Department of Applied Arts and Sciences  
2020 Assessment Report

*All areas shaded in gray are to be completed by the department/program.*

*This document will be posted online and must be accessible electronically (including appendices).*

**MISSION STATEMENT**

The mission of the Department of Applied Arts and Sciences (AASc) is to be a center of academic excellence for Missoula College students seeking academic, professional, or technical careers. AASc provides instruction in mathematics, writing studies, literature, psychology, science, historical and cultural studies, and communication, and the department provides developmental instruction in mathematics and writing. The Department strives to guide students as they gain knowledge, values, and skills required in academic, professional, and civic communities. Beyond academic and professional goals, the department encourages students to become responsible members of a global and multicultural society.

AASc houses the general education transfer degrees at Missoula College, the Associate of Arts (AA) and the Associate of Science (AS) degrees. As these degrees include the completion of UM’s lower-division general education requirements, the outcomes for these degrees parallel those of UM’s general education curriculum -

1) Develop competent and humane individuals who are informed, ethical, literate, and engaged citizens of local and global communities.

2) Become acquainted with issues facing contemporary society.

3) Participate in the creative arts.

5) Cultivate an appreciation of the humanities.

6) Examine the history of different American and global cultures.

7) Articulate ideas orally and in writing.

8) Critically evaluate tangible and abstract concepts.

9) Employ mathematical skills in a technologically focused society.

These skills are vital for personal, professional and academic success. In addition, they provide open access not only to educational pursuits but to civic engagement as well. In an Association of American Colleges and Universities (2020) publication titled *What Liberal Education Looks Like*, the association notes, “Put simply, if the learning outcomes of a liberal education correspond to the proficiencies required for engaged citizenship and for success in the workplaces of today and tomorrow—and educators and employers alike agree that they do—then liberal education can unleash the potential of those otherwise most likely to be excluded from full participation in civic and economic life (p. 6). This inclusiveness is especially true in two-year college environments.

*<Insert Department Mission Statement>*
DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

After listing each departmental objective, indicate which of the five Priorities for Action the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

1. Students will demonstrate breadth of academic knowledge by completing diverse general education courses reflecting multiple perspectives
   **Priority 1: Place Student Success at the Center of All We Do**

   As a majority of the classes offered by AASc fulfill UM general education requirements, the department regularly engages in course assessment through the General Education Committee’s rolling review of general education curriculum. Our general education curriculum is diverse and robust. We not only offer core general education coursework in areas such as psychology, communication, science, writing and mathematics, but also unique general education offerings that further support the university’s goals for breadth of academic knowledge and multiple perspectives (Addictions and Diversity, Introduction to Visual Rhetoric, Montana Ecosystems, Communicating Biology, as examples).

   AASc is flexible in both their offerings and scheduling to serve not only AA and AS students, but also the numerous career and technical programs at Missoula College. AASc faculty work directly with Program Directors to ensure that all Missoula College students have access to general education coursework that support essential 21st professional skills.

2. Students will understand and communicate the complexity of ideas and the diversity of cultural perspectives, and be able to communicate how this understanding can affect human decisions and lifestyle choices
   **Priority 3: Embody the Principle of “Mission First, People Always” (fostering a diverse and inclusive campus)**

   Our writing and mathematics disciplines have been instrumental in the development of co-requisite courses that support developmental instruction in these areas. Students take these co-requisite courses alongside the foundational writing and math courses. These models have expanded opportunities for nontraditional student pathways. In addition, the co-requisite model of instruction allows opportunities for greater cohort building and a sense of community to build support systems; students helping each other.

   AASc offers a number of classes that teach students to “communicate the complexity of ideas and the diversity of cultural perspectives” (e.g. Addictions and Diversity-CAS 140X, Intercultural Communication-COMX 212X, Interpersonal Communication-COMX 150S, Anthropology and the Human Experience-ANTY 101H, Introduction to Literature-LIT 110L, and The Veteran’s Experience, HSTA 150H).

   The Veteran’s Experience is funded by an NEH grant. It explores interdisciplinary, historical perspectives of the veteran’s experience in American history, since antiquity, and in American society today. It also examines the nature of military service, experiences of war, and consequences of service and war on veterans and their families through the study of sources from history, classical literature, literature, philosophy, and ethics.

   AASc faculty are involved in Diversity, Equity and Inclusion initiatives throughout the university:

   - AASc faculty and staff attended the Empower Montana training at Missoula College to identify personal lenses that affect classroom climate and build inclusivity in classroom structure and assignments
   - Psychology Discipline Lead Alison Pepper has been chairing the Missoula College DEI PLC committee, which includes participation from two additional AASc faculty members, and she is the coordinator of prevention education through SARC
   - Department Chair Kim Reiser serves on UM’s Diversity Advisory Council
- Chemical Addiction Studies Discipline Lead Linda Eagleheart-Thomas serves on the President’s Native American Advisory Council
- Writing Studies Discipline Lead Jessica Dougherty-McMichael serves as the faculty coordinator for the Food Pantry at Missoula College
- Two members of our faculty have been cohort members of the Women’s Leadership Initiative

3. Students will demonstrate increasing academic strength and competence for success in professional and transfer programs

**Priority 1: Place student success at the Center of All We Do**

AASc now has focused areas of studies within the Associate of Arts (AA) degree. Students have the option of completing an AA degree with a concentration in Psychology, Communication Studies, or Professional Communication. In addition, students can now compliment their AA degree with a new certificate in Chemical Addiction Counseling.

In the fall of 2019, the department proposed and saw approval for the offering of an Associate of Science (AS) degree. The AS degree will appeal to the growing population of those seeking college credits to move forward in careers in mathematics and science related fields such as computing, engineering, environmental and physical sciences, and health professions. In an effort to develop pathways within the AS degree, in the fall of 2020, AASc collaborated with Missoula College’s Business Technology and Health Programs departments to add concentrations in Business and Public Health.

**Priority 2: Drive Excellence and Innovation in Teaching, Learning, and Research**

AASc is fully launching their online AA/AS degree programs in May of 2021. Over the past two years, the department has rounded out their online general education curriculum with a focus on student needs and diversity of offerings. In addition, the department collaborated with UM’s Mansfield Center and its Defense Critical Language and Culture Program, which provides language and cultural training to active military members for the Department of Defense and for U.S. National Security objectives. There was a clear need to make online programs more accessible to active military students. The online AA/AS degrees will serve federal active military across the globe. It will provide them with a way to jump-start their education, and to have college credit attached to their military service. This online programming is also very relevant given the surge in online education due to the pandemic. This new audience of online learners, including the quality and diversity of our online offerings, also supports Priorities for Action 4 and 5: “Partnering with Place”, allowing us to “Proudly Tell the UM Story” through this new outreach.

4. Students will successfully complete courses that satisfy MUS Core or UM general education requirements and/or general education requirements for specific academic programs

**Priority 1: Place student success at the Center of All We Do**

AASc recently proposed a Certificate of General Studies as Level II paperwork through the Board of Regents. The Certificate of General Studies recognizes completion of UM general education requirements that also fulfill the 30 required credits of the MUS Core to allow a student to transfer general education credits to any MUS academic unit. The purpose of the Certificate of General Studies is to recognize students whose primary goal is to complete their “generals” at Missoula College. Many of these students move on without completing the 30 required credits of the MUS core needed for smooth transition to another Montana academic unit (BOR 301.10). In addition, as we do not currently have a credential for general education, we are unable to track successful completion for these students. This stackable credential would no doubt increase retention for this population at the college. In essence, students could use this certificate as a milestone toward receiving their Associate of Arts or Associate of Science degree at Missoula College. Alternatively, they could use the certificate to demonstrate completion of core general education courses to facilitate transfer within the Montana University System or accelerate their work in a baccalaureate program on the UM Mountain Campus.

As noted above our courses are engage regularly in the General Education Committee’s rolling review. We have selected a sample of four of these core courses for departmental assessment.
**BIOB 101N - Discover Biology. 3 Credits.**

Offered every term. Offered on Mountain Campus and at Missoula College. Contemporary exploration of the organization and complexity of living organisms and the systems in which they live. The central question of biology—relationship between form and function, acquisition and use of energy, and continuity between generations will be addressed through lectures and laboratory investigations. Credit not allowed toward a major in biology. Credit not allowed for both BIOB 101N and BIOB 160N. Gen Ed Attributes: Natural Science Lab Course (N)

Gen Ed Attributes: Natural Science Course (N)

**STUDENT LEARNING GOALS and MEASUREMENT TOOLS**

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Objective Exam Questions</th>
<th>Short Written Exam Questions</th>
<th>Lab Quizzes</th>
<th>Lab Manual Written Reflections</th>
<th>Research Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the general principles associated with the discipline(s) studied.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>2. Understand the methodology and activities scientists use to gather, validate and interpret data related to natural process.</td>
<td>X</td>
<td></td>
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<tr>
<td>3. Detect patterns, draw conclusions, develop conjectures and hypotheses, and test them by appropriate means and experiments.</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>4. Understand how scientific laws and theories are verified by quantitative measurement, scientific observation, and logical/critical reasoning.</td>
<td>X</td>
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<tr>
<td>5. Understand the means by which analytic uncertainty is quantified and expressed in the natural sciences.</td>
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<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
RESULTS and MODIFICATIONS

<table>
<thead>
<tr>
<th>Learning Goal results</th>
<th>Modifications made to enhance learning</th>
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</table>
| **Learning Goal 1:** Understand the general principles associated with the discipline(s) studied.  
  Sample assessment items 1, 2 & 3  
  Results (% of students successful, respectively): 70%, 76% & 100% | Minimal modification made since assessment; moderate adjustments made in application of complex terms though additional discussion prompts, lab activity questions, and textbook modification. See below for future plans. |
| **Learning Goal 2:** Understand the methodology and activities scientists use to gather, validate and interpret data related to natural process.  
  Sample assessment items 4 & 5  
  Results (% of students successful, respectively): 100% & 94% | Minimal modification made since assessment; some adjustments made to simplify and clarify terminology used in classroom presentations. See below for future plans. |
| **Learning Goal 3:** Detect patterns, draw conclusions, develop conjectures and hypotheses, and test them by appropriate means and experiments.  
  Sample assessment items 6 & 7  
  Results (% of students successful, respectively): 80% & 72% | Moderate modifications made to lab activities with newly added low-stakes introductory questions followed by low-stakes reflective questions devoted to the development and testing of hypotheses and the nature of science as a process of investigation. See below for future plans. |
| **Learning Goal 4:** Understand how scientific laws and theories are verified by quantitative measurement, scientific observation, and logical/critical reasoning.  
  Sample assessment items 8 & 9  
  Results (% of students successful, respectively): 100% & 52% | Moderate modifications made by shifting assessment from objective exam questions toward more reflective laboratory questions as described above (low-stakes lab questions) and the addition of interactive, online, asynchronous student discussion questions focused on assessing validity. See below for future plans. |
| **Learning Goal 5:** Understand the means by which analytic uncertainty is quantified and expressed in the natural sciences.  
  Sample assessment items 10 & 11  
  Results (% of students successful, respectively): 65% & 70% | Minimal modifications made so far; this is an area in need of meaningful attention currently being given during spring 2021. See below for future plans. |

**FUTURE PLANS FOR CONTINUED ASSESSMENT**

The assessment data reflect that the course, as taught, generally meets or exceeds expected student learning targets in content areas and fails to meet expected learning targets in some areas related to the process and interpretation of science. Of particular note is the lower-than-expected accomplishment rate in questions and reflections related to experimental design and quantitative uncertainty. This mirrors a broader cultural pattern in which Americans, in general, display scientific literacy that is higher in areas of content and lower in areas of process (as seen in Pew Research Center analyses, for example).

The clear opportunity for growth in this course lies with mild-moderate restructuring of activities, assignments, and assessment to better guide students toward deeper understanding of the mechanisms of scientific investigation and interpretation of findings. I propose to address this through reframed repetition and application of existing activities aligned with these goals and the addition of new experiences such as peer-group analysis of findings (to focus on uncertainty and interpretation) and the addition of a feedback & rewrite component in the written research paper.

I expect to implement these initial changes within two semesters, followed by reflection that will likely inspire more changes.

**APPENDICIES**

1. Sample assessment tools used to measure Learning Goal results.

Assessment tools used across Learning Goals: short answer exam questions, objective exam questions, objective lab quizzes, lab manual reflections, and a short research paper.

1. Understand the general principles associated with the discipline(s) studied.
   Assessment Example 1 (lab quiz):
   Which of the following molecules are used (necessary inputs) in respiration (circle TWO):
   a. CO₂   b. O₂   c. C₆H₁₂O₆   d. H₂O
   Assessment Example 2 (objective exam question):
   Assuming an over-simplified genetic control of eye color in which brown eyes are dominant and blue eyes are recessive, what are the chances that the child of two blue eyed parents will have blue eyes?
   Assessment Example 3 (short written exam question):
   Please describe two ways that bacteria benefit your life:

2. Understand the methodology and activities scientists use to gather, validate and interpret data related to natural process.
   Assessment Example 4 (objective exam question):
   Which of the following is the best summary of the scientific method of investigation?
   a) scientists seek evidence for the conclusions they already know to be true
   b) scientists seek evidence to prove the conclusions they think are true
   c) scientists study textbooks and articles to amass knowledge
   d) scientists observe the world, propose hypotheses, test them, and reject the ones that fail
   Assessment Example 5 (objective exam question):
   A good hypothesis is:
   a) repeatedly tested and supported by evidence
   b) deductive and inductive
   c) testable and falsifiable
   d) naturalistic and experimental

3. Detect patterns, draw conclusions, develop conjectures and hypotheses, and test them by appropriate means and experiments.
   Assessment Example 6 (lab manual reflections):
   Students are asked to state an independently developed hypothesis, identify variables, describe methods used, report findings, and interpret results in short-answer format in individual lab manuals. Assessment is based upon clear demonstration of student understanding of the key components of their scientific investigation.
   Assessment Example 7 (lab quiz):
   Please describe what happened to the plant cells immersed in salty water under the microscope in last week’s lab? Why did this happen?

4. Understand how scientific laws and theories are verified by quantitative measurement, scientific observation, and logical/critical reasoning.
   Assessment Example 8 (exam question):
   Which of the following statements best describes science?
   a. Science has stopped changing because everything about the world is now understood.
   b. Science reliably results in one true answer that never changes
   c. science is a method of seeking answers, and is open to revision and questioning
   d. The best scientist is the one who knows the most facts
   Assessment Example 9 (exam question):
   Why is a control important in a scientific investigation?
   a. the control differs only in the variable being investigated, it is not subjected to the experimental treatment
   b. a control is a group that the scientist can manipulate in many ways, allowing for a more precise investigation.
   c. a control keeps the experiment from getting “out of hand,” like brakes on unreasonable ideas
   d. a control helps the researcher explore multiple variables simultaneously

5. Understand the means by which analytic uncertainty is quantified and expressed in the natural sciences.
   Assessment Example 10 (research paper):
   Students are expected to express and analyze uncertainty in summary and synthesis of multiple sources of scientific literature. Assessment is based upon inclusion and demonstrated understanding of these components in student written work.
   Assessment Example 11 (lab manual reflections)
   After completing a graph of data collected through small group investigations, students are asked to explain its pattern, meaning, and reliability through writing. Assessment is based upon student recognition of what data suggest and uncertainty in conclusions.
LIT 120L - Poetry. 3 Credits.

Offered Spring term. Offered at Missoula College. Prereq., WRIT 101 (or higher) or equivalent. An introduction to the techniques of reading and writing about poetry with emphasis on the lyric and other shorter forms.

Gen Ed Attributes: Lit & Artistic Studies (L), Writing Course-Intermediate (W)

### STUDENT LEARNING GOALS and MEASUREMENT TOOLS

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Journal Entries I-IV</th>
<th>Poet Presentation / Post</th>
<th>Critical Context Paper</th>
<th>Short Formal papers / Literary Analysis</th>
<th>Final / Research Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use writing to learn and synthesize new concepts</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Formulate and express opinions and ideas in writing</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Compose written documents that are appropriate for a given audience or purpose and begin to use discipline-specific writing conventions</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Revise written work based on constructive feedback</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>5. Find, evaluate, and use information effectively</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Analyze works of art with respect to structure and significance within literary traditions</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7. Develop coherent arguments that critique these works from a variety of approaches</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
## RESULTS and MODIFICATIONS

<table>
<thead>
<tr>
<th>Learning Goal results</th>
<th>Modifications made to enhance learning</th>
</tr>
</thead>
</table>
| **Learning Goals 1-2, 5**  
Over the course of the past two years and three sections of LIT 120, 80% of students showed and increased understanding of literary terms, traditions, and discipline specific arguments. The development can be seen in the formation of stronger and more nuanced thesis statements and appropriate use of textual evidence. In addition, these students demonstrated a deeper understanding of literary terms and perspectives and were better able to apply them to their analysis. | I am developing a few short, informal assignments that provide further opportunities to engage literary traditions and perspectives. In these low risk assignments, students will be able to access literary conversations that can then be applied to the more formal papers. |
| **Learning Goals 3-5**  
LIT 120, 80% of students showed and increased understanding of literary terms, traditions, and discipline specific arguments. The development can be seen in the formation of stronger and more nuanced thesis statements and appropriate use of textual evidence. In addition, these students demonstrated a deeper understanding of literary terms and perspectives and were better able to apply them to their analysis. | I have added a second set of writing conferences focused discussing research and the use of sources in literary analysis. |
| **Learning Goals 6-7:**  
LIT 120, 80% of students showed and increased understanding of literary terms, traditions, and discipline specific arguments. The development can be seen in the formation of stronger and more nuanced thesis statements and appropriate use of textual evidence. In addition, these students demonstrated a deeper understanding of literary terms and perspectives and were better able to apply them to their analysis. | I am developing further small group opportunities inside and outside the classroom to better engage literary traditions and perspectives. I am also developing a few short, informal assignments that provide further opportunities to engage literary traditions and perspectives. |

## FUTURE PLANS FOR CONTINUED ASSESSMENT

Future assessment of the course will focus on evaluating the effectiveness of the changes and developments highlighted in the “Modifications made to enhance learning” section of the report. While current outcomes are positive, a higher percent of students developing their writing and literary analysis is achievable.

Beyond evaluating the current modifications, a more complete picture of writing development would be made possible by tracking student success and retention from Introductory Writing (WRIT 101) through the Intermediate Writing courses (in this case, LIT 120). An overview of this kind would allow the Writing Discipline the opportunity to address student needs in all of our writing offerings and cover gaps in writing development between the introductory and intermediate course.

**PSYX 100S - Intro to Psychology. 3 Credits.**

Offered every term. Offered on Mountain Campus and at Missoula College. Introduction to the scientific study of behavior in humans and other animals. Credit not allowed for both PSY 100S and PSYC 100S.

Gen Ed Attributes: Social Sciences Course (S)
## STUDENT LEARNING GOALS and MEASUREMENT TOOLS

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Objective Exam Questions</th>
<th>Written Discussion Questions</th>
<th>Research Credits</th>
<th>Measurement Tool</th>
<th>Measurement Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define the scientific method and its application to psychology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>2. Differentiate between observational, correlational, and experimental research design and articulate the advantages and limitations of each</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Describe how biological, developmental, and social-cultural factors influence our thoughts, feelings, and behaviors</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Understand normal reactions to stress, as well as the effects of prolonged stress</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Understand and identify psychological disorders and treatments</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Describe how psychology is applied in real world situations, including a deeper understanding of self, others and the world</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

## RESULTS and MODIFICATIONS

<table>
<thead>
<tr>
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<th>Modifications made to enhance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal 1:</strong> define the scientific method and its application to psychology</td>
<td>Moderate modifications were made to improve student’s comprehension of the scientific method. Since this is an asynchronous online course, three micro-lectures were created to emphasize and elaborate on key terms and concepts. These are used in conjunction with supplemental videos from the text.</td>
</tr>
<tr>
<td>• See sample item in Appendix 1.</td>
<td></td>
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<tr>
<td>- #1: Results (% of students successful): 73.9%</td>
<td></td>
</tr>
<tr>
<td>• See sample items in Appendix 2</td>
<td></td>
</tr>
<tr>
<td>- #1: Results (% of students successful): 95.6%</td>
<td></td>
</tr>
<tr>
<td>- #2: Results (% of students successful): 95.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Goal 2:</strong> differentiate between observational, correlational, and experimental research design and articulate the advantages and limitations of each</td>
<td>Minimal modifications have been made. This topic has received a lot of attention over the years.</td>
</tr>
<tr>
<td>• See sample items in Appendix 2</td>
<td></td>
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<tr>
<td>- #3: Results (% of students successful): 86.6%</td>
<td></td>
</tr>
<tr>
<td>- #4: Results (% of students successful): 86.6%</td>
<td></td>
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<tr>
<td>- #5: Results (% of students successful): 73.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Goal 3:</strong> describe how biological, developmental, and social-cultural factors influence our thoughts, feelings, and behaviors</td>
<td>Moderate modifications were made. Discussion questions were modified from being less conceptual and more practical. Students have an opportunity to reflect on how biological, developmental, and social-cultural factors influence real-world situations, including their personal histories and experiences. Micro-lectures were created to help explain concepts and talk through various examples.</td>
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<tr>
<td>• See sample item in Appendix 1.</td>
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<tr>
<td>- #2: Results (% of students successful): 86.6%</td>
<td></td>
</tr>
<tr>
<td>- #3: Results (% of students successful): 73.9%</td>
<td></td>
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<tr>
<td>• See sample items in Appendix 2</td>
<td></td>
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<tr>
<td>- #6: Results (% of students successful): 100%</td>
<td></td>
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<tr>
<td>- #7: Results (% of students successful): 91.3%</td>
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<tr>
<td>Learning Goal results</td>
<td>Modifications made to enhance learning</td>
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</tbody>
</table>
| **Learning Goal 4:** understand normal reactions to stress, as well as the effects of prolonged stress  
  • See sample item in Appendix 1.  
  - #4: Results (% of students successful): 86.6%  
  • See sample items in Appendix 2  
  - #8: Results (% of students successful): 54.5%  
  - #9: Results (% of students successful): 100% | Minimal modifications were made. Some changes have included simplifying the wording of questions used in objective assessment. See below for future plans. |
| **Learning Goal 5:** understand and identify psychological disorders and treatments  
  • See sample item in Appendix 1.  
  - #5: Results (% of students successful): 91.3%  
  • See sample items in Appendix 2  
  - #10: Results (% of students successful): 82.6%  
  - #11: Results (% of students successful): 73.9%  
  - #12: Results (% of students successful): 82.6%  
  - #13: Results (% of students successful): 78.3% | Minimal modifications were made. New micro-lectures were created to be consistent with breaking research on leading causes and most effective treatments. |
| **Learning Goal 6:** describe how psychology is applied in real world situations, including a deeper understanding of self, others and the world  
  • See sample item in Appendix 1.  
  - #3: Results (% of students successful): 73.9%  
  - #6: Results (% of students successful): 86.6%  
  - #7: Results (% of students successful): 86.6%  
  - #8: Results (% of students successful): 95.6% | Significant modification has been made. Discussion questions were adapted to provide students the opportunity to apply psychological concepts to real world situations, including personal situations and social-cultural circumstances. |

**FUTURE PLANS FOR CONTINUED ASSESSMENT**

When considering the above Learning Goals, I anticipated scores of 70-90% as appropriate targets for this course to exceed expectations. Thirteen of the above 21 sample items fell within this range. Thus, the current measurement tools indicate student learning goals were met. However, there are obvious areas of growth in assessment. Sample item #8 in Appendix 2 illustrates the need to re-evaluate the wording of multiple-choice items. Further review of Learning Goal 4 revealed an opportunity to incorporate more real-world events (e.g. effects of COVID) into the curriculum and assessment tools (e.g. discussions).

This course could also certainly benefit from more diverse tools of measurement to assess student learning. Performance on process-based concepts (e.g. General Adaption Syndrome; the Scientific Approach) tends to lag behind factual or content-based information. Students tend to endorse understanding but results on objective tools reflect otherwise. Incorporating self-assessment where students reflect on what they are learning and quantify their current level of comprehension may enable students to better recognize their level of mastery; thus, low stakes, short answer quizzes may improve mastery of process-based concepts. Incorporating peer-assessment may also enable students to verbalize their understanding of the material to peers, receive real-time feedback, and importantly, connect with each other.

These changes will be seriously considered and potentially incorporated over the next academic year.

**APPENDICIES**

Appendix 1. Sample questions from written discussion questions used for PSYX 100S; data collected from Fall 2021 and analyzed Spring 2021.
1. Part of our Course Objective 2 is to define scientific psychology. Thus, before considering what you are learning in Chapter 1, when you think of a "psychologist," describe what characteristics or traits come to mind. Now, explain what characteristics or traits come to mind when you think of a "scientist." Where did your concepts of these two professionals originate? Now, considering what you learned after reading Chapter 1, in what ways are psychologists “scientists?” Be sure to thoroughly explain your response using information from our textbook; you are welcome to also use other legitimate resources. Do you agree or disagree that the field of psychology is in fact a science? Why or why not?

2. Course Objective 5 is to understand how our biology influences our thoughts, feelings, and behaviors. So, using your textbook, and other legitimate resources, pick one of the following topics and explain how it is influenced by our biology:
   - ADHD
   - Aggression
   - Amnesia
   - Anxiety and Stress Disorders
   - Obesity
   - Sexual Orientation
   - Mood Disorders (e.g. Depression)
   - Schizophrenia
   - Intelligence

Next, explain whether or not people should be held responsible (or accountable) for that thought, feeling, or behavior that is influenced by our biology? For example, should a person with a genetic predisposition to schizophrenia be punished by the law for violent behavior? Should people with a genetic predisposition to obesity be justified in suing fast food companies? Should a person with structural damage to his or her amygdala, which can cause anger issues and impulsivity, be mandated to therapy? Does a person with abnormal serotonin functioning, which can cause depression, have a right to refuse medications?

3. Course Objective 5 is to describe how biological, developmental, and social-cultural factors influence our thoughts, feelings, and behaviors. Course Objective 9 is to describe how psychology is applied in real world situations, including a deeper understanding of self, others and the world. Chapter 8 talks a lot about the role of social influences on child development. First, using our text (Ciccarelli & White, 2020) review the importance of relationships in social-emotional development using Freud's Psychosexual stages of development, Erik Erikson's Psychosocial stages of development, and Mary Ainsworth's theory of attachment, etc... Second, how may constant quarantines or social distancing as a result of the global pandemic be affecting children's social-emotional development. What sort of strategies can be employed to help combat these consequences? Bring in legitimate evidence to help support your argument.

4. This DQ will address Course Objective 9: understanding normal reactions to stress, as well as the effects of prolonged stress. Many people know that they are stressed, but do you know your stress level, as well as your risk for developing a mental or physical illness, or having an accident? Take the Social Readjustment Rating Scale (SRRS) and the College Life Stress Inventory by clicking here: Stress Scales. Now, take the Health and Coping Inventory by clicking here: Health and Coping. This helps us see how our coping mechanisms can act as protective factor and help reduce the effects of stress. In your post:
   a. Share your scores and interpretation from the Stress Scales. In other words, are your scores associated with increased risk of mental or physical illness, or having an accident? Based on your scores, are you in a life crisis?
   b. Share your score from the Health and Coping inventory. What is your vulnerability to stress? What is your reaction to how you scored?
   c. Using your text (Ciccarelli & White, 2020), what coping mechanisms are you doing, or would be willing to try, in order to cope with your stress? You can also bring in other coping strategies that legitimate research suggests is helpful.

5. Course Objective 8 is to understand and identify psychological disorders and treatments. So, for this DQ, pick one of the mental illnesses discussed in Chapter 14. Review at least 2 of the causes of the disorder. Please use your text and any other legitimate resource. What is one approach to treatment? Again, use your text and any other legitimate resource.
The end of Chapter 7 includes the section, *Applying Psychology Everyday Life, Recognizing Cognitive Biases* (Ciccarelli & White, 2020). **Course Objective 9** is to describe how psychology is applied in real world situations, including a deeper understanding of self, others and the world. For this DQ:

a. Using your textbook, summarize a total of 4 of the cognitive biases, heuristics, and/or problems with problem solving that you relate to most. For each, give a specific example either from your personal experience or from what you see in the world.

b. How do cognitive biases, heuristics, and/or problems with problem solving lead to errors of judgement or poor decisions?

c. How can you modify your own behavior or help yourself be less prone to the cognitive biases that you have identified? Please use your textbook or another legitimate resource* to help you identity such strategies.

**Behaviorism** is one of the major theoretical perspectives in psychology, thus it is very important to understand (**Course Objective 1**). **Course Objective 6** is to understand how learning (i.e. behaviorism) affects human behavior. **Course Objective 9** is to describe how psychology is applied in real world situations, including a deeper understanding of self, others and the world. For this DQ:

a. Explain one of your undesirable behaviors. (Please keep it appropriate. Pretend your grandparent will read what you write.)

b. Using the terms specific to Classical Conditioning or the terms specific to Operant Conditioning, explain how you could have learned this undesirable behavior.

c. Using the terms and concepts (e.g. shaping or token economy) from your textbook, share a Behavior Modification program to modify this undesirable behavior (See Ciccarelli & White, 2020, Sec. 5.9).

**Course Objective 1** is to identify the major fields of study and theoretical perspectives within psychology. **Course Objective 5** is to describe how ...social-cultural factors influence our thoughts, feelings, and behaviors. **Course Objective 9** is to describe how psychology is applied in real world situations, including a deeper understanding of self, others and the world. Along these lines, please watch the video, Kitty Genovese, that is provided in Moodle under Chapter 12. What happened to Kitty? What is the bystander effect? Please share your thoughts and reactions. In what other situations or circumstances does the Bystander Effect exist? For example, has anyone taken the Bystander Intervention Training here at UM that is designed to educate student about how they can help prevent sexual assault? How can we overcome the Bystander Effect?

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**Appendix 2.** Sample items from **objective exams** used for PSYX 100S; data collected from Fall 2021 and analyzed Spring 2021.

1. After reading about the possible causes of schizophrenia, a scientist thinks that a virus is the most likely cause. What term most accurately describes the scientist’s idea?
   a. Experimental estimate
   b. Extraneous variable
   c. Dependent variable
   d. Hypothesis

2. The tendency to look for information that supports one’s own belief is called confirmation bias.
   a. True
   b. False

3. Julie finds that the number of hours she sleeps each night is related to the scores she receives on quizzes the next day. As her sleep approaches 8 hours, her quiz scores improve; as her sleep drops to 5 hours, her quiz scores show a similar decline. Julie realizes that ________.
   a. there is a positive correlation between the number of hours she sleeps and her quiz grades
   b. she should sleep about 10 hours a night to ensure 100 percent quiz grades
   c. there is a negative correlation between the number of hours she sleeps and her quiz grades
   d. her low quiz scores are caused by sleep deprivation the night before a quiz

4. Which of the following statements is true about naturalistic observation?
   a. It recreates natural conditions in the laboratory as closely as possible to make an experiment more valid.
   b. It involves observing behavior in the lab without taking formal notes or using technological equipment to measure the experimental findings.
c. It involves observing behavior in its natural context.

d. It is basically the same process as objective introspection.

5. Double-blind studies attempt to control for
   a. the placebo effect.
   b. the experimenter effect.
   c. both the placebo effect and the experimenter effect.
   d. None of the above.

6. Which of the following is **NOT** a form of social influence?
   a. Obedience
   b. Altruism
   c. Conformity
   d. Compliance

7. The classic Robber's Cave study showed that prejudice can be reduced by ________.
   a. A mere exposure
   b. Cooperating to meet a mutually beneficial goal
   c. Rethinking one’s stereotypes
   d. Relearning social norms

8. Which of the following statements about the General Adaptation Syndrome is **FALSE**?
   a. A person in the resistance stage of the general adaptation syndrome may feel better, even though he or she continues to secrete hormones to help the body fight a stressor.
   b. According to Selye, some people may develop illnesses such as high blood pressure or a weakened immune system during the alarm stage of the general adaptation syndrome.
   c. According to Hans Selye, resistance to stress is lowest at the exhaustion stage of the general adaptation syndrome.
   d. None of the above are FALSE. These are ALL TRUE statements.

9. Stress has been shown to put people at a higher risk for ________.
   a. unplanned pregnancy
   b. heart attack and stroke
   c. passing Psyx 100
   d. Nothing. Stress does not increase our risk for anything.

10. Which of the following eating disorders would best characterize someone who is **NOT** significantly underweight, and who binge eats and then purposely vomits?
   a. anorexia nervosa
   b. bulimia nervosa
   c. both a and b above
   d. binge eating disorder

11. Which of the following people would be **most likely** to receive a diagnosis of **antisocial personality disorder**?
   a. Jared, who stealing money from his grandmother and believes it's her fault because she doesn't notice.
   b. Lizette, who has a history of multiple suicide attempts.
   c. Monet, who cannot make a decision without first knowing what her boyfriend thinks is best.
   d. Marlon, who works as a long-distance truck driver so that he doesn't have to interact with people more than necessary.

12. Therapy that depends on identifying and changing distorted thinking and unrealistic beliefs is ______ therapy.
   a. Behavioral
   b. Cognitive
   c. Person-Centered
   d. Psychoanalytic

13. The most important aspect of successful psychotherapy is the ________ between client and therapist.
   a. transference
b. therapeutic alliance

c. mindfulness

d. authenticity

CAS 140X - Addictions and Diversity. 3 Credits.

Offered autumn and spring. Offered at Missoula College. This course required for students seeking to obtain their AA degree in Chemical and Addiction Studies and who wish to become Licensed Addiction Counselors in the State of Montana. Introduction to multicultural competencies where students will be exposed to the fundamentals of working with substance abusing and dependent individuals from the cultural impact of race, nationality, gender, age, sexual orientation, religion, and socio-economic status on the development and progression of alcohol/drug problems. Appropriate for students of Social Work, Psychology, community health, Business and Counseling students, Education, and those with an interest in diversity and addictions.

Gen Ed Attributes: Cultural Intl Diversity (X)

**STUDENT LEARNING GOALS and MEASUREMENT TOOLS**

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Objective Exams</th>
<th>Short Essay</th>
<th>Reflection Papers</th>
<th>Self-Evaluation Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of the diverse ways humans structure their social, political and cultural lives.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century.</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. Identify the social, political, cultural and environmental influence on the use and misuse of alcohol, tobacco, and other substances in distinct populations</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Understand the myths, stereotypes, and stigma associated with each group and its implications for the recovery process and culturally sensitive interventions.</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6. Students identify own cultural beliefs and values, and assess how one's own identity contrasts and interacts with those different from one's self.</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Student Learning Goals</td>
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<tr>
<td>7. Define the specific core issues, challenges and factors associated with each group</td>
<td>X</td>
<td></td>
<td></td>
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</tbody>
</table>

**RESULTS and MODIFICATIONS**

<table>
<thead>
<tr>
<th>Learning Goal results</th>
<th>Modifications made to enhance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Demonstrate an understanding of the diverse ways humans structure their social, political and cultural lives. Outcomes from Samples: #1, #2, Results (76% &amp; 85%) of students successful.</td>
<td>Modifications would be minimal here as the results revealed that student success met or exceeded predicted minimum outcomes representing success.</td>
</tr>
<tr>
<td>#2 Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments. Outcomes from Samples #1, #3, Results (76% &amp; 75%) of students successful.</td>
<td>Modifications would be minimal here as the results revealed that student success met or exceeded predicted minimum outcomes representing success. Some students exceeded beyond expectations and were consistent throughout the course. This course is available to multiple students, including advanced degree students. Suggestion to identify UG versus G students.</td>
</tr>
<tr>
<td>#3 Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century Outcomes from Samples #1, #4, Results (76% &amp; 85%+ respectively)</td>
<td>There were 2 instances where the student just did not answer the question, and skipped it altogether. I changed the format of exams where the entire exam was presented at one time. Correlations of other work did not demonstrate that these were consistent results for particular students throughout the course.</td>
</tr>
<tr>
<td>#4 Identify the social, political, cultural and environmental influence on the use and misuse of alcohol, tobacco, and other substances in distinct populations Outcomes from Samples #4 (Results 85%)</td>
<td>Outcomes were below the expected outcomes. Students did not demonstrate deep learning with this assessment. Moderate evaluation about question validity, and review of exam outcomes from multiple sections.</td>
</tr>
<tr>
<td>#5 Understand the myths, stereotypes, and stigma associated with each group and its implications for the recovery process and culturally sensitive interventions Outcomes from Samples #3, #4 #5 Results (76% 85%; 81%)</td>
<td>The outcomes far exceeded expected outcomes. One issue that could account for the higher than expected was that many of these students were also enrolled in 2 other CAS courses. It is possible that the learning was due to multiple deliveries of similar material. No changes in this assessment. The final assignment also had an impressive 81% as the minimum. No modifications on #5 assessment or #4.</td>
</tr>
<tr>
<td>#6 Students identify own cultural beliefs and values, and assess how one’s own identity contrasts and interacts with those different from one’s self Outcomes from Samples #3, #5 Results (76%, 85%;2 measured here) 81%</td>
<td>No modifications currently in process. Students demonstrating success in these areas.</td>
</tr>
<tr>
<td>#7 Define the specific core issues, challenges and factors associated with each group Outcomes from Samples #4 (85%)</td>
<td>No modifications planned here except to increase guest speakers and from multiple groups. Currently looking for additional media to supplement the course materials. One text is out of print, so reviewing newer materials that may support this course.</td>
</tr>
</tbody>
</table>
FUTURE PLANS FOR CONTINUED ASSESSMENT

Because the data for the student outcomes generally performed at or above expectations in most areas, the plans for modification will be directed at decreasing the amount of assessments by one or two. Student feedback supported this course format, and the last two semesters the enrollment exceeded the maximum seats. Written exam essays outcomes exceeded the objective exam questions, and the reflection papers met the outcome expectations, but did not exceed those expectations. Many of the students in this course were in their first year and may not have the requisite writing skills. Scores were generally lower in the execution of the assignment rather than the ideas or discussion of personal reflections. In reflection, I may cut the reflection paper to 1 rather than 2, and reevaluate the final paper. Alternative assessment tools are in review, including a cooperative project interviewing multiple individuals from a different ethnic group than the student. I will have reviewed and integrated into the course some updated assignments, eliminating others by spring 2022.

Students performed well on the written essays; there was a great deal of written activities and reading, and a lot of information. I think that the written activities were a better demonstration of the broader understanding and fulfilling the student learning outcomes. Planned modifications for this course for fall 2020 will include some streamed visual content such material from Stanford lectures, interviews, and more use of breakout rooms. Additionally, because this course is online, one goal is to reintroduce a face-face section. While there are discussion questions, the quality of interacting within the group could be improved. I would like to develop some group activities using the Zoom program. Setting up Zoom Groups, and assigning students for discussions could advance the ideas of a diverse group while interacting. Overall, I think the course is a comprehensive one that most students have demonstrated satisfactory outcomes at end of course. There are more and more students every semester. Because we are in a pandemic, I would like students to explore world news in the context of this course. I will continue to use reflective papers, mixed content exams including some fact-based information and integrative questions.

APPENDICIES

1. Sample assessment tools used to measure Learning Goal results.
SANDY ASSESSMENT TOOLS USED FOR CAS140X Addiction & Diversity

Assessment Item #1 - Reflective paper: “My experiences with racism.”

Experiences with Racism - Write a reflection paper (about 3–4 pages) that includes your responses and analysis to the prompt below. Students should compare experiences with the concepts of our readings. Political, historical, social, and intersections of diversity and concepts of discrimination and racism are examined in three realms. The purpose of this assignment is to reveal underlying values that have not been explored. The goal is to demonstrate a true understanding of the differences between institutional racism and racism, stereotyping, discrimination, and macroaggressions. Additionally, you must look at a racist event and explain how the behavior could have been altered to prevent discrimination. Your paper should use 1-inch margins, Times New Roman 12-point font, 5–7 space indented paragraphs, double spacing, and APA format for references. If you are unsure of APA format, please make use of the available APA resources.

Overview: Sandra heard about discrimination at work and in her community, but never experienced any racial incidents, herself. Bao, on the other hand, speaks English with difficulty and is often the recipient of disparaging or insulting remarks from his fellow employees.

For this assignment, I want you to think about your own experience with racial discrimination whether you have experienced it personally, just heard about it from someone you know personally, or just observed it. For the assignment, I would like you to identify examples of racial discrimination (some general types of racial discrimination examples) and then provide examples from your own life that you have personally experienced or witnessed, or have heard about firsthand. (Writing about experiences of a coworker’s friend are not firsthand. Click on the term if you are unfamiliar with its definition).

The incidents should come from the following three realms: (1) family, (2) work place, and (3) community.

(a) Describe a racial incident pertaining to each realm in detail. Explain why you believe this is racial discrimination.
(b) Explain how this situation might have been handled to avoid discrimination against others.

Make sure you DISCUSS all three realms with three different examples. Please do not use one example and then show how it fits all three realms. I want you to find one example from family AND one example from your work AND one example from your community. Submit this assignment as a MS Word attachment.

<table>
<thead>
<tr>
<th>Applied Assignment Grading Criteria Maximum</th>
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<tbody>
<tr>
<td>Points – total /100</td>
</tr>
<tr>
<td>Reflection on experiences with racial discrimination from the 3 listed realms of FAMILY, WORK, and COMMUNITY (local, not national news) / 30</td>
</tr>
<tr>
<td>Provided personal or firsthand examples of discrimination from each of the three listed realms; specific and included details that demonstrated the “discrimination” definition according to the readings /20</td>
</tr>
<tr>
<td>Described the identified racial incident in detail, and explained why each incident is an example of discrimination using appropriate terms and concepts from the required readings, online lectures, and other related material /20</td>
</tr>
<tr>
<td>Explained how these situations could have had a different outcome if the people involved had not discriminated against others; supported ideas from required readings / 20</td>
</tr>
<tr>
<td>Used APA standards in the citations in the body of the paper; proper grammar and mechanics / 10</td>
</tr>
<tr>
<td>Total Possible /100</td>
</tr>
</tbody>
</table>

#2 Samples of Essay Questions meeting Learning Goals.

A. Example #1: What were some policies put in place by the U.S. government that may contribute to the mistrust that Native Americans have of mainstream American culture? (Chapter 12 of Lawson discusses US policies. These are not laws.) B. How might these policies contribute to addiction/substance abuse and other mental health disorders of Native Americans? Use proper English, college level writing, proper APA citations, and make sure you relate to the course materials in Lawson/Robinson-Wood.

B. Example #2: There are 2 parts to this questions. (1) What is the model minority myth? (2) How can it contribute to more hardships for Asian Americans? Please be specific, and include connections to the required readings. Make sure you use the proper vocabulary by defining terms. Use college level writing, and cite information from your course materials properly.

C. Example #3: Discuss the implications (for counselors) of imposing an ethnocentric lens onto traditional Muslim women. Please make sure you relate your answer to the materials in the required readings and the extra readings and power points. Define concepts and terms for the most complete answer. Please use APA formatting for proper citation within the text of your answer.

#3 SAMPLE of Final Self Examination Paper meeting several learning Goals.

The example of this learning objective is a reflection paper in CAS140X examining the different complex issues in the people helping field, and the intersection of multiple identities that may be encountered in the role of counselor or people helper. Additionally, this assignment is examining the relationship between appreciating multiple cultures and being a culturally competent counselor. As we near the end of the course, you may be unsure about whether you are prepared to work with the vastly diverse group of people that will inevitably become part of your future job or career.
As a professional in mental health, any helping field, or other careers where you work with people, you will use many of the concepts learned in this course. Additionally, as you begin to use those concepts, they will begin to have a clearer focus. This assignment will help you to clarify your own multicultural views as they relate to working with multicultural people. Additionally, if you are working in the field of addictions or prevention, or have employees with substance use issues, this information should give you more tools to be better equipped to work substance abuse across diverse populations.

In a thoughtful and reflective paper, address the following issues: Explore the relationship between appreciating diversity among racial, ethnic, and other minority groups and being an effective people helper or a more culturally competent person. Support your answer using examples and material from the course so far (examples will come from the whole book and other readings). Make sure to reference these ideas properly.

• What types of racial, ethnic, and other minority groups do you think you would work particularly well with? Explain why. Be sure to use the appropriate vocabulary associated with the concepts you discuss.
• What types of racial, ethnic, and other minority groups do you think you would have difficulty working with? Explain why and please give examples.
• What steps would you like to take in the near future to improve your sensitivity to diverse clients and become an effective and more culturally competent?

Your reflection paper should be 3–4 pages long. For your paper, use 1-inch margins, Times New Roman 12-point font, 5–7 space indented paragraphs, double spacing, and APA format for references. Submit this assignment as a MS Word attachment to MOODLE. Grading Criteria

| Explored the relationship between appreciating diversity among racial, ethnic, and other minority groups and being an effective people helper | 50 |
| Analyzed the types of racial, ethnic, and other minority groups you would work particularly well with, including material and vocabulary from Modules 1-4. | 50 |
| Analyzed the types of racial, ethnic, and other minority groups you might have difficulty working with, including material and vocabulary from Modules 1-4. | 50 |
| Discussed the steps needed to improve your sensitivity to diverse clients in your desire to become an effective and culturally competent people helper, counselor, or therapist | 30 |
| Used APA standards in the citations in the body of the paper; proper grammar and mechanics | 20 |
| Total Possible | 200 |

#4 Sample of some Objective Exam Questions:

1. You know the following about a person you have never seen who says she is Cuban American: a. skin color  b. race  c. Ethnicity  d. class
   c. Ethnicity

2. All of the following are common cultural values among people of African descent EXCEPT: a. extended family  b. individualism  c. fluid time orientation  d. respect for elders
   c. fluid time orientation

3. During European immigration to the United States, NINA meant: a. none of the above  b. no Irish Need apply  c. non-Indians/Negroes accepted  d. no Indians allowed
   d. no Indians allowed

4. Which of the following may be a challenge for a counselor in a therapeutic relationship with a traditional Arab American? a. Belief that one should not speak ill of their family to strangers  b. All the above  c. Arab American's mistrust of outsiders  d. Hierarchical communication patterns on the basis of age and gender
   a. Belief that one should not speak ill of their family to strangers

#5 SAMPLE ESSAY QUESTION

Question 1 Student scored 98% on this exam – Question Prompt. Discuss Social Justice. You will review both parts of this question, and connect the discussion to your vocabulary, text and other readings in this chapter. Cite properly, and make sure you use college level writing.

• What are three major social justice issues facing the United States, and/or the world.
• What is the role of mental health professionals/addiction counselors to serve as "agents of change" with respect to each of these issues?

Sample Student Answer:

The list of social justice issues facing the United States and the world is long. Our studies show how one topic of social justice can have many branches. For example, discrimination is a major social justice issue with many branches as people can experience discrimination for their race, age, gender, class, disabilities and so on. However, as our text discussed that an expansion of a mental health professional’s role is to include being an active change agent against structural inequalities across race, gender, and class, I am listing race, gender, and class as three major social justice issues facing the United States and the world (Robinson-Wood, 2017).
It is critical to social justice work, in the areas of race, gender, class, etc., for ethical practice. Such as, competence, doing no harm, informed consent, and professional boundaries (Fouad et al., as cited in Robinson-Wood, 2017). Similarly, it is important for the mental health professional to create an environment where clients feel physical and psychological safety. As well as, for the client to know they have a competent clinician who has sociopolitical awareness, which encompasses ethics, social justice, and cultural competence (Robinson-Wood, 2017).

One objective of mental health professionals to serve as "agents of change" for clients experiencing social injustice can be to give them the tools of empowerment. Mental health professionals may help clients achieve reasonable control over their destiny, learn to cope constructively with debilitating forces in society, and acquire the competence to initiate change at the individual and systems level (Pinderhughes, as cited in Robinson-Wood, 2017). Additionally, aiding the client to acquire reasonable control in their lives without encroaching on others’ rights. (McWhirter, 1991).

Mental Health professionals should also educate themselves about legal issues that may affect the clients’ lives (Ivey & Collins, as cited in Robinson-Wood, 2017). Along with, a counselor/therapist can use institutional intervention skills on behalf of a client, by being aware of and addressing incidents, filing informal and/or formal complaints, as well as working at an organizational level to address change in eliminating discriminating policies (Arredondo et al., as cited in Robinson-Wood, 2017).

Program Review Self-Study
2020-2021
Department of Applied Arts & Sciences

Part A: Program Description

The Department of Applied Arts and Sciences, Missoula College
The Department of Applied Arts and Sciences is housed in Missoula College, a two-year college within the University of Montana. Missoula College has a combined educational mission to provide technical and professional training leading to the Certificate, Associate, and Bachelors of Applied Arts degrees (CAS, AAS, respectively) and transfer education leading to the Associate of Arts (AA) and Associate of Science (AS) degrees.

The Department of Applied Arts and Sciences is the largest academic unit in Missoula College (MC). Approximately one-third of MC students take courses in the department each semester. The department is a “gateway” for students seeking professional or technical careers or beginning an academic-transfer program.

Mission Statement and Goals
The mission of the Department of Applied Arts and Sciences (AASc) is to be a center of academic excellence for Missoula College students seeking academic, professional, or technical careers. AASc provides instruction in mathematics, writing studies, literature, psychology, natural science, historical and cultural studies, and communication, and the department provides developmental instruction in mathematics and writing. The department strives to guide students as they gain knowledge, values, and skills required in academic, professional, and civic communities. Beyond academic and professional goals, the department encourages students to become responsible members of a global and multicultural society.

As a majority of AASc classes carry general education designations, the outcomes for these courses closely parallel those of UM’s general education curriculum:

1) Develop competent and humane individuals who are informed, ethical, literate, and engaged citizens of local and global communities.

2) Become acquainted with issues facing contemporary society.

3) Participate in the creative arts.

5) Cultivate an appreciation of the humanities.

6) Examine the history of different American and global cultures.

7) Articulate ideas orally and in writing.

8) Critically evaluate tangible and abstract concepts.

9) Employ mathematical skills in a technologically focused society.

These skills are vital for personal, professional and academic success. In addition, they provide open access not only to educational and professional pursuits but to civic engagement as well. In an Association of American Colleges and Universities (2020) publication titled What Liberal Education Looks Like, the association notes, “Put simply, if the learning outcomes of a liberal education correspond to the proficiencies required for engaged citizenship and for success in the workplaces of today and tomorrow—and educators and employers alike agree that they do—then liberal education can unleash the potential
of those otherwise most likely to be excluded from full participation in civic and economic life (p. 6). This inclusiveness is especially true in two-year college environments.

Description
The department offers instruction in six core disciplines: psychology, chemical addiction studies, human biology, mathematics, communication studies and writing. The six tenured and tenure-track faculty in the department provide oversight of these disciplines. The department also offers courses in natural sciences and historical and cultural studies. There are currently 18 additional adjunct faculty in AASc. The faculty maintains a collaborative partnership with the Bitterroot College Program (BCP) and Dual-Enrollment (DE) partnerships with local and regional high schools.

Strengths
The department fulfills its mission to provide liberal arts instruction to MC students seeking academic professional, or technical careers, and to guide students as they acquire the knowledge and skills to become engaged citizens in a global and multicultural society. AASc brings several strengths to this mission, including a strong commitment to teaching and student-centered pedagogy; a dedication to building bridges with our Mountain Campus partners, community partners, and for our students; and adaptability to address student needs by developing coursework providing 21st century, transferable skills.

The department demonstrates its commitment to quality instruction by providing courses that meet general education requirements for the Associate of Arts degree (AA), Associate of Science degree (AS), and the Associate of Applied Science degree (AAS). The department serves a diverse student population, which includes first generation, underprepared, nontraditional, undeclared students. Success in this area is documented by high retention and follow-on success in developmental math and writing courses.

AASc is comprised of dedicated faculty that are well-credentialed and experienced with a student-centered focus. Their passion for quality instruction is indicated by the following endeavors:

- Department Chair Kim Reiser co-coordinates the Pedagogy Project, which is a cross-departmental, faculty-led initiative that engages faculty to encourage conversations and reflections about teaching at UM. Pedagogy Project fellows partner to provide anonymous, midterm student feedback for each other as well as classroom observations. Two additional AASc faculty have participated as fellows in this project
- Several AASc faculty have participated as fellows in Yale’s Mobile Summer Institute on Scientific Learning focused on providing instruction that engages students in active learning
- Several AASc faculty applied for and received Intentional Remote Instruction Grants during the summer of 2020, participating in remote education training, and integrating engaging teaching into their remote, asynchronous, and blended course
- Our Anatomy and Physiology team of faculty, Colin Henderson, Lori Mitchell, Lucas Whitcher, and Kins Loree, as well as our Biology Adjunct Professor Greg Peters, have developed a stellar program for utilizing Learning Assistants for peer instruction in their science classrooms
- Associate Professor Joe Crepeau developed a Mathematics Technology Lab to engage students in active learning in their mathematics courses

As general education coursework not only provides the foundation for our AA and AS transfer degrees, but also provides foundational professional skills for our Career and Technical Education (CTE) programs, AASc faculty make it their mission to build bridges with:

- Missoula College Program Directors in Business Technology, Industrial Education, and Health Programs-co-creating courses, adapting courses to serve the professional needs of students,
providing course options for 8-week block schedules, modifying course modalities for greater accessibility, and adding curriculum that improves transferability for our CTE students

- **Mountain Campus Partners**-creating pathways to numerous four-year degree programs through baccalaureate tracks (http://mc.umt.edu/aac/BT/default.php), collaborating to develop concentrations and 2 + 2s, and providing developmental coursework for Mountain Campus students in Mathematics and Writing. The Writing discipline has worked with Mountain Campus partners in the English department, Writing and Public Speaking Center, Provost’s Office, and the Office for Student Success to develop a co-requisite College Writing I (WRIT 101 Plus) course that enables students who have tested into developmental writing to complete their introductory writing course in one semester rather than two. This course supports both student success and retention for many of Missoula College and the University of Montana’s most vulnerable students.

- **Community Partners**-providing Montana Drug Court and Homeless Advocacy Network student field experience for Chemical Addiction Studies students, partnering between our human biology discipline and Bone and Joint and Johnson and Johnson for on-site training, overseeing dual enrollment courses in Mathematics, Writing, Communication, and Human Biology, partnering with Missoula Lifelong Learning Center for developmental Math instruction. In addition, Professor Linda Eagleheart-Thomas serves on the Montana Board of Behavioral Health-Education Committee for Addiction Counselors; LCSW, LCPC, MFT.

- **Students**-Assistant Professor Jessica Dougherty-McMichael has work with the University of Montana Food Pantry oversight board since its inception to provide support to students experiencing food and housing insecurity. As part of this effort, a Food Cupboard is maintained on the Missoula College River Campus. Associate Professor Alison Pepper serves as the Coordinator of Prevention Education at the Student Advocacy Resource Center (SARC). SARC provides supportive services to students who have experienced identity-based discrimination and delivers the mandatory trainings on sexual assault prevention for new and incoming students. Thus, her role at SARC enables Missoula College to have a direct connection to a valuable resource to Missoula College students. Dr. Pepper is also the Missoula College representative on the Behavioral Intervention Team. Thus, staff and faculty at Missoula College are able to consult with Dr. Pepper about students of concern, learn how to file a report about students of concern if necessary, and better understand how to directly respond to students of concern.

Due to the numerous students the department serves, AASc faculty are incredibly adaptable. The department makes transferability for our general studies, career and technical, and dual credit students a priority. Departmental faculty regularly submit paperwork to propose or maintain general designation for their courses. In addition, AASc faculty are dedicated to maintaining common course numbering, through the MUS system, for their courses (see Part B). Adaptability is also evidenced in faculty efforts in student-centered course scheduling. AASc faculty regularly communicate with Missoula College Academic Advisors and Program Directors to make sure our course scheduling meets the needs of the various student populations we serve. In addition, departmental faculty have been flexible about teaching modalities, not only to provide safe learning environments during COVID, but to provide greater accessibility in the future.

In fact, in response to changing enrollment, AASc has rounded out their suite of online offerings and collaborated with the following partners to launch the AA and AS degrees fully online to new learners, including active military: UMOntline, Enrollment Services, UM’s Vets Office, President Bodnar, Mansfield Center’s Defense Critical Language and Culture Program, Missoula College Academic Advising. https://www.umt.edu/news/2021/02/021921mcad.php
Challenges
The Department faces a few challenges. The six tenured or tenure-track faculty represent 33% of the instructional faculty; 67% of instructional faculty are non-tenurable. This impacts the sustainability of the department and slows the development of guided pathways. Two tenured AASc faculty will be retiring in the spring of 2021; however, we recently received approval for the hiring of two additional tenure-track faculty, one in the much-needed area of natural sciences. Ideal would be to see the hiring of one additional AASc faculty person to ensure the department has discipline leadership in all of its curricular areas. In addition, the department would like to see a plan for retaining the non-tenured faculty in our department. AASc Adjunct Faculty engage in noteworthy service and scholarship, as well as develop and maintain general education designation for their courses. Establishing lectureships for our longer-term adjunct faculty would establish greater integrity for the role these positions serve in the department.

A second challenge AASc faces is visibility. Whereas grant funding is available to support advertising and start up for our career and technical programs, it is not readily available for general education transfer initiatives. Furthermore, the loss of staff throughout the university system makes it challenging to get needed support for webpage development to provide a “face” for our department.

AASc recently approved a partnership with Wiley College to support our fully online AA/AS degrees. Should the university continue to with this initiative, we look forward to the self-supported funding for market analysis, marketing, enrollment services, technical support and instructional development. This is welcome support that we are not always privileged to see for our face-to-face programming.

During the last few years, AASc has seen a significant number of course cancellations and increasing class sizes, due to fiscal constraints. It is the goal of the department to continue to look for creative ways to be sensitive to fiscal constraints while not compromising the quality and breadth of a general education offerings required for a modern citizen.

These strengths and challenges stem largely from the quality of the faculty and the limited resources, respectively. It is our hope to continue to look for strategic areas where investment or repurposing of resources would have the greatest impact on student learning. Departmental goals are as follows:
Goals
1. Address resource limitations:
   • Conduct comprehensive review of resource allocations to efficiently manage student
     needs and departmental growth.
   • Develop and fund a base of permanent faculty and lectureships to meet the academic
     needs of the AA and the AS degrees.

2. Continue innovatively adapting to new learners:
   • As we emerge from COVID and new paradigms present themselves, we plan to adapt to
     the landscape post-COVID. It is our goal to be nimble and responsive.
   • Engage in planning for guided pathways, while continuing to offer robust course
     offerings that build in what is appropriate diversity for students.
   • Continue developing partnerships to facilitate student matriculation into four-year
     degrees on the Mountain Campus.
   • Develop pathways from new Certificate of General Studies as well as the AA and AS
     degrees to other two-year and four-year institutions, such as that provided with our
     Certificate of General Studies.
   • Explore partnerships with tribal colleges.
   • Break down barriers to allow our new Chemical Addiction Studies Certificate to be
     coupled with not only Associate degrees but Bachelors and Graduate degrees as well.

Part B: Quality and Support

AASc initiatives support each one of the University’s Priorities for Action (see Appendix 2). At the
forefront of our mission is Priority for Action 1: “Place Student Success at the Center of All We Do.”
AASc supports education for the global century by providing high-quality foundational academic
programs committed to enhancing two-year education and career placement. Almost every MC student,
whether seeking a professional or technical career or an academic transfer degree, enrolls in at least
one class offered by the department. The curriculum in the department leads to extensive interaction
between departmental faculty and MC students, making the department a strategic interface. This
central role provides opportunities and challenges as students pass through this “gateway” to higher
education through the department. With longer-term staffing plans for AASc faculty, departmental
curricula and academic tracks can grow to meet more of the academic needs of a diverse student
population. Since our last program review, we now offer all of the courses needed to fulfill the degree
requirements for the AA degree. In addition, following the approval of Level II paperwork for the AS
degree, we are now able to offer this two-year transfer degree with a STEM focus. Over the past seven
years, it has been our goal to fulfill the expectation of College!Now.

AA and AS degree – Strengths
   • Gives students the opportunity to complete a 60-credit transfer degree toward
     completing a baccalaureate degree at the University of Montana or other accredited
     institutions of higher education
   • Concentrations that can be paired with these degrees:
- AA degree-Concentrations in Communication Studies, Professional Communication and Psychology
- AS degree-Concentrations in Public Health and Business Management
- New Certificate in Chemical Addiction Studies that can be paired with the AA or AS degree
- We are launching fully online offerings of these degrees for new learner populations, including non-resident, federal active military and National Guard-Summer 2021 (see Appendix 2)

Academic Disciplines – Strengths and Challenges
Another one of the department’s academic strengths is its six main discipline areas: psychology, chemical addiction studies, human biology, writing, mathematics, and communication studies. These disciplines function as a “foundational academic program.” Each semester, nearly one-third of all MC students enroll in one or more of these courses. MC courses are structured in such a way that creates diverse, rather than homogeneous learning groups (for example, discouraging courses “customized” to the needs of any one group of students, i.e., “writing and technical careers,” “math for nursing,” etc.). These courses provide transferable, general education skills that are relevant to the needs of 21st century citizens in academic, professional, and civic communities. This curriculum is achieved despite limited faculty and resources.

The department recently supported a request to move our human biology discipline to our Department of Health Programs. This was a difficult decision due to a limited number of tenure-track faculty in our department. However, we decided that the move would provide greater opportunities for collaboration with the programs our anatomy and physiology discipline primarily serves (e.g. nursing, radiologic technology, etc.). We recently received permission to begin a search for a Natural Science Discipline Lead to provide oversight for our general education science courses that serve a greater number of AA and AS students. This is a strongly needed faculty position that will allow us to grow our partnerships to develop concentrations within our newly added AS degree. However, the department still needs oversight of its historical and cultural course offerings. We offer historical and cultural courses in Anthropology, Environmental Studies, and an NEH funded history course focusing on the Veteran’s Experience. With growing initiatives in Diversity, Equity and Inclusion, this would be a valuable area of growth for our college. In addition, in the past, we developed a consortium with the Montana Law Enforcement Academy in Helena (MLEA), whereby students could apply 18 MLEA credits toward the online AA degree with a focus on sociology (in partnership with the Mountain Campus Sociology department). Now that we have greater breadth in our course offerings for our fully online AA/AS degrees, this would be a good time to renew these efforts and develop a focus on social justice.

Quality of Undergraduate Instruction
“Drive Excellence and Innovation in Teaching, Learning, and Research”
Pedagogies & Classroom Practices, & New Courses to meet UM Priority for Action 2

The faculty’s approach to education includes:
- Basic belief that students learn best through their own active investigation and participation, rather than through readings or lectures alone
- Small classroom populations to maximize a seminar-style approach, emphasizing classroom discussions and small-group work
- Support for large lecture-driven courses, i.e., for science courses, small lab sessions that include faculty and learning assistants
• Curriculum design to provide courses that are relevant to the needs of future academics and/or professionals and relevant to the needs of citizens in the 21st century
• Seeking cost-effective textbook options, such as Open Education Resources where appropriate
• Innovative practices that utilize new modalities (Zoom, asynchronous learning, Knowmia, Poll Anywhere, Mirrow, Mentimeter, etc. to make learning engaging and more accessible for diverse learners)

When considering new course offerings, it would not be an understatement to say the department has recreated itself. First, the department eliminated less transferrable or at times confusing rubrics such as AASc and SCN, utilizing common course numbering and/or UM faculty senate processes for replacing course rubrics with those more recognizable and transferrable in the MUS system. Specific course changes include:

• In order to streamline the registration process for WRIT 101 Plus, we have worked with the Provost’s office and the registrar to change the WRIT 101 rubric to a variable credit. This allows us to offer the standard WRIT 101 as a 3 credit course and the WRIT 101 Plus as a 4 credit course. By offering WRIT 101 Plus as a four credit course we have the additional instruction time necessary to support student success without adding an additional “lab” course that requires additional steps for registration. In so doing, we have simplified the steps required to take the class and are able to further support student retention.

• Eliminating the AASc rubric and utilizing the more transferrable COLS rubric for student success courses:
  o AASc 100, Intro to the University Experience (3 credits) became COLS 101, First Year Seminar (2 credits)
  o AASc 101, Strategies for Successful Learning became COLS 103, College Learning Strategies

• Eliminating the SCN rubric and utilizing more transferrable natural science rubrics:
  o SCN 175N became PHSX 105N, Fundamentals of Physical Science
  o SCN 176 became GEO 101N/102N, Introduction to Physical Geology and Lab (with the addition of a general education designation)
  o SCN 105N became BIOB 109N, Montana Ecosystems

• Adopting more transferrable course numbers for Basic Anatomy and proposing general education designation for this course:
  o BIOH 108, Basic Anatomy, became BIOH 104N/105N (with the addition of a general education designation)

New Courses Included:

BIOB 160N, Principles of Living Systems
BIOB 210N, Communicating Biology (also an intermediate writing course)
COMX 212X, Intro to Intercultural Communication
COMX 140, Introduction to Visual Rhetoric now also fulfills the Democracy and Citizen general education designation as a “Y” course
PSYX 240, Abnormal Psychology
PSYX 291, Psychology Option Capstone Course
CAS 140X, Addictions and Diversity
CAS 185, Prevention Practices
CAS 201, Theories of Counseling
CAS 210, Individual Counseling
CAS 225, Group Counseling
CAS 231N, Pharmacology and Addictions
CAS 242, Fund Subst Abuse and Addiction
CAS 243, Substance Abuse Counseling
CAS 248, Substance Abuse Counseling II
CAS 254, Co-Occurring Disorders-Assessment & Treatment Planning
CAS 260, Addiction Assessment/Documenttion/Treatment Planning
CAS 261, Advancement/Treatment Planning
CAS 295, Field Work/Clinical/Practicum
STAT 216, Statistics
ANTY101H (native American content MUS Core)
HSTA 150H, The Veteran’s Experience
ENST 231H, Nature and Society (also an intermediate writing course)
Developmental Co-requisite (Plus) Courses for WRIT 101, M 115, and M 121

Public Alignment with UM Strategic Vision
As evident in Appendix 2, AASc departmental objectives closely align with UM’s Priorities for Action. However, as explained in “Challenges”, Part A, visibility is a concern for the department. Although UMOnline has provided web development support for our fully online AA/AS degrees, we need the same support for our face-to-face offerings. It is our goal to continue to seek out support for redeveloping our AASc website to highlight the learning goals of the department and their alignment with the university’s Priorities for Action.

Link Between Undergraduate Curricula and Student’s Future Endeavors
As noted in Part A, the skills developed through the liberal arts or general education focus of our curriculum represent transferable skills essential to success in personal, professional, and civic communities. In a 2019 Job Outlook survey by the National Association of Colleges and Employers, skills
that very much resemble UM’s general education and AASc’s learning outcomes continue to appear as those most valuable to employers: critical thinking/problem solving, teamwork/collaboration, oral/written communications, and global/multi-cultural fluency (https://www.naceweb.org/career-readiness/competencies/the-four-career-competencies-employers-value-most/). In addition, the numerous collaborations with Mountain Campus partners to establish baccalaureate-tracks and concentrations for students seeking our transfer degrees has helped student matriculate to four-year degree programs.

**Experiential Learning**
As noted in Part A, our Chemical Addiction Studies students have had opportunities for field placement in Montana Drug Court. In addition, our new Psychology concentration includes a capstone experience for students. AASc faculty have also mentored their students for participation in the University of Montana’s Conference on Undergraduate Research and overseen both internships and independent studies in their discipline areas. AASc would like to expand these experiential learning opportunities for their students. As we continue to develop our COLS 101-First Year Seminar, we would love to include connected capstone experiences that provide greater experiential learning opportunities students.

**Faculty: Quality of Instruction**
As illustrated in Part A and above in Part B, AASc faculty are exemplary in active teaching strategies, whether through their participation in teaching assessment and reflection through the Pedagogy Project, integrating Learning Assistants into the classroom, or utilizing technology to make instruction more meaningful and accessible. AASc would like to expand its use of learning assistants and also explore greater opportunities for collaborative teaching. COMX 102, Interpersonal Skills in the Workplace, faculty team taught this one-credit course over the past few years, which provided the students exposure to a breadth of professional experience and academic knowledge. In addition, Associate Professor Kim Reiser piloted a project to team teach this class with internship faculty from Business Technology. Fiscal constraints make it difficult to continue with team teaching pursuits. However, cross-disciplinary, co-taught courses are of great benefit to students.

**Faculty: Creative Scholarship**
Although AASc faculty have heavy teaching responsibilities, their engagement in creative scholarship and service is notable (see Biosketches). Some examples of these pursuits are:

- Colin Henderson’s grant-funded research in non-contact, rapid detection of SARS-CoV-2 from Air, Water and Hard Surfaces Using a Novel Approach, Bee Detection and Mapping of Giant African Land Snails (GALS), and Bee Alert Technologies through Florida Department of Agriculture and Consumer Services

- Dave Barrett’s publication of over 30 print and online journals, culminating in the publication of his novel *Gone Alaska* published by Adelaide Books in July of 2019.

- Jessica Dougherty-McMichael’s continued work on writing assessment and best practices in writing instruction through her position as Chair for the Writing Committee
• Alison Pepper’s supervision of undergraduate students in Dr. Chris Fiore’s Intimate Partner and Dating Violence Laboratory on the Mountain Campus as well as her work presenting findings from her research team that conducted UM’s Climate Survey, assessing UM student’s attitudes about sexual assault and their knowledge of resources

• Participation in UM’s Women’s Leadership Initiative as cohorts by Alison Pepper (2019-2020) and Kim Reiser (2020-2021)

• Kim Reiser’s acceptance to attend and participation in the “Historical Memory: Myths and Monuments” educator program at the Smithsonian’s National Museum of African American History and Culture and the African American Civil War Memorial Museum in Washington D.C.

Faculty: Service
Although AASc has one of the largest number of adjunct faculty at MC, they respond to the need for committee representation. Departmental faculty are one of the most active in service to MC and University committees and task forces, serving on the following committees in leadership capacity in many cases (see complete list in Biosketches).

• Chair - UM Writing Committee
• Chair and Members – MC Diversity, Equity and Inclusion Committee
• Chair - Campus Leadership Team (P.E.A.C.E.)
• Executive Board - Missoula College Faculty Association
• Senators - UM Faculty Senate
• Member - UM Diversity Advisory Council
• Members - UM General Education Committee
• Member - UM General Education Ad Hoc Committee
• Members - President’s Native American Advisory Council
• Members - UM Student Computer Fee Committee
• Members - MC Guided Pathways Professional Learning Community

Faculty: Advising and Mentoring:
Prior to 2012-2013, the Department of Applied Arts and Sciences’ advising model was unsustainable; it was unchanged since the days of the Missoula Vocational Technical Center in the 1970s. The Department’s seven (7) tenured faculty were expected to advise approximately 1600 students per academic year.

In fall 2010, Applied Arts and Sciences requested a Labor Management Committee hearing to discuss the need for professional advisors. The committee recommended an advising plan be completed by fall 2011. The Academic Advising Center (AAC), with three full-time advisers, opened its door for AY 2012-2013.

The complexity of the AA and AS degrees dictates the need for an effective advising program that accommodates students with broad interests in two and four-year degrees across diverse areas ranging from accounting to forestry. Academic advisors hold one-on-one advising appointments, and advise the General AA/AS population based on their individual academic goals (i.e. toward a specific baccalaureate degree, plans to transfer, etc.). Advisors try to keep an equal advising load between the 3 advisors in the office, although one advisor sees about half AA/AS and half pre-nursing students.
Graduation numbers for AA students increased dramatically when the AAC was created, and remain at higher levels than prior to that time, despite a decrease in student FTE.

Ideally, all students at MC would be assigned to both a professional advisor and a faculty mentor. This would give students more consistent access to someone who can help them navigate policies and procedures (i.e. registration errors, how to drop classes, resource referrals, deadlines, when to turn in a grad app, etc.), and free up faculty to provide career and internship guidance, research assistance/independent studies, etc. Professional advisors and faculty could serve students in different but equally important capacities, which would only help students receive a more well-rounded educational experience.

Faculty: Mentoring
Applied Arts and Sciences is a small department with five tenured and one tenure-track faculty. An advantage to a smaller department is that mentoring, as well as support for all faculty, a shared responsibility. The department holds weekly meetings. Likewise, the department uses the yearly faculty evaluation process as an opportunity to review progress toward tenure.

Staffing, Facilities, and Other Resources
Missoula College is blessed with an amazing new building that is our river campus. This spaced has transformed learning for our students with its collaborative learning spaces, closer proximity to Mountain Campus, and state of the art technology. Our limitations are due to limited support for instructional technology.

A few years ago, the department utilized fee-based computer funding to transform one of our smaller laboratory spaces into a one-button studio. This provides a wonderful opportunity for students to demonstrate learning through presentation. Currently, our AASc Administrative Associate schedules appointments and serves as a point person for the studio. Unfortunately, tech support is sometimes needed for the studio and is not always readily available. Faculty, and students, would see greater benefit from our technology if there was on-campus support available to provide instruction in software editing or providing tech support for sound and lighting in the one-button studio.

Another challenge we face is competing demands for laboratory spaces. There is one unfinished lab space on our campus. As our natural science pathways grow, it would be ideal to see this space finished so we could offer a more comprehensive curriculum of sciences with a laboratory experience.

Finally, as noted above, many of our faculty employ engaging teaching strategies that involve seminar discussions or small group learning. The size of the tables in most classrooms create challenges for this teaching style. Ideal would be to have designated seminar classrooms in the building or to add wheels to tables for greater mobility in the classroom.

Part C: Educational Outcomes

As noted in Part A, the department “strives to guide students as they gain knowledge, values, and skills required in academic, professional, and civic communities. Beyond academic and professional goals, the department encourages students to become responsible members of a global and multicultural society.” The outcomes for our curriculum closely match those of UM’s general education curriculum. In addition, our departmental initiative support all of UM’s Priorities for Action. Appendix 2, our
departmental assessment, provides further details and examples illustrating the ways in which we support these goals.

**Part D: Future Goals and Priorities**

Unit goals-

Develop robust online AA/AS degree programming for new learners.
1. Continue exploration of partnership with Wiley for Spring 2022
2. Continue coordination with Vet’s Office and Enrollment Services for serving active military students-ongoing

Update and expand degree pathways to increase student retention.
1. Continue collaboration with Communication Sciences and Disorders on 3 + 1 semester for AS for Speech Language Pathology Assistants for Spring 2021
2. Formalize Natural Science Pathways with new Natural Science Discipline Lead for Fall 2022
3. Formalize pathways in Humanities (writing, literature, historical and cultural studies) for Fall 2022

Strengthen degree pathways to increase student retention
1. Continue mapping AASc pathways to student end goals for Fall 2022
2. Improve orientation and mentorship toward degree pathways-ongoing
3. Strengthen retention efforts for guided pathways (strengthening COLS 101 and capstone experiences, continue strengthening co-requisite efforts in math and writing, develop stackable credentials, such as the Certificate of General Studies and the CAS Certificate of Technical Studies)-ongoing

Aligning initiatives between River Campus and Mountain Campus
1. Start with MC-Mountain Campus Workgroup March 2021

**Part E: Appendices**

**Appendix 1. Course Catalogue Description:**

[https://catalog.umt.edu/colleges-schools-programs/missoula-college/applied-arts-sciences/overview](https://catalog.umt.edu/colleges-schools-programs/missoula-college/applied-arts-sciences/overview)

**Appendix 2.** Most recent **Assessment Report** submitted to Academic Affairs.
MISSION STATEMENT
The mission of the Department of Applied Arts and Sciences (AASc) is to be a center of academic excellence for Missoula College students seeking academic, professional, or technical careers. AASc provides instruction in mathematics, writing studies, literature, psychology, science, historical and cultural studies, and communication, and the department provides developmental instruction in mathematics and writing. The Department strives to guide students as they gain knowledge, values, and skills required in academic, professional, and civic communities. Beyond academic and professional goals, the department encourages students to become responsible members of a global and multicultural society.

AASc houses the general education transfer degrees at Missoula College, the Associate of Arts (AA) and the Associate of Science (AS) degrees. As these degrees include the completion of UM’s lower-division general education requirements, the outcomes for these degrees parallel those of UM’s general education curriculum:

1) Develop competent and humane individuals who are informed, ethical, literate, and engaged citizens of local and global communities.
2) Become acquainted with issues facing contemporary society.
3) Participate in the creative arts.
4) Cultivate an appreciation of the humanities.
5) Examine the history of different American and global cultures.
6) Articulate ideas orally and in writing.
7) Critically evaluate tangible and abstract concepts.
8) Employ mathematical skills in a technologically focused society.

These skills are vital for personal, professional and academic success. In addition, they provide open access not only to educational pursuits but to civic engagement as well. In an Association of American Colleges and Universities (2020) publication titled What Liberal Education Looks Like, the association notes, “Put simply, if the learning outcomes of a liberal education correspond to the proficiencies required for engaged citizenship and for success in the workplaces of today and tomorrow—and educators and employers alike agree that they do—then liberal education can unleash the potential of those otherwise most likely to be excluded from full participation in civic and economic life (p. 6).” This inclusiveness is especially true in two-year college environments.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION
After listing each departmental objective, indicate which of the five Priorities for Action the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.
1. **Students will demonstrate breadth of academic knowledge by completing diverse general education courses reflecting multiple perspectives**

**Priority 1: Place Student Success at the Center of All We Do**

As a majority of the classes offered by AASc fulfill UM general education requirements, the department regularly engages in course assessment through the General Education Committee’s rolling review of general education curriculum. Our general education curriculum is diverse and robust. We not only offer core general education coursework in areas such as psychology, communication, science, writing and mathematics, but also unique general education offerings that further support the university’s goals for breadth of academic knowledge and multiple perspectives (Addictions and Diversity, Introduction to Visual Rhetoric, Montana Ecosystems, Communicating Biology, as examples).

AASc is flexible in both their offerings and scheduling to serve not only AA and AS students, but also the numerous career and technical programs at Missoula College. AASc faculty work directly with Program Directors to ensure that all Missoula College students have access to general education coursework that support essential 21st professional skills.

2. **Students will understand and communicate the complexity of ideas and the diversity of cultural perspectives, and be able to communicate how this understanding can affect human decisions and lifestyle choices**

**Priority 3: Embody the Principle of “Mission First, People Always” (fostering a diverse and inclusive campus)**

Our writing and mathematics disciplines have been instrumental in the development of co-requisite courses that support developmental instruction in these areas. Students take these co-requisite courses alongside the foundational writing and math courses. These models have expanded opportunities for nontraditional student pathways. In addition, the co-requisite model of instruction allows opportunities for greater cohort building and a sense of community to build support systems; students helping each other.

AASc offers a number of classes that teach students to “communicate the complexity of ideas and the diversity of cultural perspectives” (e.g. Addictions and Diversity-CAS 140X, Intercultural Communication-COMX 212X, Interpersonal Communication-COMX 150S, Anthropology and the Human Experience-ANTY 101H, Introduction to Literature-LIT 110L, and The Veteran’s Experience, HSTA 150H).

The Veteran’s Experience is funded by an NEH grant. It explores interdisciplinary, historical perspectives of the veteran’s experience in American history, since antiquity, and in American society today. It also examines the nature of military service, experiences of war, and consequences of service and war on veterans and their families through the study of sources from history, classical literature, literature, philosophy, and ethics.

AASc faculty are involved in Diversity, Equity and Inclusion initiatives throughout the university:

- AASc faculty and staff attended the Empower Montana training at Missoula College to identify personal lenses that affect classroom climate and build inclusivity in classroom structure and assignments
• Psychology Discipline Lead Alison Pepper has been chairing the Missoula College DEI PLC committee, which includes participation from two additional AASc faculty members, and she is the coordinator of prevention education through SARC

• Department Chair Kim Reiser serves on UM’s Diversity Advisory Council

• Chemical Addiction Studies Discipline Lead Linda Eagleheart-Thomas serves on the President’s Native American Advisory Council

• Writing Studies Discipline Lead Jessica Dougherty-McMichael serves as the faculty coordinator for the Food Pantry at Missoula College

• Two members of our faculty have been cohort members of the Women’s Leadership Initiative

3. Students will demonstrate increasing academic strength and competence for success in professional and transfer programs

   **Priority 1: Place student success at the Center of All We Do**

   AASc now has focused areas of studies within the Associate of Arts (AA) degree. Students have the option of completing an AA degree with a concentration in Psychology, Communication Studies, or Professional Communication. In addition, students can now compliment their AA degree with a new certificate in Chemical Addiction Counseling.

   In the fall of 2019, the department proposed and saw approval for the offering of an Associate of Science (AS) degree. The AS degree will appeal to the growing population of those seeking college credits to move forward in careers in mathematics and science related fields such as computing, engineering, environmental and physical sciences, and health professions. In an effort to develop pathways within the AS degree, in the fall of 2020, AASc collaborated with Missoula College’s Business Technology and Health Programs departments to add concentrations in Business and Public Health.

   **Priority 2: Drive Excellence and Innovation in Teaching, Learning, and Research**

   AASc is fully launching their online AA/AS degree programs in May of 2021. Over the past two years, the department has rounded out their online general education curriculum with a focus on student needs and diversity of offerings. In addition, the department collaborated with UM’s Mansfield Center and its Defense Critical Language and Culture Program, which provides language and cultural training to active military members for the Department of Defense and for U.S. National Security objectives. There was a clear need to make online programs more accessible to active military students. The online AA/AS degrees will serve federal active military across the globe. It will provide them with a way to jump-start their education, and to have college credit attached to their military service. This online programming is also very relevant given the surge in online education due to the pandemic. This new audience of online learners, including the quality and diversity of our online offerings, also supports **Priorities for Action 4 and 5: “Partnering with Place”, allowing us to “Proudly Tell the UM Story” through this new outreach.**
4. Students will successfully complete courses that satisfy MUS Core or UM general education requirements and/or general education requirements for specific academic programs

**Priority 1: Place student success at the Center of All We Do**

AASc recently proposed a Certificate of General Studies as Level II paperwork through the Board of Regents. The Certificate of General Studies recognizes completion of UM general education requirements that also fulfill the 30 required credits of the MUS Core to allow a student to transfer general education credits to any MUS academic unit. The purpose of the Certificate of General Studies is to recognize students whose primary goal is to complete their “generals” at Missoula College. Many of these students move on without completing the 30 required credits of the MUS core needed for smooth transition to another Montana academic unit (BOR 301.10). In addition, as we do not currently have a credential for general education, we are unable to track successful completion for these students. This stackable credential would no doubt increase retention for this population at the college. In essence, students could use this certificate as a milestone toward receiving their Associate of Arts or Associate of Science degree at Missoula College. Alternatively, they could use the certificate to demonstrate completion of core general education courses to facilitate transfer within the Montana University System or accelerate their work in a baccalaureate program on the UM Mountain Campus.

As noted above our courses are engage regularly in the General Education Committee’s rolling review. We have selected a sample of four of these core courses for departmental assessment.

**BIOB 101N - Discover Biology. 3 Credits.**

Offered every term. Offered on Mountain Campus and at Missoula College. Contemporary exploration of the organization and complexity of living organisms and the systems in which they live. The central question of biology—relationship between form and function, acquisition and use of energy, and continuity between generations will be addressed through lectures and laboratory investigations. Credit not allowed toward a major in biology. Credit not allowed for both BIOB 101N and BIOB 160N. Gen Ed Attributes: Natural Science Lab Course (N)

Gen Ed Attributes: Natural Science Course (N)

**STUDENT LEARNING GOALS and MEASUREMENT TOOLS**

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Objective Exam Questions</th>
<th>Short Written Exam Questions</th>
<th>Lab Quizzes</th>
<th>Lab Manual Written Reflections</th>
<th>Research Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the general principles associated with the discipline(s) studied.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Understand the methodology and activities scientists use to gather, validate and interpret data related to natural process.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Detect patterns, draw conclusions, develop conjectures and hypotheses, and test them by</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student Learning Goals</td>
<td>Objective Exam Questions</td>
<td>Short Written Exam Questions</td>
<td>Lab Quizzes</td>
<td>Lab Manual Written Reflections</td>
<td>Research Paper</td>
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<tr>
<td>appropriate means and experiments.</td>
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<tr>
<td>4. Understand how scientific laws and theories are verified by quantitative measurement, scientific observation, and logical/critical reasoning.</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Understand the means by which analytic uncertainty is quantified and expressed in the natural sciences.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
# RESULTS and MODIFICATIONS

<table>
<thead>
<tr>
<th>Learning Goal results</th>
<th>Modifications made to enhance learning</th>
</tr>
</thead>
</table>
| **Learning Goal 1:** Understand the general principles associated with the discipline(s) studied.  
Sample assessment items 1, 2 & 3  
Results (% of students successful, respectively): 70%, 76% & 100% | Minimal modification made since assessment; moderate adjustments made in application of complex terms through additional discussion prompts, lab activity questions, and textbook modification. See below for future plans. |
| **Learning Goal 2:** Understand the methodology and activities scientists use to gather, validate and interpret data related to natural process.  
Sample assessment items 4 & 5  
Results (% of students successful, respectively): 100% & 94% | Minimal modification made since assessment; some adjustments made to simplify and clarify terminology used in classroom presentations. See below for future plans. |
| **Learning Goal 3:** Detect patterns, draw conclusions, develop conjectures and hypotheses, and test them by appropriate means and experiments.  
Sample assessment items 6 & 7  
Results (% of students successful, respectively): 80% & 72% | Moderate modifications made to lab activities with newly added low-stakes introductory questions followed by low-stakes reflective questions devoted to the development and testing of hypotheses and the nature of science as a process of investigation. See below for future plans. |
| **Learning goal 4:** Understand how scientific laws and theories are verified by quantitative measurement, scientific observation, and logical/critical reasoning.  
Sample assessment items 8 & 9  
Results (% of students successful, respectively): 100% & 52% | Moderate modifications made by shifting assessment from objective exam questions toward more reflective laboratory questions as described above (low-stakes lab questions) and the addition of interactive, online, asynchronous student discussion questions focused on assessing validity. See below for future plans. |
| **Learning Goal 5:** Understand the means by which analytic uncertainty is quantified and expressed in the natural sciences.  
Sample assessment items 10 & 11  
Results (% of students successful, respectively): 65% & 70% | Minimal modifications made so far; this is an area in need of meaningful attention currently being given during spring 2021. See below for future plans. |
FUTURE PLANS FOR CONTINUED ASSESSMENT

The assessment data reflect that the course, as taught, generally meets or exceeds expected student learning targets in content areas and fails to meet expected learning targets in some areas related to the process and interpretation of science. Of particular note is the lower-than-expected accomplishment rate in questions and reflections related to experimental design and quantitative uncertainty. This mirrors a broader cultural pattern in which Americans, in general, display scientific literacy that is higher in areas of content and lower in areas of process (as seen in Pew Research Center analyses, for example).

The clear opportunity for growth in this course lies with mild-moderate restructuring of activities, assignments, and assessment to better guide students toward deeper understanding of the mechanisms of scientific investigation and interpretation of findings. I propose to address this through reframed repetition and application of existing activities aligned with these goals and the addition of new experiences such as peer-group analysis of findings (to focus on uncertainty and interpretation) and the addition of a feedback & rewrite component in the written research paper.

I expect to implement these initial changes within two semesters, followed by reflection that will likely inspire more changes.

APPENDICES

1. Sample assessment tools used to measure Learning Goal results.


Assessment tools used across Learning Goals: short answer exam questions, objective exam questions, objective lab quizzes, lab manual reflections, and a short research paper.

1. Understand the general principles associated with the discipline(s) studied.
   Assessment Example 1 (lab quiz):
   Which of the following molecules are used (necessary inputs) in respiration (circle TWO):
   a. CO₂  b. O₂  c. C₆H₁₂O₆  d. H₂O
   Assessment Example 2 (objective exam question):
   Assuming an over-simplified genetic control of eye color in which brown eyes are dominant and blue eyes are recessive, what are the chances that the child of two blue eyed parents will have blue eyes?
   Assessment Example 3 (short written exam question):
   Please describe two ways that bacteria benefit your life:

2. Understand the methodology and activities scientists use to gather, validate and interpret data related to natural process.
   Assessment Example 4 (objective exam question):
   Which of the following is the best summary of the scientific method of investigation?
   a) scientists seek evidence for the conclusions they already know to be true
   b) scientists seek evidence to prove the conclusions they think are true
   c) scientists study textbooks and articles to amass knowledge
   d) scientists observe the world, propose hypotheses, test them, and reject the ones that fail
Assessment Example 5 (objective exam question):
A good hypothesis is:
   a) repeatedly tested and supported by evidence       b) deductive and inductive
   c) testable and falsifiable                      d) naturalistic and experimental

3. Detect patterns, draw conclusions, develop conjectures and hypotheses, and test them by appropriate means and experiments.
Assessment Example 6 (lab manual reflections):
   Students are asked to state an independently developed hypothesis, identify variables, describe methods used, report findings, and interpret results in short-answer format in individual lab manuals. Assessment is based upon clear demonstration of student understanding of the key components of their scientific investigation.
Assessment Example 7 (lab quiz):
   Please describe what happened to the plant cells immersed in salty water under the microscope in last week’s lab? Why did this happen?

4. Understand how scientific laws and theories are verified by quantitative measurement, scientific observation, and logical/critical reasoning.
Assessment Example 8 (exam question):
   Which of the following statements best describes science?
   a. Science has stopped changing because everything about the world is now understood.
   b. Science reliably results in one true answer that never changes
   c. science is a method of seeking answers, and is open to revision and questioning
   d. The best scientist is the one who knows the most facts
Assessment Example 9 (exam question):
   Why is a control important in a scientific investigation?
   a. the control differs only in the variable being investigated, it is not subjected to the experimental treatment
   b. a control is a group that the scientist can manipulate in many ways, allowing for a more precise investigation.
   c. a control keeps the experiment from getting “out of hand,” like brakes on unreasonable ideas
   d. a control helps the researcher explore multiple variables simultaneously

5. Understand the means by which analytic uncertainty is quantified and expressed in the natural sciences.
Assessment Example 10 (research paper):
   Students are expected to express and analyze uncertainty in summary and synthesis of multiple sources of scientific literature. Assessment is based upon inclusion and demonstrated understanding of these components in student written work.
Assessment Example 11: (lab manual reflections)
   After completing a graph of data collected through small group investigations, students are asked to explain its pattern, meaning, and reliability through writing. Assessment is based upon student recognition of what data suggest and uncertainty in conclusions.

LIT 120L - Poetry. 3 Credits.

Offered Spring term. Offered at Missoula College. Prereq., WRIT 101 (or higher) or equivalent. An introduction to the techniques of reading and writing about poetry with emphasis on the lyric and other shorter forms.

Gen Ed Attributes: Lit & Artistic Studies (L), Writing Course-Intermediate (W)
## STUDENT LEARNING GOALS and MEASUREMENT TOOLS

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Journal Entries I-IV</th>
<th>Poet Presentation / Post</th>
<th>Critical Context Paper</th>
<th>Short Formal papers / Literary Analysis</th>
<th>Final / Research Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use writing to learn and synthesize new concepts</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Formulate and express opinions and ideas in writing</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Compose written documents that are appropriate for a given audience or purpose and begin to use discipline-specific writing conventions</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Revise written work based on constructive feedback</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Find, evaluate, and use information effectively</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6. Analyze works of art with respect to structure and significance within literary traditions</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7. Develop coherent arguments that critique these works from a variety of approaches</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
RESULTS and MODIFICATIONS

<table>
<thead>
<tr>
<th>Learning Goal results</th>
<th>Modifications made to enhance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goals 1-2, 5</td>
<td>I am developing a few short, informal assignments that provide further opportunities to engage literary traditions and perspectives. In these low risk assignments, students will be able to access literary conversations that can then be applied to the more formal papers.</td>
</tr>
<tr>
<td>Over the course of the past two years and three sections of LIT 120, 80% of students showed and increased understanding of literary terms, traditions, and discipline specific arguments. The development can be seen in the formation of stronger and more nuanced thesis statements and appropriate use of textual evidence. In addition, these students demonstrated a deeper understanding of literary terms and perspectives and were better able to apply them to their analysis.</td>
<td></td>
</tr>
</tbody>
</table>

| Learning Goals 3-5 | I have added a second set of writing conferences focused discussing research and the use of sources in literary analysis. |
| LIT 120, 80% of students showed and increased understanding of literary terms, traditions, and discipline specific arguments. The development can be seen in the formation of stronger and more nuanced thesis statements and appropriate use of textual evidence. In addition, these students demonstrated a deeper understanding of literary terms and perspectives and were better able to apply them to their analysis. |

| Learning Goals 6-7: | I am developing further small group opportunities inside and outside the classroom to better engage literary traditions and perspectives. I am also developing a few short, informal assignments that provide further opportunities to engage literary traditions and perspectives. |
| LIT 120, 80% of students showed and increased understanding of literary terms, traditions, and discipline specific arguments. The development can be seen in the formation of stronger and more nuanced thesis statements and appropriate use of textual evidence. In addition, these students demonstrated a deeper understanding of literary terms and perspectives and were better able to apply them to their analysis. |

FUTURE PLANS FOR CONTINUED ASSESSMENT

Future assessment of the course will focus on evaluating the effectiveness of the changes and developments highlighted in the “Modifications made to enhance learning” section of the report. While current outcomes are positive, a higher percent of students developing their writing and literary analysis is achievable.

Beyond evaluating the current modifications, a more complete picture of writing development would be made possible by tracking student success and retention from Introductory Writing (WRIT 101) through the Intermediate Writing courses (in this case, LIT 120). An overview of this kind would allow the Writing Discipline the opportunity to address student needs in all of our writing
offerings and cover gaps in writing development between the introductory and intermediate course.

**PSYX 100S - Intro to Psychology. 3 Credits.**

Offered every term. Offered on Mountain Campus and at Missoula College. Introduction to the scientific study of behavior in humans and other animals. Credit not allowed for both PSY 100S and PSYC 100S.

Gen Ed Attributes: Social Sciences Course (S)

### STUDENT LEARNING GOALS and MEASUREMENT TOOLS

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Objective Exam Questions</th>
<th>Written Discussion Questions</th>
<th>Research Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define the scientific method and its application to psychology</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Differentiate between observational, correlational, and experimental research design and articulate the advantages and limitations of each</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Describe how biological, developmental, and social-cultural factors influence our thoughts, feelings, and behaviors</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. Understand normal reactions to stress, as well as the effects of prolonged stress</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Understand and identify psychological disorders and treatments</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. Describe how psychology is applied in real world situations, including a deeper understanding of self, others and the world</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### RESULTS and MODIFICATIONS

<table>
<thead>
<tr>
<th>Learning Goal results</th>
<th>Modifications made to enhance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal 1: define the scientific method and its application to psychology</td>
<td>Moderate modifications were made to improve student’s comprehension of the scientific method. Since this is an asynchronous online course, three micro-lectures were created to emphasize and</td>
</tr>
<tr>
<td>• See sample item in Appendix 1.</td>
<td>- #1: Results (% of students successful): 73.9%</td>
</tr>
<tr>
<td>- #1: Results (% of students successful): 73.9%</td>
<td>- See sample items in Appendix 2</td>
</tr>
<tr>
<td>• See sample item in Appendix 2</td>
<td></td>
</tr>
<tr>
<td>Learning Goal results</td>
<td>Modifications made to enhance learning</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>elaborate on key terms and concepts. These are used in conjunction with supplemental videos from the text.</td>
</tr>
<tr>
<td>Learning Goal 2:</td>
<td>Minimal modifications have been made. This topic has received a lot of attention over the years.</td>
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<tr>
<td>differentiate between</td>
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<tr>
<td>observational,</td>
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<tr>
<td>correlational, and</td>
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<tr>
<td>experimental</td>
<td></td>
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<tr>
<td>research design and</td>
<td></td>
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<tr>
<td>articulate the</td>
<td></td>
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<tr>
<td>advantages and</td>
<td></td>
</tr>
<tr>
<td>limitations of each</td>
<td></td>
</tr>
<tr>
<td>• See sample items in</td>
<td></td>
</tr>
<tr>
<td>Appendix 2</td>
<td></td>
</tr>
<tr>
<td>– #3: Results (% of</td>
<td></td>
</tr>
<tr>
<td>students successful):</td>
<td>86.6%</td>
</tr>
<tr>
<td>– #4: Results (% of</td>
<td></td>
</tr>
<tr>
<td>students successful):</td>
<td>86.6%</td>
</tr>
<tr>
<td>– #5: Results (% of</td>
<td></td>
</tr>
<tr>
<td>students successful):</td>
<td>73.9%</td>
</tr>
<tr>
<td></td>
<td>Moderate modifications were made. Discussion questions were modified from being less conceptual and more practical. Students have an opportunity to reflect on how biological, developmental, and social-cultural factors influence real-world situations, including their personal histories and experiences. Micro-lectures were created to help explain concepts and talk through various examples.</td>
</tr>
<tr>
<td>Learning Goal 3:</td>
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<tr>
<td>describe how</td>
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<tr>
<td>biological,</td>
<td></td>
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<tr>
<td>developmental, and</td>
<td></td>
</tr>
<tr>
<td>social-cultural</td>
<td></td>
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<tr>
<td>factors influence</td>
<td></td>
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<tr>
<td>our thoughts, feelings,</td>
<td></td>
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<tr>
<td>and behaviors</td>
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<tr>
<td>• See sample item in</td>
<td></td>
</tr>
<tr>
<td>Appendix 1.</td>
<td></td>
</tr>
<tr>
<td>– #2: Results (% of</td>
<td></td>
</tr>
<tr>
<td>students successful):</td>
<td>86.6%</td>
</tr>
<tr>
<td>– #3: Results (% of</td>
<td></td>
</tr>
<tr>
<td>students successful):</td>
<td>73.9%</td>
</tr>
<tr>
<td>• See sample items in</td>
<td></td>
</tr>
<tr>
<td>Appendix 2</td>
<td></td>
</tr>
<tr>
<td>– #6: Results (% of</td>
<td></td>
</tr>
<tr>
<td>students successful):</td>
<td>100%</td>
</tr>
<tr>
<td>– #7: Results (% of</td>
<td></td>
</tr>
<tr>
<td>students successful):</td>
<td>91.3%</td>
</tr>
<tr>
<td>Learning Goal 4:</td>
<td></td>
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<tr>
<td>understand normal</td>
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<tr>
<td>reactions to stress,</td>
<td></td>
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<tr>
<td>as well as the effects</td>
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<tr>
<td>of prolonged stress</td>
<td></td>
</tr>
<tr>
<td>• See sample item in</td>
<td></td>
</tr>
<tr>
<td>Appendix 1.</td>
<td></td>
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<tr>
<td>– #4: Results (% of</td>
<td></td>
</tr>
<tr>
<td>students successful):</td>
<td>86.6%</td>
</tr>
<tr>
<td>• See sample items in</td>
<td></td>
</tr>
<tr>
<td>Appendix 2</td>
<td></td>
</tr>
<tr>
<td>– #8: Results (% of</td>
<td></td>
</tr>
<tr>
<td>students successful):</td>
<td>54.5%</td>
</tr>
<tr>
<td>– #9: Results (% of</td>
<td></td>
</tr>
<tr>
<td>students successful):</td>
<td>100%</td>
</tr>
<tr>
<td>Learning Goal 5:</td>
<td></td>
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<tr>
<td>understand and identify</td>
<td></td>
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<tr>
<td>psychological disorders</td>
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<tr>
<td>and treatments</td>
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<tr>
<td>• See sample item in</td>
<td></td>
</tr>
<tr>
<td>Appendix 1.</td>
<td></td>
</tr>
<tr>
<td>– #5: Results (% of</td>
<td></td>
</tr>
<tr>
<td>students successful):</td>
<td>91.3%</td>
</tr>
<tr>
<td>• See sample items in</td>
<td></td>
</tr>
<tr>
<td>Appendix 2</td>
<td></td>
</tr>
<tr>
<td>– #10: Results (% of</td>
<td></td>
</tr>
<tr>
<td>students successful):</td>
<td>82.6%</td>
</tr>
<tr>
<td>– #11: Results (% of</td>
<td></td>
</tr>
<tr>
<td>students successful):</td>
<td>73.9%</td>
</tr>
</tbody>
</table>
Learning Goal results | Modifications made to enhance learning
--- | ---
- #12: Results (% of students successful): 82.6%
- #13: Results (% of students successful): 78.3%

Learning Goal 6: describe how psychology is applied in real world situations, including a deeper understanding of self, others and the world.
- See sample item in Appendix 1.
  - #3: Results (% of students successful): 73.9%
  - #6: Results (% of students successful): 86.6%
  - #7: Results (% of students successful): 86.6%
  - #8: Results (% of students successful): 95.6%

Significant modification has been made. Discussion questions were adapted to provide students the opportunity to apply psychological concepts to real world situations, including personal situations and social-cultural circumstances.

FUTURE PLANS FOR CONTINUED ASSESSMENT
When considering the above Learning Goals, I anticipated scores of 70-90% as appropriate targets for this course to exceed expectations. Thirteen of the above 21 sample items fell within this range. Thus, the current measurement tools indicate student learning goals were met. However, there are obvious areas of growth in assessment. Sample item #8 in Appendix 2 illustrates the need to re-evaluate the wording of multiple-choice items. Further review of Learning Goal 4 revealed an opportunity to incorporate more real-world events (e.g. effects of COVID) into the curriculum and assessment tools (e.g. discussions).

This course could also certainly benefit from more diverse tools of measurement to assess student learning. Performance on process-based concepts (e.g. General Adaption Syndrome; the Scientific Approach) tends to lag behind factual or content-based information. Students tend to endorse understanding but results on objective tools reflect otherwise. Incorporating self-assessment where students reflect on what they are learning and quantify their current level of comprehension may enable students to better recognize their level of mastery; thus, low stakes, short answer quizzes may improve mastery of process-based concepts. Incorporating peer-assessment may also enable students to verbalize their understanding of the material to peers, receive real-time feedback, and importantly, connect with each other.

These changes will be seriously considered and potentially incorporated over the next academic year.

APPENDICES
Appendix 1. Sample questions from written discussion questions used for PSYX 100S; data collected from Fall 2021 and analyzed Spring 2021.

1. Part of our Course Objective 2 is to define scientific psychology. Thus, before considering what you are learning in Chapter 1, when you think of a "psychologist," describe what
characteristics or traits come to mind. Now, explain what characteristics or traits come to mind when you think of a "scientist." Where did your concepts of these two professionals originate? Now, considering what you learned after reading Chapter 1, in what ways are psychologists “scientists?” Be sure to thoroughly explain your response using information from our textbook; you are welcome to also use other legitimate resources. Do you agree or disagree that the field of psychology is in fact a science? Why or why not?

2. **Course Objective 5** is to understand how our biology influences our thoughts, feelings, and behaviors. So, using your textbook, and other legitimate resources*, pick one of the following topics and explain how it is influenced by our biology:
   - ADHD
   - Aggression
   - Amnesia
   - Anxiety and Stress Disorders
   - Obesity
   - Sexual Orientation
   - Mood Disorders (e.g. Depression)
   - Schizophrenia
   - Intelligence

Next, explain whether or not people should be held responsible (or accountable) for that thought, feeling, or behavior that is influenced by our biology? For example, should a person with a genetic predisposition to schizophrenia be punished by the law for violent behavior? Should people with a genetic predisposition to obesity be justified in suing fast food companies? Should a person with structural damage to his or her amygdala, which can cause anger issues and impulsivity, be mandated to therapy? Does a person with abnormal serotonin functioning, which can cause depression, have a right to refuse medications?

3. **Course Objective 5** is to describe how biological, developmental, and social-cultural factors influence our thoughts, feelings, and behaviors. **Course Objective 9** is to describe how psychology is applied in real world situations, including a deeper understanding of self, others and the world. Chapter 8 talks a lot about the role of social influences on child development. First, using our text (Ciccarelli & White, 2020) review the importance of relationships in social-emotional development using Freud's Psychosexual stages of development, Erik Erikson's Psychosocial stages of development, and Mary Ainsworth's theory of attachment, etc... Second, how may constant quarantines or social distancing as a result of the global pandemic be affecting children's social-emotional development. What sort of strategies can be employed to help combat these consequences? Bring in legitimate evidence to help support your argument.

4. This DQ will address **Course Objective 9**: understanding normal reactions to stress, as well as the effects of prolonged stress. Many people know that they are stressed, but do you know your stress level, as well as your risk for developing a mental or physical illness, or having an accident? Take the **Social Readjustment Rating Scale (SRRS)** and the **College Life Stress Inventory** by clicking here: Stress Scales. Now, take the Health and Coping Inventory by clicking here: Health and Coping. This helps us see how our coping mechanisms can act as protective factor and help reduce the effects of stress. In your post:
   a. Share your scores and interpretation from the Stress Scales. In other words, are your scores associated with increased risk of mental or physical illness, or having an accident? Based on your scores, are you in a life crisis?
b. Share your score from the Health and Coping inventory. What is your vulnerability to stress? What is your reaction to how you scored?

c. Using your text (Ciccarelli & White, 2020), what coping mechanisms are you doing, or would be willing to try, in order to cope with your stress? You can also bring in other coping strategies that legitimate research suggests is helpful.

5. Course Objective 8 is to understand and identify psychological disorders and treatments. So, for this DQ, pick one of the mental illnesses discussed in Chapter 14. Review at least 2 of the causes of the disorder. Please use your text and any other legitimate resource*. What is one approach to treatment? Again, use your text and any other legitimate resource*.

6. The end of Chapter 7 includes the section, Applying Psychology Everyday Life, Recognizing Cognitive Biases (Ciccarelli & White, 2020). Course Objective 9 is to describe how psychology is applied in real world situations, including a deeper understanding of self, others and the world. For this DQ:

a. Using your textbook, summarize a total of 4 of the cognitive biases, heuristics, and/or problems with problem solving that you relate to most. For each, give a specific example either from your personal experience or from what you see in the world.

b. How do cognitive biases, heuristics, and/or problems with problem solving lead to errors of judgement or poor decisions?

c. How can you modify your own behavior or help yourself be less prone to the cognitive biases that you have identified? Please use your textbook or another legitimate resource to help you identify such strategies.

7. Behaviorism is one of the major theoretical perspectives in psychology, thus it is very important to understand (Course Objective 1). Course Objective 6 is to understand how learning (i.e. behaviorism) affects human behavior. Course Objective 9 is to describe how psychology is applied in real world situations, including a deeper understanding of self, others and the world. For this DQ:

a. Explain one of your undesirable behaviors. (Please keep it appropriate. Pretend your grandparent will read what you write.)

b. Using the terms specific to Classical Conditioning or the terms specific to Operant Conditioning, explain how you could have learned this undesirable behavior.

c. Using the terms and concepts (e.g. shaping or token economy) from your textbook, share a Behavior Modification program to modify this undesirable behavior (See Ciccarelli & White, 2020, Sec. 5.9).

8. Course Objective 1 is to identify the major fields of study and theoretical perspectives within psychology. Course Objective 5 is to describe how social-cultural factors influence our thoughts, feelings, and behaviors. Course Objective 9 is to describe how psychology is applied in real world situations, including a deeper understanding of self, others and the world. Along these lines, please watch the video, Kitty Genovese, that is provided in Moodle under Chapter 12. What happened to Kitty? What is the bystander effect? Please share your thoughts and reactions. In what other situations or circumstances does the Bystander Effect exist? For example, has anyone taken the Bystander Intervention Training here at UM that is designed to educate student about how they can help prevent sexual assault? How can we overcome the Bystander Effect?

Appendix 2. Sample items from objective exams used for PSYX 100S; data collected from Fall 2021 and analyzed Spring 2021.

1. After reading about the possible causes of schizophrenia, a scientist thinks that a virus is the most likely cause. What term most accurately describes the scientist’s idea?
a. Experimental estimate  
b. Extraneous variable  
c. Dependent variable  
d. Hypothesis  

2. The tendency to look for information that supports one’s own belief is called confirmation bias.  
a. True  
b. False  

3. Julie finds that the number of hours she sleeps each night is related to the scores she receives on quizzes the next day. As her sleep approaches 8 hours, her quiz scores improve; as her sleep drops to 5 hours, her quiz scores show a similar decline. Julie realizes that _______. 
a. there is a positive correlation between the number of hours she sleeps and her quiz grades  
b. she should sleep about 10 hours a night to ensure 100 percent quiz grades  
c. there is a negative correlation between the number of hours she sleeps and her quiz grades  
d. her low quiz scores are caused by sleep deprivation the night before a quiz  

4. Which of the following statements is true about naturalistic observation?  
a. It recreates natural conditions in the laboratory as closely as possible to make an experiment more valid.  
b. It involves observing behavior in the lab without taking formal notes or using technological equipment to measure the experimental findings.  
c. It involves observing behavior in its natural context.  
d. It is basically the same process as objective introspection.  

5. Double-blind studies attempt to control for 
a. the placebo effect.  
b. the experimenter effect.  
c. both the placebo effect and the experimenter effect.  
d. None of the above.  

6. Which of the following is NOT a form of social influence?  
a. Obedience  
b. Altruism  
c. Conformity  
d. Compliance  

7. The classic Robber’s Cave study showed that prejudice can be reduced by _______.  
a. A mere exposure  
b. Cooperating to meet a mutually beneficial goal  
c. Rethinking one’s stereotypes  
d. Relearning social norms  

8. Which of the following statements about the General Adaptation Syndrome is FALSE?  
a. A person in the resistance stage of the general adaptation syndrome may feel better, even though he or she continues to secrete hormones to help the body fight a stressor.  
b. According to Selye, some people may develop illnesses such as high blood pressure or a weakened immune system during the alarm stage of the general adaptation syndrome.  
c. According to Hans Selye, resistance to stress is lowest at the exhaustion stage of the general adaptation syndrome.
None of the above are FALSE. These are ALL TRUE statements.

9. Stress has been shown to put people at a higher risk for ________.
   a. unplanned pregnancy
   b. heart attack and stroke
   c. passing Psyx 100
   d. Nothing. Stress does not increase our risk for anything.

10. Which of the following eating disorders would best characterize someone who is **NOT** significantly underweight, and who binge eats and then purposely vomits?
    a. anorexia nervosa
    b. bulimia nervosa
    c. both a and b above
    d. binge eating disorder

11. Which of the following people would be *most likely* to receive a diagnosis of **antisocial personality disorder**?
    a. Jared, who stealing money from his grandmother and believes it's her fault because she doesn't notice.
    b. Lizette, who has a history of multiple suicide attempts.
    c. Monet, who cannot make a decision without first knowing what her boyfriend thinks is best.
    d. Marlon, who works as a long-distance truck driver so that he doesn't have to interact with people more than necessary.

12. Therapy that depends on identifying and changing distorted thinking and unrealistic beliefs is _____ therapy.
    a. Behavioral
    b. Cognitive
    c. Person-Centered
    d. Psychoanalytic

13. The most important aspect of successful psychotherapy is the __________ between client and therapist.
    a. transference
    b. therapeutic alliance
    c. mindfulness
    d. authenticity

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**CAS 140X - Addictions and Diversity. 3 Credits.**

Offered autumn and spring. Offered at Missoula College. This course required for students seeking to obtain their AA degree in Chemical and Addiction Studies and who wish to become Licensed Addiction Counselors in the State of Montana. Introduction to multicultural competencies where students will be exposed to the fundamentals of working with substance abusing and dependent individuals from the cultural impact of race, nationality, gender, age, sexual orientation, religion, and socio-economic status on the development and progression of alcohol/drug problems. Appropriate for students of Social Work,
Psychology, community health, Business and Counseling students, Education, and those with an interest in diversity and addictions.

Gen Ed Attributes: Cultural Intl Diversity (X)

### STUDENT LEARNING GOALS and MEASUREMENT TOOLS

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Objective Exams</th>
<th>Short Essay</th>
<th>Reflection Papers</th>
<th>Self-Evaluation Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of the diverse ways humans structure their social, political and cultural lives.</td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Recognize the complexities of intercultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century.</td>
<td>X</td>
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<td></td>
</tr>
<tr>
<td>4. Identify the social, political, cultural and environmental influence on the use and misuse of alcohol, tobacco, and other substances in distinct populations</td>
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<tr>
<td>5. Understand the myths, stereotypes, and stigma associated with each group and its implications for the recovery process and culturally sensitive interventions.</td>
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<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. Students identify own cultural beliefs and values, and assess how one’s own identity contrasts and interacts with those different from one’s self.</td>
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<td></td>
<td></td>
<td>X</td>
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<tr>
<td>7. Define the specific core issues, challenges and factors associated with each group</td>
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</table>
### RESULTS and MODIFICATIONS

<table>
<thead>
<tr>
<th>Learning Goal results</th>
<th>Modifications made to enhance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#1</strong> Demonstrate an understanding of the diverse ways humans structure their social, political and cultural lives. Outcomes from Samples: #1, #2, Results (76% &amp; 85%) of students successful.</td>
<td>Modifications would be minimal here as the results revealed that student success met or exceeded predicted minimum outcomes representing success.</td>
</tr>
<tr>
<td><strong>#2</strong> Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments. Outcomes from Samples #1, #3, Results (76% &amp; 75%) of students successful.</td>
<td>Modifications would be minimal here as the results revealed that student success met or exceeded predicted minimum outcomes representing success. Some students exceeded beyond expectations and were consistent throughout the course. This course is available to multiple students, including advanced degree students. Suggestion to identify UG versus G students.</td>
</tr>
<tr>
<td><strong>#3</strong> Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century Outcomes from Samples #1, #4, Results (76% &amp; 85%+ respectively).</td>
<td>There were 2 instances where the student just did not answer the question, and skipped it altogether. I changed the format of exams where the entire exam was presented at one time. Correlations of other work did not demonstrate that these were consistent results for particular students throughout the course.</td>
</tr>
<tr>
<td><strong>#4</strong> Identify the social, political, cultural and environmental influence on the use and misuse of alcohol, tobacco, and other substances in distinct populations Outcomes from Samples #4 (Results 85%)</td>
<td>Outcomes were below the expected outcomes. Students did not demonstrate deep learning with this assessment. Moderate evaluation about question validity, and review of exam outcomes from multiple sections.</td>
</tr>
<tr>
<td><strong>#5</strong> Understand the myths, stereotypes, and stigma associated with each group and its implications for the recovery process and culturally sensitive interventions Outcomes from Samples #3, #4 #5 Results (76% &amp; 85%; 81%)</td>
<td>The outcomes far exceeded expected outcomes. One issue that could account for the higher than expected was that many of these students were also enrolled in 2 other CAS courses. It is possible that the learning was due to multiple deliveries of similar material. No changes in this assessment. The final assignment also had an impressive 81% as the minimum. No modifications on #5 assessment or #4.</td>
</tr>
<tr>
<td><strong>#6</strong> Students identify own cultural beliefs and values, and assess how one’s own identity contrasts and interacts with those different from one’s self Outcomes from Samples #3, #5 Results (76%, 85%; 2 measured here) 81%</td>
<td>No modifications currently in process. Students demonstrating success in these areas.</td>
</tr>
<tr>
<td><strong>#7</strong> Define the specific core issues, challenges and factors associated with each group Outcomes from Samples #4 (85%)</td>
<td>No modifications planned here except to increase guest speakers and from multiple groups. Currently looking for additional media to supplement the course materials. One text is out of print, so reviewing newer materials that may support this course.</td>
</tr>
</tbody>
</table>
FUTURE PLANS FOR CONTINUED ASSESSMENT

Because the data for the student outcomes generally performed at or above expectations in most areas, the plans for modification will be directed at decreasing the amount of assessments by one or two. Student feedback supported this course format, and the last two semesters the enrollment exceeded the maximum seats. Written exam essays outcomes exceeded the objective exam questions, and the reflection papers met the outcome expectations, but did not exceed those expectations. Many of the students in this course were in their first year and may not have the requisite writing skills. Scores were generally lower in the execution of the assignment rather than the ideas or discussion of personal reflections. In reflection, I may cut the reflection paper to 1 rather than 2, and reevaluate the final paper. Alternative assessment tools are in review, including a cooperative project interviewing multiple individuals from a different ethnic group than the student. I will have reviewed and integrated into the course some updated assignments, eliminating others by spring 2022.

Students performed well on the written essays; there was a great deal of written activities and reading, and a lot of information. I think that the written activities were a better demonstration of the broader understanding and fulfilling the student learning outcomes. Planned modifications for this course for fall 2020 will include some streamed visual content such material from Stanford lectures, interviews, and more use of breakout rooms. Additionally, because this course is online, one goal is to reintroduce a face-face section. While there are discussion questions, the quality of interacting within the group could be improved. I would like to develop some group activities using the Zoom program. Setting up Zoom Groups, and assigning students for discussions could advance the ideas of a diverse group while interacting. Overall, I think the course is a comprehensive one that most students have demonstrated satisfactory outcomes at end of course. There are more and more students every semester. Because we are in a pandemic, I would like students to explore world news in the context of this course. I will continue to use reflective papers, mixed content exams including some fact-based information and integrative questions.

APPENDICES

1. Sample assessment tools used to measure Learning Goal results.
# Sample Assessment Tools Used for CAS140x Addiction & Diversity

## Assessment Item #1: Reflective Paper - “My experiences with racism.”

**Experiences with Racism:** Write a reflective paper (about 3–4 pages) that includes your responses and analysis to the prompt below. Students should compare experiences with the concepts of our readings. Political, historical, social, and intersections of diversity and concepts of discrimination/and racism are examined in three realms. The purpose of this assignment is to reveal underlying values that have not been explored. The goal is to demonstrate a true understanding of the differences between institutional racism and racism, stereotyping, discrimination, and macroaggressions. Additionally, you must look at a racist event and explain how the behavior could have been altered to prevent discrimination. Your paper should use 1-inch margins, Times New Roman 12-point font, 5–7 space indented paragraphs, double spacing, and APA format for references. If you are unsure of APA format, please make use of the available APA resources.

**Overview:** Sandra heard about discrimination at work and in her community, but never experienced any racial incidents, herself. Bao, on the other hand, speaks English with difficulty and is often the recipient of disparaging or insulting remarks from his fellow employees.

For this assignment, I want you to think about your own experience with racial discrimination whether you have experienced it personally, just heard about it from someone you know personally, or just observed it. For the assignment, I would like you to identify examples of racial discrimination (some general types of racial discrimination examples) and then provide examples from your own life that you have personally experienced or witnessed, or have heard about firsthand. (Writing about experiences of a coworker’s friend are not firsthand. Click on the term if you are unfamiliar with its definition).

The incidents should come from the following three realms: (1) family, (2) work place, and (3) community.

(a) Describe a racial incident pertaining to each realm in detail. Explain why you believe this is racial discrimination.

(b) Explain how this situation might have been handled to avoid discrimination against others.

Make sure you DISCUSS all three realms with three different examples. Please do not use one example and then show how it fits all three realms. I want you to find one example from family AND one example from your work AND one example from your community. Submit this assignment as a MS Word attachment.

## Applied Assignment Grading Criteria Maximum

<table>
<thead>
<tr>
<th>Points</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Reflection on experiences with racial discrimination from the 3 listed realms of FAMILY, WORK, and COMMUNITY (local, not national news)</td>
</tr>
<tr>
<td>20</td>
<td>Provided personal or firsthand examples of discrimination from each of the three listed realms; specific and included details that demonstrated the “discrimination” definition according to the readings</td>
</tr>
<tr>
<td>20</td>
<td>Described the identified racial incident in detail, and explained why each incident is an example of discrimination using appropriate terms and concepts from the required readings, online lectures, and other related material</td>
</tr>
<tr>
<td>10</td>
<td>Explained how these situations could have had a different outcome if the people involved had not discriminated against others; supported ideas from required readings</td>
</tr>
<tr>
<td>10</td>
<td>Used APA standards in the citations in the body of the paper; proper grammar and mechanics</td>
</tr>
<tr>
<td>Total Possible</td>
<td>/100</td>
</tr>
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</table>

# Samples of Essay Questions Meeting Learning Goals

**A.** Example #1: What were some policies put in place by the U.S. government that may contribute to the mistrust that Native Americans have of mainstream American culture? (Chapter 12 of Lawson discusses US policies. These are not laws.) B. How might these policies contribute to addiction/substance abuse and other mental health disorders of Native Americans? Use proper English, college level writing, proper APA citations, and make sure you relate to the course materials in Lawson/Robinson-Wood.

**B.** Example #2: There are 2 parts to this questions. (1) What is the model minority myth? (2) How can it contribute to more hardships for Asian Americans? Please be specific, and include connections to the required readings. Make
C. **Example #3:** Discuss the implications (for counselors) of imposing an ethnocentric lens onto traditional Muslim women. Please make sure you relate your answer to the materials in the required readings and the extra readings and power points. **Define concepts and terms** for the most complete answer. Please use APA formatting for proper citation within the text of your answer.

#3 SAMPLE of Final Self Examination Paper meeting several learning Goals.

The example of this learning objective is a reflection paper in CAS140X examining the different complex issues in the people helping field, and the intersection of multiple identities that may be encountered in the role of counselor or people helper. Additionally, this assignment is examining the relationship between appreciating multiple cultures and being a culturally competent counselor. As we near the end of the course, you may be unsure about whether you are prepared to work with the vastly diverse group of people that will inevitably become part of your future job or career.

As a professional in mental health, any helping field, or other careers where you **work with people,** you will use many of the concepts learned in this course. Additionally, as you begin to use those concepts, they will begin to have a clearer focus. This assignment will help you to clarify your own multicultural views as they relate to working with multicultural people. Additionally, if you are working in the field of addictions or prevention, or have employees with substance use issues, this information should give you more tools to be better equipped to work substance abuse across diverse populations.

In a thoughtful and reflective paper, **address the following issues:** Explore the relationship between appreciating diversity among racial, ethnic, and other minority groups and being an effective people helper or a more culturally competent person. Support your answer using examples and material from the course so far (examples will come from the whole book and other readings). Make sure to reference these ideas properly.

- What types of racial, ethnic, and other minority groups do you think you would work particularly well with? Explain why. Be sure to use the appropriate vocabulary associated with the concepts you discuss.
- What types of racial, ethnic, and other minority groups do you think you would have difficulty working with? Explain why and please give examples.
- What steps would you like to take in the near future to improve your sensitivity to diverse clients and become an effective and more culturally competent?

Your reflection paper should be 3–4 pages long. For your paper, use 1-inch margins, Times New Roman 12-point font, 5–7 space indented paragraphs, double spacing, and APA format for references. **Submit this assignment as a MS Word attachment to MOODLE.**

### Grading Criteria

| **Explored the relationship between appreciating diversity among racial, ethnic, and other minority groups and being an effective people helper** | 50 |
| **Analyzed the types of racial, ethnic, and other minority groups you would work particularly well with, including material and vocabulary from Modules 1–4.** | 50 |
| **Analyzed the types of racial, ethnic, and other minority groups you might have difficulty working with, including material and vocabulary from Modules 1–4.** | 50 |
| **Discussed the steps needed to improve your sensitivity to diverse clients in your desire to become an effective and culturally competent people helper, counselor, or therapist** | 30 |
| **Used APA standards in the citations in the body of the paper; proper grammar and mechanics** | 20 |
| **Total Possible** | **200** |

#4 Sample of some Objective Exam Questions:

1. You know the following about a person you have never seen who says she is Cuban American: ☐ a. skin color ☐ b. race ☐ c. **Ethnicity** ☐ d. class

2. All of the following are common cultural values among people of African descent EXCEPT: ☐ a. extended family ☐ b. **individualism** ☐ c. fluid time orientation ☐ d. respect for elders

3. During European immigration to the United States, NINA meant: ☐ a. none of the above ☐ b. no Irish Need apply ☐ c. non-Indians/Negroes accepted ☐ d. no Indians allowed
4. Which of the following may be a challenge for a counselor in a therapeutic relationship with a traditional Arab American?  
   a. Belief that one should not speak ill of their family to strangers  
   b. All the above  
   c. Arab American's mistrust of outsiders  
   d. Hierarchical communication patterns on the basis of age and gender

#5 SAMPLE ESSAY QUESTION

Question 1 Student scored 98% on this exam – Question Prompt. Discuss Social Justice. You will review both parts of this question, and connect the discussion to your vocabulary, text and other readings in this chapter. Cite properly, and make sure you use college level writing.

- What are three major social justice issues facing the United States, and/or the world.
- What is the role of mental health professionals/addiction counselors to serve as "agents of change" with respect to each of these issues?

Sample Student Answer:

The list of social justice issues facing the United States and the world is long. Our studies show how one topic of social justice can have many branches. For example, discrimination is a major social justice issue with many branches as people can experience discrimination for their race, age, gender, class, disabilities and so on. However, as our text discussed that an expansion of a mental health professional’s role is to include being an active change agent against structural inequalities across race, gender, and class, I am listing race, gender, and class as three major social justice issues facing the United States and the world (Robinson-Wood, 2017).

It is critical to social justice work, in the areas of race, gender, class, etc., for ethical practice. Such as, competence, doing no harm, informed consent, and professional boundaries (Fouad et al., as cited in Robinson-Wood, 2017). Similarly, it is important for the mental health professional to create an environment where clients feel physical and psychological safety. As well as, for the client to know they have a competent clinician who has sociopolitical awareness, which encompasses ethics, social justice, and cultural competence (Robinson-Wood, 2017).

One objective of mental health professionals to serve as “agents of change” for clients experiencing social injustice can be to give them the tools of empowerment. Mental health professionals may help clients achieve reasonable control over their destiny, learn to cope constructively with debilitating forces in society, and acquire the competence to initiate change at the individual and systems level (Pinderhughes, as cited in Robinson-Wood, 2017). Additionally, aiding the client to acquire reasonable control in their lives without encroaching on others’ rights. (McWhirter, 1991).

Mental Health professionals should also educate themselves about legal issues that may affect the clients’ lives (Ivey & Collins, as cited in Robinson-Wood, 2017). Along with, a counselor/therapist can use institutional intervention skills on behalf of a client, by being aware of and addressing incidents, filing informal and/or formal complaints, as well as working at an organizational level to address change in eliminating discriminating policies (Arredondo et al., as cited in Robinson-Wood, 2017).

Appendix 3. Productivity and Efficiency data

<table>
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<tr>
<th>Major</th>
<th>Degree</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
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*The calculation for graduates in our areas of concentration does not appear to be accurate. In our review of awarded degree reports, we calculate 16 graduates with the communication studies concentrations since Fall 2017. We requested updated data from the Provost’s Office but did not receive it by the time of this submission.

Appendix 4. Biosketches for all tenured, research and adjunct faculty.


Courses taught: M 090: Introductory Algebra; M095: Intermediate Algebra; M 115: Probability and Linear Mathematics; M 121: College Algebra

Academic Service: Faculty Coordinator for Mathematics Discipline Area of University of Montana’s Dual Enrollment Program 2018-2021; Instructor of Record for Ind. Study Applied Statistical Analysis, 2018-2021; Member of UM Student Computer Fee Committee; membership on several hiring committees for UM administrative positions

Dougherty-McMichael, Jessica – Tenure-Track: Ph.D., Literature, University of Notre Dame, 2011

Courses taught: COLS 194: Freshman Seminar/First Year Experience; LIT 110: Introduction to Literature; LIT 120: Poetry; WRIT 101Plus: College Writing I Co-Requisite; WRIT 121: Introduction to Technical Writing

Academic Service: 2021 (Spring), MCFA Secretary; 2020 (Autumn)-Present, ASCRC Writing Committee Chair; 2019 (Autumn)-Present, Guided Pathways Professional Learning Community; 2019-2020 (Autumn, Spring), TRIO Professional Learning Community; 2019 (Autumn), Instructional Staffing Professional Learning Community; 2019 (Autumn), Work-based and Experiential Learning Professional Learning Community; 2019 (Spring), Missoula College Dean Search Committee member; 2019 (Spring), P.E.A.C.E. member; 2018 (Summer)-Present, Basic Needs Committee member; 2018 (Summer)-Present, Assist with Writing Dual Enrollment; 2018 (Autumn)-Present, Faculty Evaluation Committee member; 2018 (Summer), UM Forward committee member; 2017 (Autumn)-Present, ASCRC Writing Committee member; 2016 (Autumn)-Present, Writing Discipline Lead

Awards and Honors: Merit Award, University of Montana (2011-2016), Received 2017

Courses taught/team taught: CAS 201, Theories of Counseling; CAS 242, Fundamentals of Substance Abuse, CAS 243, Addiction Counseling I; CAS 248, Addiction Counseling II; CAS 260, Assessment, Treatment, and Documentation in Addiction Counseling; CAS 140X, Diversity and Addictions; CAS 295, Field Placement/Treatment-Documentation-Assessment Treatment; CAS 291, Co-Occurring Disorders-Assessment Treatment; CAS 291, Gambling Disorders-Assessment & Treatment; CAS 291 Advanced Assessment and Tx Planning; PSYX 100S, Introduction to Psychology; PSYX 230, Life span Developmental Psychology

Trainees mentored: Mentor-students in the Addiction Studies Program – 18 students; Audit and certify education completion and requirements for the State of Montana student application for Licenses Addiction Counselor; Review the educational requirements for State of Montana LAC requirements; Development internship sites and placement for students in addiction Major; Supervise the students in the field placements

Academic Service: University of Montana-President’s (PNAAC) Native American Advisory Council – 9/25/20-Present-Ongoing appointment; Faculty Senate, General Education Committee 2020-2024; Faculty Senate, General Education Ad Hoc Committee 2021-ongoing appointment; Faculty Evaluation Chair, 2020; Discipline Lead Chemical Addiction Studies 2014-currently; DEI (Diversity, Equity & Inclusion) Committee, 2020-currently

Community service: Montana Board of Behavioral Health-Education Committee for Addiction Counselors; LCSW, LCPC, MFT. 2019-Currently; American Psychological Association-MFP Initial Review Committee (IRC). The IRC is an official standing subcommittee that falls under the Minority Fellowship Program of APA, 2012-2021; Region 8 Center for Substance Addiction Technology Training Program, Montana Educational Representative, Advisory Board, 2012-2021; Montana Best Beginnings, Advisory Board; Assessment Child Needs Steering Committee, 2012-2020

Henderson, Colin – Tenured: Ph.D., Biology, University of New Mexico, 1985; M.S., Wildlife Biology, Brigham Young University. 1979; B.S., Zoology, Chemistry minor, Brigham Young University, 1976

Awards and Honors: Merit Award, 2015, 2018; Best of Missoula (Favorite University Faculty) 2018

Courses taught: BIOH 201N, Human Anatomy & Physiology I; BIOH 211N, Human Anatomy & Physiology II; and BIOH 291N, Human Gross Anatomy

Trainees mentored: Undergraduate researchers: 3; Masters students: 3; Ph.D. students: 1

Academic Service: APASP, International Council


Pepper, Alison – Tenured: Licensed Clinical Professional Counselor Candidate (LCPCC): State of Montana, Dec 2020; Ph.D., University of Montana, General Psychology, Quantitative Emphasis, May
2009; M.A., California State University, San Marcos, Experimental Psychology, May 2004; B.A., University of California, San Diego, June 2000

Courses taught: PSYX 100S: Introduction to Psychology; PSYX 240: Fundamentals of Abnormal Psychology

Trainees mentored: Spring 2021: (1) Social Work Agency Field Instructor supervising 1 student, (2) Supervising 7 Advocates at SARC

Fall 2020: (1) Supervising 6 Advocates at SARC, (2) Mentor for University of Montana Experiential Learning, supervising 1 student; (3) Mentor for an Honors Capstone Project supervising 1 student; (4) Social Agency Agency Field Instructor supervising 1 student

Spring 2020-Fall 2021: PSYX 290, Supervising an independent study for 1 student

Spring 2020: (1) Member on Psychology Graduate Student’s Thesis Committee; (2) Mentored undergraduate student’s research project for NCUR and UMCUR. (Conferences cancelled due to COVID but posters featured online.)

Fall 2019: Supervised undergraduate student in Dr. Chris Fiore’s Intimate Partner and Dating Violence Laboratory

Spring 2019: Supervised undergraduate student in Dr. Chris Fiore’s Intimate Partner and Dating Violence Laboratory

Academic Service: 2/19-4/19, Member Tenure-Track Writing Studies Search Committee; 10/19 and 10/18, Member of Faculty Evaluation Committee; 10/13-Present, Psychology Discipline Lead; 10/12-Present, PSYX 100 Coordinator

Professional Service: 1/21-Present, Member Search Committee, SARC Direct Services Coordinator; 12/20-Present, Chair, Diversity, Equity and Inclusion (DEI) Professional Learning Community (PLC); 6/20-Present, UM Member MUS Prevention Education Working Group; 9/20-Present, Executive Member, Racial Incident Mitigation Team; 6/20-Present, Member Search Committee SARC Director; 6/20-10/20, Member Search Committee Civil Rights Investigator; 6/11/20, Attendee, UM Student Life Master Plan-Core Leadership Meeting; 3/20, Training Facilitator, Big Sky Impact Team; 8/19-5/20, Selected Member, Women’s Leadership Initiative; 2/20-Present, Chair Campus Leadership Team (P.E.A.C.E.); 1/20-Present, Appointee, Campus Security Advisor (CSA); 10/18-12/18, Member, Student Death Procedure Committee; 9/18-Present, Invited Member, Behavioral Intervention Team; 7/17-Present, Invited Member, Title IX Review


Awards and Honors: Accepted to Women’s Leadership Initiative Cohort, University of Montana, Fall 2020-Spring 2021; Accepted to attend “Historical Memory: Myths and Monuments” educator program at the Smithsonian’s National Museum of African American History and Culture and the African American Civil War Memorial Museum in Washington D.C., 7/19; Awarded Merit, University of Montana, 2018, 2016, 2015

Courses taught/team taught: COMX 102: Interpersonal Skills in the Workplace (co-taught) Instructor of Record; COMX 111A: Introduction to Public Speaking; COMX 115S, Introduction to Interpersonal Communication; COMX 140L: Introduction to Visual Rhetoric; COMX 212X: Introduction to Intercultural Communication; COMS 219S: Survey of Children’s Communication

Academic Service: Led Professional Learning Community and Collaborated with Ex Dir of UMOnline, Maricel Lawrence, to Develop and Formalize the Online AA/AS Degrees with a Focus on Non-Resident, Federal Active Military, 2019-2021; Guided-Pathways Professional Learning Community, 2021; Co-Coordinated COLS 101, 2021; Co-Directed Pedagogy Project, 2020-Present; Served on Pedagogy Project
Leadership Team, Faculty Senator 2018-2021; Diversity Advisory Council, 2020-2023; Chaired the Search Committee for a Tenure-Track Natural Sciences Discipline Lead, Spring 2020; Facilitated After Action Review with Student Services Representatives Aimed at Improving Dual Credit Student Enrollment Processes, Spring 2020; Chaired the Search Committee for a Tenure-Track Writing Discipline Lead, Spring 2019; Participated in Retention Professional Learning Community, Fall 2019; Served as AASc FEC Chair, Fall 2018

Courses taught: CAS 201, Theories of Counseling; CAS 248, Substance Abuse Counseling II

Arends, Jeff - Adjunct:  M.E. Mathematics, University of Montana, 2010; B.A. Mathematics, University of Montana, 2007
Courses taught: M 065, Prealgebra; M 090, Introductory Algebra; M 095, Intermediate Algebra; M 111, Technical Mathematics; M 115, Probability and Linear Math

Barrett, David - Adjunct:  M.F.A., Creative Writing, University of Montana, 1999; B.A., General Studies, Evergreen State College, 1987; Secondary Education Teaching License, UM, 2006
Courses taught: CRWR 210A, Intro to Fiction Workshop; WRIT 095, Developmental Writing; WRIT 101, College Writing I; WRIT 121, Intro to Tech Writing

Carson, Bridget - Adjunct:  M.F.A., Creative Writing, Poetry, University of Montana, 2006; B.A. English, Literature & Creative Writing, University of Montana, 2002; B.S., Christian Ministry, Briercrest College, 1997
Courses taught: CRWR 211A, Intro to Poetry Workshop; WRIT 095, Developmental Writing; WRIT 101, College Writing I

Doyle, Mary Jeanne - Adjunct:  M.S., Community Nutrition, Eastern Kentucky University, 1985; B.S., Home Economics, University of Montana, 1972; Registered Dietitian Nutritionist with the Academy of Nutrition and Dietetics (current); Board Certified Specialist in Sports Dietetics (CSSD) with the Academy of Nutrition and Dietetics – Commission on Dietetic Registration (one of three in MT).
Courses taught/team taught: NUTR 221N, Basic Human Nutrition; AHHS 325, Introduction to Gerontology Course; Guest Lecturer Presenter – Nutrition in the Older Adult (Spring Semesters 2019, 2020, and 2021)

Kumm, Jessica – Adjunct:  M.A., Psychology, University of Montana, 2016; B.A., Psychology, University of Montana, 2006
Courses taught: AASC 101, Study and Learning Strategies; COLS 101, First Year Seminar; PSYX 100S, Intro to Psychology; CAS 291, Gambling/IntGamAdd/Assm/Tr; AHMS 298, Medical Info Internship
Academic Service: MC Faculty Senate Rep, MCFA Secretary, MCFA Bargaining Member, OPM Evaluator, FEC member

Laue, Cheyenne - Adjunct:  Ph.D., Anthropology, University of Montana, 2018; M.A., Anthropology, University of Montana, 2014; B.A., Anthropology, University of Montana, 2011; B.A., Psychology, University of Montana, 2011
Awards and Honors: Bertha Morton Scholar Award, 2016-2017; PEO Scholar Award 2016-2017; American Association of University Women Dissertation Fellowship 2017-2018
**Courses taught**: ANTY 101H, Anthropology and the Human Experience; CSCI 172, Intro to Computer Modeling; CSCI 215E, Social & Ethical Issues in Computer Science; CSCI 315E, Computers, Ethics, and Society

**Academic Service**: Currently serving on three graduate student committees (one PhD and two MA)

**Loree, Kins - Adjunct**: Ph.D., Somatic Therapies, Ashford University, 2000; M.A., Education, Ashford University, 1994; B.A., Business Administration, Ashford University, 1988

**Courses taught**: BIOH 104/105, Basic Human Biology (lecture and lab); BIOH 108, Basic Anatomy; BIOH 202N, Human Anat & Phys I/Lab; BIOH 212N, Human Anat & Phys II/Lab

**Academic Service**: Open labs, MCFA

**Miller, Blake – Adjunct**: MA, Mathematics, University of Montana, 2012; B.A., Physics, Dartmouth College, 2002

**Courses taught**: M 090, Introductory Algebra; M 105, Contemporary Mathematics; M 115, Probability and Linear Math; M 121, College Algebra; STAT 216, Intro to Statistics

**Mitchell, Lori – Adjunct**: B.S., Nursing, Montana State University, 2005; B.A., Anthropology, University of Washington, 1980

**Courses taught**: BIOH 212N, Human Anatomy & Physiology II/Lab; BIOH 295: A&P Lab II TA; KIN 480, Teaching Anatomy & Physiology

**Academic Service**: Advisor and Instructor for PT students offering a Tango for Parkinson’s course

**Peters, Greg - Adjunct**: M.A., Education, University of Montana, 2017; M.S., Biology, University of Montana, 2002; B.S., Biology/Botany, Fairhaven College, Bellingham, WA

**Courses taught**: BIOB 101N, Discover Biology; BIOB 109N (was SCN 105N), Montana Ecosystems, BIOB 160N, Principles of Living Systems; BIOB 210N, Communicating Biology; BIOO 335, Rocky Mountain Flora; BIOB 170, Principles of Biological Diversity

**Academic Service**: General Education Committee, Fall 2017-Spring 2020; UM Faculty Senate, Fall 2016-Spring 2019

**Phillips, Steve - Adjunct**: M.S., Mathematics, University of Arizona, 2001; B.S., Mathematics, University of Massachusetts, 1996

**Courses taught**: M 065, Prealgebra; M 090, Introductory Algebra; M 095, Intermediate Algebra; M 105, and M 105 Plus, Contemporary Math; M 111, Technical Mathematics; M 115, Probability and Linear Math; M 121, College Algebra; M 122, College Trigonometry; STAT 216, Intro to Statistics; C&I 194, Freshman Seminar

**Academic Service**: Faculty Development Office Steering Committee (9/18 – 5/20); Faculty Senate 5/16 – 5/19

**Poudrier, Jason – Adjunct**: Ph.D. (anticipated May 2022), English Education, University of Oklahoma; MFA: Fiction, Oklahoma City University, 2017, M.Ed., Cameron University, 2010; B.A., English, Cameron University, 2008; AS, Business, Cameron University, 2008

**Awards and Honors**: Pat Tillman Scholar, University of Oklahoma, 2018

**Courses taught**: HSTA 150H

**Grants, contracts or endowments awarded**: Dr. Clodus R. Smith and Mrs. Pauline (Chaat) Smith Endowed Lectureship in American Indian Studies, Cameron University: 1491s Performance and Panel Discussion (2017).
Preston, Ashley - Adjunct: Ph.D., Forestry, University of Montana, 2001; M.S., Resource Conservation, University of Montana, 1995;  
**Courses taught:** ENST 231H, Nature and Society; GEO 101/102, Intro to Phys Geology/lab; PHSX 105N, Fund. Physical Science; SCN 175N, Integrated Physical Science I; WRIT 121, Intro to Technical Writing

Sherman, Blake - Adjunct: M.A. English, University of Montana, 2018; B.A., Communication and Culture, City University of New York, 2012;  
Awards and Honors: Nominee: Outstanding Performance Award, UM (Applied Arts & Sciences) 2020  
**Courses taught:** COMX 111A, Intro to Public Speaking; WRIT 095, Developmental Writing; WRIT 101, College Writing I  
**Academic Service:** Executive Committee: UM Graduate and Professional Student Association (GPSA) 2017/18; Presenter: UM Diversity Symposium (*DiverseU*) 2020

Smith, Jennifer (Kate) - Adjunct: MSW, University of Montana, 2018; B.S., Business Management, American InterContinental University, 2005; B.S., Human Resource Management, American InterContinental University, 2005  
**Courses taught:** CAS 140X, Addictions and Diversity; CAS 252, Gambling Disorders in Addiction Counseling; CAS 254, Co-Occurring Disorders-Assmt/TX; SW 300, Human Behavior and the Social Environment; SW 426, Substance Use Disorders and Social Work Skill Sets

**Courses taught:** AASC 101, Study & Learning Strategy; COMX 102, Interpersonal Skills in the Workplace; COMX 111A, Intro to Public Speaking; COMX 115S, Intro to Interpersonal Communication; COMX 212X, Intro to Intercultural Communication  
**Academic Service:** Missoula College New Student Recruiting Task Force, 2018.  
**Grants, contracts or endowments awarded:** Applied for and received the Intentional Remote Instruction grant in 2020 to develop COMX 102 into a fully online course.

Whitcher, Lucas - Adjunct: M.S., Exercise Science, Central Washington University, 2010; B.S., Exercise Science, University of Montana, 2008  
**Courses taught:** BIOH 201N, Human Anatomy and Physiology/Lecture; BIOH 202N, Human Anatomy and Physiology/Lab