - Channel Files
 - GFCMSU_Governance

Notes:

The file setting allow for comments within the document.

The Staff Senate and Advisory Board sections are not yet finished.



Strategic Funding Request

Do you see opportunities to improve outcomes for our students?

If you have an idea for a new initiative, a modification to existing activities, or an initiative that will strengthen student outcomes, we want to hear from you.

Step 1 - Complete the information on the attached form.

"Save-As" this file with the name of the initiative in the title. Example: Transfer Transcript Support Initiative

Email your saved form to carmen.roberts@gfcmsu.edu by October 1, 2023

Step 2 - Your submission will be reviewed by Executive Council and evaluated based on resource capacity and alignment with the strategic plan. You will be notified by October 15, 2023 if your submission was approved.

Thank you! Questions about this form or the evaluation process can be sent to carmen.roberts@gfcmsu.edu.



Strategic Funding Request

The information you provide will be used to evaluate your proposed strategic funding request.
We will reach out to ask additional questions if needed. Thank you for all you do to ensure the success of Great Falls College MSU!

Submitter's Information

Name: _____
 Position or Job Title: _____
 Email Address: _____
 Phone Number: _____

Are you submitting on behalf of another person, or as a representative of a group? YES NO

If yes, please tell us who: _____

Summary

Strategic Funding Request: _____

Provide a brief, narrative description of the request.

Strategic plan alignment of request

Strategic Plan Alignment: _____

Describe how your request aligns with the strategic plan, unit or committee goal. Include metric or specific goal if possible.

Will this request have ongoing costs? If yes, how will these costs be covered in future years

examples: software annual maintenance costs

Summary of Financial Needs

Estimated cost/funds needed: _____

Is there anything else you would like to share about this request?

Use this response box to tell us anything else you would like to share about your request?

Please save & send to carmen.roberts@gfcmu.edu.

Strategic Planning Timeline

Preparing for the next version of our strategic plan



Appendix W

*This does not account for BOR timeline of when new mission statements need to be submitted/reviewed. <https://mus.edu/borpol/bor200/219.1.pdf>

Strategic Plan Goal	Metric	Target Metrics	Resource Needs
<p>1 Pillar Pillar 3: Excellence Learn, assess, and innovate.</p>			
<p>Outcome has action plan</p> <p>1.1 Resources Align human, physical, and/or financial resources to support strategic plan initiatives. Supported Initiatives (3) STRATEGIC INITIATIVES</p> <ul style="list-style-type: none"> • Excellence: Learn, assess, and innovate. • E2:3 Increase the proportion of new or reallocated human, physical, and financial resources that align with the strategic plan. • E2: Resources: Align human, physical, and/or financial resources to support strategic plan initiatives 	<p>1.1.1 E2.3 Increase the proportion of new or reallocated human, physical, and financial resources that align with the strategic plan. N/A</p>	<p>1.1.1.1 N/A E2.3a, E2.3b, E2.3c: By 2027, 100% of new or reallocated human resources, 80% of new or reallocated physical resources, and 80% of new or reallocated financial resources align with the strategic plan.</p>	<p>None</p> <p>SUMMARY OF PROGRESS As of January 2025, we are 50% towards completing this goal. In November 2024, the Executive Director of Operations made available another one-time opportunity to fund strategic requests. Approx. \$50k was available to prioritize strategic requests and about 6 projects were funded, with an additional 2 being recommended for alternative funding. Currently, a process exists for these one-time strategic funding opportunities and when department budgets are updated, so the next steps would be to identify how to</p>

Strategic Plan Goal	Metric	Target Metrics	Resource Needs
<p>ACTION PLAN In Progress</p> <p>Goal: Develop a process to review resource needs and prioritize resource allocation in alignment with the strategic plan. Indicator: An increase in the proportion of new or reallocated human, physical, and financial resources that align with the strategic plan.</p> <p>DUE 6/30/2027</p>			<p>include the results of academic program reviews and administrative unit reviews with resource allocation.</p> <p>As of July 2024, we are 25% towards completing this goal. In spring 2024, the Executive Director of Operations added instructions to the annual budget worksheets that any department requesting additional financial resources must align the resource request to their strategic goals (that align to the strategic plan). We have a spreadsheet for tracking new or refill positions (in EC Teams --> new positions and the strategic plan), are discussing how to handle new positions, strategic spending request was offered to campus in (September 2023).</p> <p>As of January 2024, this council was 10% of the way towards completing this goal. The NACUBO grant was put on pause after the cyber incident. The dashboard that was a part of that grant work will resume soon, and once that is done could</p>

Strategic Plan Goal	Metric	Target Metrics	Resource Needs
			<p>provide our campus with data on return on investments. That would then help determine resource allocation in the future. In September 2023, the Executive Director of Operations created a strategic spending request to prioritize the allocation of financial resources to strategic initiatives.</p> <p>As of July 2023, this council was 10% of the way towards completing this goal. Data from AY 2022-23 will be provided to the Office of Institutional Research and Effectiveness to update strategic plan report on target metrics E2.3a, b, and c.</p> <p>As of January 2023, this council was 10% of the way towards completing this goal.</p>