MONTANA STATE UNIVERSITY • GREAT FALLS
COLLEGE OF TECHNOLOGY
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Regular Interim Report

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Northwest Commission on Colleges and Universities

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Regular Interim Report for Reaffirmation of Accreditation
Montana State University – Great Falls College of Technology

EXECUTIVE SUMMARY

Introduction

Montana State University-Great Falls College of Technology's (MSU – Great Falls) Regular Interim Report for Reaffirmation of Accreditation is provided to Northwest Commission on Colleges and Universities (hereinafter "the Commission") as foundational evidence in the College's request for reaffirmation of regional accreditation and to appraise the Commission of changes since the 2005 Full-Scale Evaluation Committee Report.

In Part A of this report the College outlines actions taken regarding the general recommendations from the Full-Scale Evaluation Committee Report of April 2005 as well as Focused Interim Reports submitted in October 2006 and March 2007 and the Progress Report on Recommendation One of the Focused Interim Site Visit of April 2007 submitted in October 2008. Part B of this Report represents an update of and answers to all questions posed in regard to institutional changes since the Full-Scale Evaluation Committee Report and all subsequent Focus Interim Evaluation reports.

Background

MSU – Great Falls is a public two-year college offering the comprehensive community college mission to the greater Great Falls area and at an extension campus located on the Montana State University campus in Bozeman, Montana. The College is located in north central Montana in the city of Great Falls at the convergence of the Missouri and Sun Rivers. There are approximately 59,000 people within the city and 81,775 in Cascade County. The College was established by the 1969 legislature as one of five Vocational-Technical Centers in Montana governed by local public school systems. In 1994, through the restructuring of the Montana University System, the Vocational Technical Centers were brought under the governance of the Montana Board of Regents and renamed Colleges of Technology. MSU – Great Falls is one of two, autonomous (independently accredited) Colleges of Technology in Montana; the University of Montana – Helena College of Technology is the other.

Since 1999, MSU – Great Falls has offered select components of the community college mission in Bozeman and the Gallatin Valley. On invitation by then MSU President Geoff Gamble, MSU – Great Falls formally established an extension campus in 2005 to serve the need for workforce and career training in the Gallatin Valley and provide developmental coursework in mathematics and English for those students intending to enter Montana State University. The College's extension in Bozeman (hereinafter "Bozeman COT") is located currently in Culbertson Hall. More information on the Bozeman COT is provided in Part B of this report.

Combined enrollment for FY 09 was 1,353 FTE with a headcount of 3,044 students. MSU – Great Falls has been one of the fastest growing institutions in the Montana University System, charting an 80.4% change in FTE since 1999. The College recorded an 11% increase in FTE for fall 2009

over fall 2008. In addition, MSU – Great Falls serves approximately 2,000 students annually in non-credit and customized training programs.

Accreditation Summary: An Overview of the Findings and Conclusions of the Commission
In April 2005, the findings and conclusions of the Full-Scale Evaluation were summarized in the *Full-Scale Evaluation Committee Report*. The Commission's synopsis of the Committee Report follows:

> *The Evaluation Committee found Montana State University-Great Falls College of Technology to be an institution with a mission that is broadly understood and supported by its campus community. Given the rapid expansion of that mission in recent years, the extent to which it has been internalized by all of the College's stakeholders is remarkable. The College has also grown rapidly in student enrollment, staff, and instructional delivery modalities. The institutional culture appears to be genuinely driven by its stated values toward quality in educational programs, student focus in service delivery, and responsiveness to the needs of its community.*
>
> *The Evaluation Committee found many examples of excellence in the College's leadership, programs, and services and has chosen to highlight some of the most outstanding ones in the Commendations that follow. The Committee believes that the College effectively serves its communities.*
>
> *The Committee also found some areas of challenge for the College, many of which appear to be closely connected with the College's rapid evolution and expansion during a time of constrained fiscal, physical, and human resources. In the Committee's view, the College has made significant progress and also has some more work to do in implementing formal processes that are needed not only to fulfill the requirements of the Commission, but that will also aid planning, decision-making, and communications within the College. The College has operated with a very lean administrative and professional staff structure that may have been adequate when it was a smaller institution, but has left relatively little time for its leaders to guide campus committees in the development, implementation, and communication of these key processes. These areas are addressed in the Evaluation Committee's General Recommendations.*

Commendations

1. *The Evaluation Committee commends the Montana State University-Great Falls College of Technology for the exemplary leadership of its dean and administration in promoting a positive campus climate, for enhancing the local and regional visibility of the institution and for continuing to promote the institution as a visible, integral, and valued partner in the community it serves.*

2. *The Evaluation Committee commends the College for its commitment to establishing, maintaining and enhancing a decidedly "Student Centered Climate" that promotes the well-being of the College's principal constituency. The Evaluation Committee was impressed by the*

commitment of all sectors of the institution toward promoting student development and learning in an intellectually challenging environment.

3. *The Evaluation Committee commends the library staff under the capable and creative leadership of the Senior Librarian for its exemplary dedication to customer service and its friendly and knowledgeable helpfulness in meeting customers' informational and curricular needs. There was pervasive and recurring praise for the library staff from all of its primary user groups.*

4. *The Evaluation Committee commends the College for its innovative and effective distance learning program which serves a significant number of both traditional and non-traditional students. In offering this commendation, the Committee noted that distance education at the institution is both embraced and supported by the faculty, by the library, and by the various student services constituencies on the campus. In short, the institution's commitment to the delivery of quality distance learning education is everywhere apparent.*

5. *The Evaluation Committee commends the College for its planning, service and attention to detail in the daily operations of its campus facilities resulting in an attractive and well maintained physical plant. The management and maintenance of the facilities is outstanding.*

Recommendations

1. *The Evaluation Committee recommends that the Montana State University-Great Falls College of Technology identify and publish the expected learning outcomes for each of its degree and certificate programs. (Standard 2.B.2; Eligibility Requirement 12 Student Achievement).*

2. *The Evaluation Committee recommends that the College develop and implement a clearly articulated plan to assess overall institutional effectiveness. The Committee also recommends that the results of the assessment process be used to inform and direct strategic planning and resource allocation in clearly delineated and demonstrable ways. (Standard 1.B.4; Eligibility Requirement 17 Institutional Effectiveness).*

3. *The Evaluation Committee recommends that the College develop guidelines and parameters for budgetary development and implementation which are clearly defined, widely promulgated and adhered to by all constituencies of the College. These guidelines should include an opportunity for initial budget input and requests and a process whereby stakeholders are informed of the various stages of budget development. (Standard 7.A.3).*

4. *The Evaluation Committee recommends that the College develop and implement a systematic, effective, and equitable approach to academic student advisement. (Standard 2.C.5, 3.D.10).*

5. *The Evaluation Committee recommends that the College provide regular and systematic evaluation of all full-time and adjunct faculty performance across all delivery modalities. (Standard 4.A.5).*

In April 2007, the Commission conducted a Focused Interim Evaluation of MSU – Great Falls' progress concerning Recommendations 2 through 5 of the spring 2005 Full-Scale Evaluation Committee Report. All recommendations were resolved with the exception of a portion of Recommendation 2. Following the Commission's review of the October 2008 Progress Report of Recommendation 1 of the Focused Interim Site Visit of April 2007, the College's report was accepted with the Commission declaring the report substantially met the Commission's criteria for accreditation.

PART A – ACTIONS TAKEN REGARDING RECOMMENDATIONS

Introduction

All recommendations from the 2005 Full-Scale Evaluation Committee Report, as articulated in the introduction of this document, have been resolved. An overview of the actions taken by the College in regard to the Recommendations received is the focus of Part A of this submission. As noted by the Commission in its 2006 Accreditation Overview, the College continues to grow rapidly in student enrollment, staff and instructional delivery modalities. Furthermore, the College continues to be committed to its concerted efforts to build a culture of evidence through courageous conversations as a unified campus community. The progress and growth of this campus will be outlined and actions taken included in tandem with new efforts to improve our practices in regard to all the standards assessed by the Commission.

Recommendation 1

Recommendation 1 of the Commission's Comprehensive Evaluation Report of Spring 2005 states:

1. *The Evaluation Committee Recommends that Montana State University – Great Falls College of Technology identify and publish the expected learning outcomes for each of its degree and certificate programs (Standard 2.B2; Eligibility Requirement 12 – Student Achievement).*

In its Comprehensive Evaluation Report of April 2005, the Commission concluded the College did not meet the criteria for accreditation with respect to the identification and publication of learning outcomes for each of its degree and certificate programs. The Commission requested the College take appropriate action to ensure this criterion was met and resolved within the prescribed two-year period. The Commission further requested a written progress report on this recommendation by fall 2006.

In October 2006, MSU – Great Falls responded to the *literal* requirements of Recommendation in a Progress Report on Recommendation 1, and it was resolved by updating the College Catalog appropriately. To continue to engage in the *spirit* of the requirements, the College created a foundation for a new culture of evidence through the establishment of the Outcomes Assessment Team ("hereinafter the OAT"), which began its work in August 2006 following a training at Alverno College in Milwaukee, Wisconsin. Currently, the faculty is involved in a cycle of student learning outcomes assessment and institutional effectiveness that has, at its foundation, a clear

articulation of the expected learning outcomes for each degree and certificate program that supports the assessment of course and program outcomes.

For example, since the submission of the updates in October 2006, the faculty driven Outcomes Assessment Team created a process identifying and clarifying student learning outcomes in each degree and certificate program and create a strategic approach to tie student learning outcomes to eight institutional student learning outcomes, the Eight Abilities: Communication, Quantitative Reasoning, Inquiry and Analysis, Aesthetic Engagement, Diversity, Technical Literacy, Critical Thinking, and Effective Citizenship (Appendix A). Progress toward the attainment of the abilities in the certificates and the associate degrees is measured through the appropriate Core Indicator of Institutional Effectiveness (Appendix B). The appropriate data are then gathered and used to create a cycle of assessment allowing faculty to deliberately and consistently improve their practices.

This has been put into operation through a four-phase implementation process that will come to fruition by the end of the 2013 academic year. The process is divided by ability and each phase will be completed within that structure:

- Phase I: Abilities aligned in the Divisions and with all programs, e.g., degree and certificate programs.

- Phase II: Evidence of alignment to the Eight Abilities comes full-circle (on-going process of revision and review for improved student learning).

- Phase III: Alignment of course objectives to Division and all programs, e.g., degree and certificate programs, to facilitate course mapping.

- Phase IV: Evidence of alignment of student learning objectives to Division and programs, e.g., degree and certificate programs, coming full-circle (on-going process of revision and review for improved student learning) with all evidence articulated in student learning outcomes for programs in individual evidence binders for each course and program.

In conclusion, MSU – Great Falls has not only identified and clearly articulated learning outcomes for degree and certificate programs, it has built a strong foundation for the assessment of those outcomes by creating a faculty-driven process. This will be described more fully in the update on Recommendation 2, as well as in Part B of this report.

Recommendation 2

Recommendation 2 of the Commission's Comprehensive Evaluation Report of Spring 2005 states:

2. *The Evaluation Committee recommends the College develop and implement a clearly articulated plan to assess overall institutional effectiveness. The Committee also recommends that the results of the assessment process be used to inform and direct*

strategic planning and resource allocation in clearly delineated and demonstrable ways. (Standard 1.B.4; Eligibility Requirement 17 Institutional Effectiveness).

As described in the introduction of this report MSU – Great Falls received a Focused Interim Evaluation. In the resulting Focused Interim Report, all the recommendations were resolved except for a portion of Recommendation 2. In October 2008, a progress report was submitted to the Commission and it was determined the College's response to Recommendation 2 was complete.

To summarize the progress to date since the 2005 Full-Scale Report, MSU – Great Falls has demonstrated it has established solid process for the integration of planning, resource allocation and the assessment of institutional effectiveness. In October 2006, the College formally established the College Planning, Budget and Analysis Committee, or the "CPBAC" (pronounced sip-back). The CPBAC was formed to serve as the institution's shared governance group and is comprised of individuals representing all major constituencies on campus, institutionalized to ensure the work needed to achieve the College's mission is on target, tracked, and appropriately funded.

The CPBAC is charged with providing shared governance throughout the budgeting, planning and assessment process by (1) communicating the process to the campus stakeholders and constituencies, (2) gathering and interpreting institutional data to evaluate performance and effectiveness at the institution, division, and departmental levels, (3) leading the development and aggregation of budget projections, strategic and operational goals and objectives, and (4) working with the College's leadership to allocate resources strategically to improve overall institutional effectiveness and achieve the goals set forth by the strategic plan (Appendix C).

In 2008, the CPBAC formed three standing sub-committees to better conduct the work it is charged with, while ensuring broad representation, participation, and support for individuals and areas engaged in planning, budget, and analysis processes. The analysis sub-committee is responsible for initial collection and assessment of those data associated with the Core Indicators of Institutional Effectiveness (Appendix B). The budget sub-committee is responsible for facilitating the budget development process of individual areas on campus, providing support for those areas in completing required forms, examining areas for efficiency or needs, and initially forming the College's complete budget. The planning sub-committee works with divisions and departments to craft annual and strategic initiatives, as well as the appropriate budgetary requests to fund them as needed. Collectively, these sub-committees form a process quite similar to a state citizen legislature. They own dual roles as facilitators of their respective process, as well as educators of the campus community who are engaged in the total planning, budget, and analysis process.

By the end of fiscal year 2008, MSU – Great Falls had moved this process through one complete cycle and used the results to initiate the second cycle. The initial cycle resulted in campus-wide collaborations allowing systematic evaluation activities to influence resource allocation and to improve student learning and institutional programs, services, and activities through the CPBAC.

During the second complete cycle of assessment, the campus examined and refined performance metrics and their measures; collected effectiveness data from the previous cycle; used those data to assess performance; refined the College's strategic plan; and continue to move the cycle forward.

Today, MSU – Great Falls has further refined this integrated process. In continued evolution towards the comprehensive community college model, given the Commission's new standards, and the collective desire to be more information-driven and strategic in our work, the College has adopted a culture of continuous quality improvement. To that end, the College has accomplished the following:

- During the 2008-2009 academic year, the campus community engaged in an analysis and revision of the College's mission;
- From this analysis and the updated mission, the College established its vision statement;
- Articulated the values we believe in and live by;
- Using the comprehensive community college model, the College established four Core Themes and defined its goals/purposes;
- Refined and formally established 14 Core Indicators of Institutional Effectiveness (Appendix B) based on the Core Themes; and
- Implemented a new planning process that includes the development of a fluid three-year strategic plan an annual campus plan comprised of unit goals/initiatives targeted at continuous improvement.

The mission, vision, values, and core themes are included as Appendix D. As the College strives to become more performance based in the allocation of resources and create a mission-centric model to document our effectiveness, it has established a set of measures to guide our processes. These measures, the Core Indicators of Institutional Effectiveness (Appendix B), support everyday operations and assist the campus in continuous improvement toward mission achievement. These demonstrate the College is committed to the evaluation of institutional effectiveness and assessment of student learning outcomes on all levels. This commitment is reflected through an assortment of activities and processes emanating from the College's mission, vision, values, core themes, and strategic plan.

A diagram illustrating the College's integrated planning, assessment, and resource allocation process is included in Appendix E.

As clearly outlined in the October 2008 Progress Report on Recommendation 1 of the Focused Interim Site Visit of April 2007, MSU – Great Falls is well situated to continue its iterative journey toward the integration of assessment of institutional effectiveness, planning and resource allocation, through the CPBAC. While the College's planning, budgeting, and analyses processes have unique components of their own, these activities are integrated to work in tandem. The harmonious nature of that integration ensures the College is encouraging wide participation in a transparent budget process that utilizes the assessment of institutional effectiveness to

collectively allocate resources where they are needed most for institutional improvement or advancement.

Recommendation 3
Recommendation 3 of the Commission's Comprehensive Evaluation Report of Spring 2005 states:

> 3. *The Evaluation Committee recommends that the College develop guidelines and parameters for budgetary development and implementation which are clearly defined, widely promulgated and adhered to by all constituencies of the College. These guidelines should include an opportunity for initial budget input and requests and a process whereby stakeholders are informed of the various stages of budget development. (Standard 7.A.3).*

The Commission concluded the College did not meet the criteria for accreditation with respect to the development of guidelines and parameters, which are clearly defined, widely promulgated, and adhered to by all constituencies of the College for budgetary development and implementation. The Commission requested the College take appropriate action to ensure these criteria were met. In addition, a written progress report on this recommendation was requested, which became the Focused Interim Report. In April 2007, a Focused Interim Evaluation visit was conducted on the campus, which cumulated in the 2007 Focused Interim Report Visit. In reference to Recommendation 3, the 2007 report stated:

"The Evaluator found substantial evidence that MSU – Great Falls has developed, communicated and implemented a budget process that is clearly understood by all College constituencies and provides opportunities for meaningful input."

The Evaluator also heard overwhelming support from the campus community for the new budget process. Staff and faculty praised the "amazing difference" in the level of inclusiveness during development of the FY08 budget compared to previous budget cycles. There was consistent mention of having a direct role and actual input into their respective department's budget. Those interviewed stated, for the first time, they were able to examine a five-year budget history, see the whole budget, and learn about the purposes and appropriate uses of various budget accounts.

Currently, there is a much better understanding of monthly budget reports and budget terminology and financial lingo. Even though MSU – Great Falls is in a period of limited or declining resources, those interviewed confirmed they have a clear understanding of how the FY08 budget was determined and why certain requests were funded while others were not. They see and appreciate the interconnectedness of and overlap of work and responsibility.

The following commendation was given: "MSU – Great Falls has implemented a budget process that the campus clearly understands, actively participates in, and tracks from beginning to end."

MSU – Great Falls is pleased with the progress it has made in establishing a budgetary process that is widely understood and clearly aligned with the institution's mission, Core Indicators of Institutional Effectiveness, and the strategic plan. Much of the groundwork necessary for these achievements was completed prior to the 2007 Focused Interim Visit. However, in our original Focused Interim Report of 2007, the College identified the following areas for continued work and improvement.

1. The College will expand on the current process to allow the entire campus community to participate in the projection of a biennial budget that aligns with a strategic plan of the same duration.

2. The College will continue to improve the budget development and planning process to allow for better development and integration of the long-term strategic plan as well as the short-term operational plans (goals and objectives) with the allocation of resources both in the immediate and projected budgets.

3. The College will develop departmental outcomes and measures of effectiveness specific to co-curricular areas, evaluated annually, and used to benchmark performance and drive annual departmental planning (goals and objectives).

4. The College will continue to evaluate and assess the impacts of the new planning and budget development process by monitoring of budgetary compliance and seeking feedback from the College's stakeholders as to the process's effectiveness and improvement.

5. The College will provide further education of stakeholders concerning generic budgeting processes. These activities will include promoting general awareness as to how specific types of budget requests are made (e.g. requests for equipment expenditures) and best practices on how expenditures are monitored.

MSU – Great Falls has successfully implemented a cyclical budget, planning and analysis process (Appendix E). The cycle will be described in greater detail in Part B-Standard 1; however, so as to provide an overview at this point in the Report it will be addressed briefly. The process begins in late fall/early winter with the assessment of the Core Indicators of Institutional Effectiveness (Appendix B) which serve as the performance metrics for the institution to gage whether or not it is meeting its mission.

From these data, the College identifies and explores areas of needed improvement, or opportunities for continuous quality improvement. This exploration drives the annual and strategic planning processes of the College. The annual plan is comprised of divisional and departmental annual goals or initiatives identified and committed to by the respective units on campus. The strategic plan is a fluid three-year plan focusing on key strategic priorities that serve as over-arching goals for divisions and departments to craft single- or multi-year initiatives (Appendix C). Concurrently, divisions and departments begin the development of their annual

budget requests considering ongoing base funding and strategic resource requests that align with their annual and strategic initiatives.

Once completed, all components of the budget are combined into a draft institutional budget and brought forward to the CPBAC for discussion, debate, and ultimately approval. It is important to note it often takes multiple budget drafts to be created based on both sub-committee and the CPBAC review. In addition, external economic issues, such as those currently being faced, require additional planning and decision-making processes to occur between individual, multiple sub-committees, and the CPBAC to best align resources with the mission and core themes of the College.

While this process continues to evolve and be refined, looking back a mere five years, one might marvel at the amount of change and progress accomplished. In writing this report, the authors must disclose it is no longer an easy task to simply discuss the budget process of the College. Resource allocation and budgeting have become an integrated component of the College's broader planning, budget and analysis process.

Recommendation 4

Recommendation 4 of the Commission's Comprehensive Evaluation Report of Spring 2005 states:

4. *The Evaluation Committee recommends that the College develop and implement a systematic, effective, and equitable approach to academic student advisement. (Standard 2.C.5, 3.D.10)*

The Advising Journey: From Entry to Graduation

The Total Intake model of entry advising, in use at MSU – Great Falls since the 2005 Self-Study, has been further customized and involves many faculty and staff. The first area of focus for entering students is entry-level advising and registration, and an information session on the College's policies and procedures. This session is called the Student Advising and Registration session (STAR). These sessions are generally between 20 and 40 new students at a time. Students sign up for STAR after they have met all admission requirements, taken a placement exam or provided scores, and are ready to register for classes.

During the STAR session, the Director of Admissions and Advising presents the College's policies and procedures pertinent to students, discusses the duties of both students and faculty advisors in the area of advising, and goes through the registration process. At that time, other advisors from Student Affairs and faculty advisors work directly with each student to discuss the program the student is going into, what the curriculum will require, and map out the classes the student will register for in their first semester.

The second advising event for new students is a formal orientation day. Registration is completed before the orientation day to eliminate student stress about getting into their classes. Orientation is held several days before the first day of fall and spring semesters. Orientation is an all-campus event, with a full day of campus tours, informational sessions on services and

resources available, workshops on distance courses, goal setting, scholarships, financial aid, disability services, Learning Center services, student groups, financial planning and budgeting, etc. Also, The day includes lunch with faculty advisors, which is an effort to build a pathway from entry advising to advising with faculty in the Divisions.

After STAR and orientation day, advising is handled in the divisions. Each student is assigned to a faculty advisor and, at the onset of pre-registration for the subsequent semester, students are reminded to make appointments with their advisors. The students have been given this information and know who their advisors are. Faculty members in the Divisions hold either individual or in some cases group sessions with students. To prepare the faculty for their advisees, they are issued an advising file, the *Purple Folder*, in which they keep academic program plans and notes on advising progress in.

Transitions: Advising in the Academic Divisions

Each of the Divisions handles advising a little bit differently. That said, all records are in the *Purple Folders*. Examples of the documents housed in the Purple Folder are placement test scores, advisor transcripts, program advisory sheet, student planning sheet, advising record, and registration sheet. A check-off list is placed on the inside cover of the file for new student advisement by admissions. This file can be passed to the new advisor if a change in the student's major occurs.

<u>The Division of Health Sciences</u>

In the Division of Health Sciences, all of the program directors have extensive conversations and trainings with admissions and new student advisors regarding their specific program. A single page spreadsheet was developed to show all of the prerequisite requirements for each health program. All students who plan to seek entry into any of the College's healthcare programs have been given the same basic information about their entry semester.

This document is also used by the Division's faculty as a guiding factor for advisement. All of the health sciences students working on prerequisites (called "pre-students") are divided among the faculty of the declared major. The Director of the Health Sciences Division attends STAR sessions, and works directly with the students during the registration process. Faculty members are informed of the STAR sessions and attend the sessions that fit their schedules.

The advisement of continuing Health Sciences students is managed somewhat differently. Continuing students are those who have completed all their prerequisites and been formally admitted to their health care program of study. Those students are advised in group sessions. Group sessions consist of multiple blocks of time the faculty will be present and the student can drop-in to be advised. They are notified of group advisement sessions via email, campus monitors, and mail. This has been supported well by both the faculty and the students.

Since some of the health care programs are completely on-line, an on-line advisement room was created. The student and faculty advisor will communicate at a pre-determined time on-line. If deemed necessary, the advisor will call the student to clarify. The on-line advisors have provided

training regarding this system. The on-campus faculty members are considering adding this advisement component providing an additional option for the student. The students are pleased with the outcomes of their advisement sessions.

The Division of Business, Trades, and Technology

The Division of Business, Trades, and Technology uses the *Purple Folders* in the same manner described above.

Program Coordinators are available to their program advisees during the fall and spring semesters. Faculty members only do individual advising sessions in this Division and are available via phone, email, and office hours to assist with issues or to schedule face-to-face meetings. They also schedule individual appointments through the use of signup sheets. No group advising is done for Business, Trades, and Technology students because they do not move through their programs in cohorts.

During the summer session, contract faculty who are teaching classes work with advisees that may have missed pre-registration but want to continue in the fall. They typically schedule an advising session at least once per semester to give advice on scheduling classes for the following semester.

The Division Director attends STAR sessions to help with new student advising and is also available during faculty breaks (Summer Break, Christmas Break, and Spring Break) to meet with any current or potential Business, Trades, and Technology students who have questions or need help on any program issues.

The Division of Arts and Sciences

The advising process in the Division of Arts and Sciences is the same as the divisions described above. There has been a focus on reaching the large numbers of students in the Division. In the past, many students waited until the last minute to register – often missing pre-registration altogether. This was the case even though they had been put on a pathway laid out through the STAR sessions. Since the faculty wanted to connect with students early and solidify their commitment to the subsequent semester, they have tried several things in the Division to improve the timing of the advising for their advisees.

Though their advising load is high (37 students/advisor), the faculty in the Division of Arts and Sciences have worked to improve advising mainly by attempting to reach more students. In fall 2008, the Division was assigned 407 advisees. Of those 407, 226 were served through individual advisement appointments with a contract faculty member in the Division. Twenty-five of the 407 students graduated in May 2008. This places the Arts and Sciences Division at a 61.7% contact ratio.

In an effort to reach out to more advisees, the Division of Arts and Sciences has instituted a postcard system to reach students through the mail. This has produced good results as can be seen in the rise in “percent of students advised” (below). The “numbers of students who changed

major" reflects effective advising since it relates to the advisor assisting the student to develop clearer goals. This results in referrals providing the advisee with more appropriate guidance and information.

For several terms, the Division also attempted using group advising; however, after the initial response (roughly 10% of the total number), participation in subsequent terms fell significantly. For the most recent term, the Division used a combination of postcards and posted advising times for student sign-up. All the *Purple Folders* were kept by the program assistant who maintained records and could help refer a student whose appointment was inappropriate because circumstances had changed, the student was unable to make an appointment, the advisor was unable to make an appointment, or other reasons. Serving the student at the point of readiness has held a high priority. As noted below in Table 1, the number of advisees has increased as well as the percentage of students who made an appointment and received advising.

Table 1: Division of Arts and Sciences Advisees Fall 2008 through Spring 2010

Term	# of Advisees	# of group adv.	% advised	# who changed major
Fall 2008	407	N/A	62	52
Spring 2009	384	36	73	27
Fall 2009	407	27	62	41
Spring 2010	474	0	76	24

As an additional advising initiative, the "Transcript Core Completion" serves to encourage students to receive advice regarding their progress toward the Montana University System core completion. This, in turn, leads to advisors and students taking a closer look at the students' transcripts. The process, of course, raises a number of issues and prompts questions regarding the student's progress, selection of courses, goals, areas of special concern or interest, etc. The posters, buttons, and $5 incentive (to pay the transcription fee) have doubled core transcriptions and can continue to motivate students and advisors to ask the particular "core" questions.

An "Anatomy and Physiology I Fun Night" event has as its primary purpose, encouraging current Anatomy and Physiology I students to complete the course. The event also serves a powerful advising purpose for one of the Division's largest groups of students—health sciences program aspirants. The event provides information about available programs, opportunities to talk with and receive advice and encouragement from former students and program graduates working, and the presence of faculty and staff.

Surveys have been conducted of the Division's advisees upon exit from advising sessions since 2006. The faculty regularly reviews those data and use them for improvement. These surveys have also helped pinpoint when heavy advising is sought. It is now known exactly how many students they serve on a particular "advising day." Student responses have consistently indicated their high level of satisfaction with the advising they received.

Bozeman COT

At the Bozeman COT, a two-pronged model is used. MSU – Great Falls' mission at the Bozeman COT campus was described in the Self-Study. For advising, the Bozeman COT uses individual advising and two advisors, an Academic Advisor for Workforce Programs and an Academic Advisor for Developmental Education. Faculty members also advise students in the workforce programs after acceptance into the program.

The Academic Advisor for Workforce Programs is responsible for maintaining student advisement files (the Bozeman COT version of the MSU – Great Falls *Purple Folder*), meeting with students either by appointment or as a walk-in advisee, and auditing student progress towards graduation. Professional customer relations are provided by the advisor in support of student retention and success. The advisor is available to advise all workforce program students and is cross-trained to advise Montana State University Pre-University students should the need arise. (Pre-University students are working toward meeting admissions requirement to the University, which is not allowed to offer developmental education).

Additionally, each Workforce Program Director is available to provide individual student advising by appointment. Group advising has been implemented in the past year during orientation sessions and is also available to returning program students at the end of each semester. Group advising for returning program students is used concurrently with individual advising sessions for subsequent semester courses.

Several of the Bozeman COT faculty and staff are members of the advising organization NACADA (National Academic Advising Association) and attend their annual state conference and refresher trainings. Faculty and staff also attend annual advisor training offered through University Studies on the MSU campus.

The Bozeman COT uses a more invasive model of advising. This is done to promote a successful transition to the University or to one of the Bozeman COT's workforce programs. The Academic Advisor for Developmental Education is responsible for monitoring academic success programs and all aspects of student services for students enrolled in developmental coursework. The advisor works at the departmental level to improve student access to and success in college programs and at the individual level; counseling and coaching students. The advisor is responsible for developing study skills tip sheets for students and makes changes to all of the materials available in the office.

The advisor does not work in isolation, however. There is also responsibility to coordinate with campus resources and offer information on the resources available to students in Bozeman. Specifically, the advisor works closely with Career Services, Academic Advising Center, Athletics, Counseling and Psychological Services, First Year Initiative, and Disability Services in an effort to increase student success.

The Academic Advisor for Developmental Education has daily contact with students assisting them with major planning and career coaching. More specifically, these duties involve

interviewing individual students, reviewing student transcripts, and building individual academic success plans based on the students financial, academic, and personal needs. Many of the developmental advisees are non-traditional students or academically at-risk students.

During the semester, the Academic Advisor for Developmental Education reaches out to students referred by faculty through an Early Alert Referral System (EARS). The advisor emails and calls each student and then follows up with faculty about any additional information garnered from the student. Those responsibilities include meeting one on one with every developmental student receiving a D or F in their courses, completing a Retention Intervention Contact Report, and creating a Success Plan with each of the students struggling in courses.

In an effort to retain students, the advisor contacts students (email, letter, and telephone) in developmental courses who have not paid their tuition and fees. This reduces the number of students dropped from classes for non-payment. The developmental advisor serves on the MSU-Bozeman Academic Advising Committee (AAC) and the Student Progress Oversight Committee (SPOC).

Additional Improvements: An Iterative Process

The intake advising model has been refined and continues to adjust to evaluations students provide in the Divisions and then again upon graduation. Faculty advisors have become more involved at intake, enriching the student experience, as well as ensuring each new student more individual time with either a faculty member or a student affairs advisor. With other changes (to be described in Part B) prior to a student's registration, this part of advising seems to be increasingly effective.

With increased enrollment at MSU – Great Falls, however, the problem of large advisee loads for many faculty advisors persists. The shortening of the window for readmission of students who stop out has helped bring the real number of advisees a faculty member has into focus, allowing everyone to understand exactly how many advisees each person has. Specific changes made in the area of advising since 2005 are:

- An *Advising Handbook for Faculty* was created. All faculty members have been given a hard copy of the handbook, which is available online. New faculty members get an orientation to this handbook when they are hired, and whenever possible new faculty are not given advisees until their second semester to ensure they have a good grounding at the College before taking on advisees. They typically spend their first semester shadowing a colleague, and their second semester in supported advising roles.

- Web pages with advising and planning tools information were created for both faculty advisors and students. Many resources are shared through these web pages, making advising more accessible and efficient.

- Each semester the Registrar assigns the new advisees to the Division of Arts and Sciences faculty members attempting to keep the numbers as equal as possible. That Division has the highest number of advisees.

Student and academic affairs staff provide workshops and training opportunities for faculty in academic advising. Advising Buffets were developed for faculty to take advantage of during Faculty Advising and Orientation (FOA) days before the start of classes each semester. These Advising Buffets usually gave faculty a choice of two to three topics they could learn more about. Also, the Director of Career, Retention, and Transfer developed and provided many workshops over the past two years funded through the College's Carl Perkins grant to connect specific advising training needs to the faculty in various divisions. The following topics were offered in workshop format for faculty in the 2009 academic year, many of which will be repeated in 2010:

1. Referring students for jobs
2. Being a reference
3. Preparing your students for job fairs
4. Teaching job seekers to think like entrepreneurs
5. Teaching students to create an employer needs job-search strategy
6. Making career advising integral to academic advising
7. Articulation and helping students move on to a Bachelor's degree

The workshops were well attended and received by faculty.

MSU – Great Falls' website is being used more effectively to make resources available to faculty advisors and students. The Director of Admissions and Advising has developed a web page for Faculty Advising and Planning and a similar student page with all of the forms, transfer information, and other advising resources available to both on- and off-campus advisors and students.

Future Considerations for Academic Advising

The advising model still needs work in two main areas. One is the large numbers of advisees most faculty continue to have. The process of assigning advisees to faculty advisors after the intake advising includes an assessment of advisee numbers by faculty member each semester. New advisees are spread among faculty advisors with the goal of keeping the numbers roughly equal in each department. Numbers are still uneven, though more equitable within departments than in the past. Just as in Student Affairs, full-time faculty numbers have not grown with increased enrollment, so advising loads continue to be heavy.

The second area of focus for improvement is provision of a degree plan that maps out for each student the courses needed from developmental levels through to degree. Currently the model used is simply the curriculum for each program, assuming students begin at the same point and take full loads of courses each semester. Knowing most students at MSU – Great Falls have to take some developmental courses, this curriculum plan does not give them the full picture. Further, if they do not take full course loads each semester, the curriculum plan does not serve

them well as a planning tool. The Assistant Dean of Student Services and the Associate Dean/CAO have begun discussions about a total re-examination of advising at the College to see if creative and effective solutions can be found.

Academic advising continues to be a focus at the institution, with solid resources in place for students and faculty. Web-based information resources have been implemented to make forms, information, and other tools available quickly and consistently for anyone who needs them. STAR sessions, along with the new student orientations provide students with more comprehensive information and opportunities to meet and form relationships with key individuals at the College. Students are more predictably taking math in their first semesters, addressing a key element identified by faculty as a barrier to students accomplishing their academic goals. Faculty members are offered and are taking opportunities to obtain specific training and information to help them stay abreast of advising issues as needs are identified. Assessment of whether these and other changes are improving advising and student success at the College is ongoing. Upcoming Community College Survey of Student Engagement (CCSSE), Community College Faculty Survey of Student Engagement (CCFSSE), and Survey of Entering Student Engagement (SENSE) surveys will yield information from students on most of these issues, and regular institutional assessments already in place will form the basis of further adjustments to the advising model and practice at the institution.

It is the College's intention to continue to strengthen academic advisement according to the Commission's recommendation in this area. Yet to be accomplished are the following:

- Develop a systematic and sustainable way to keep advising loads equitable for faculty within departments.
- Ensure degree-seeking students have an academic plan to follow that makes their journey to degree clear and understandable.

Recommendation 5

Recommendation 5 of the Commission's Comprehensive Evaluation Report of Spring 2005 states:

5. *The Evaluation Committee recommends that the College provide regular and systematic evaluation of all full-time and adjunct faculty performance across all delivery modalities. (Standard 4.A.5).*

MSU – Great Falls believes growth and improvement as a college teacher occurs when faculty learn something new about their performance; value the information and have confidence in its source; know how to make changes based on it; and are motivated to make changes. The College expects the individuals assisting a faculty member to develop and implement his or her evaluation will be guided by these foundational values.

The purpose of faculty evaluation at the College is to clarify expectations, support improvement in teaching and learning, and recognize and promote academic excellence and innovation. The faculty at MSU – Great Falls recognizes accountability for proficiency. The College is committed

to improving instructional and service effectiveness, realizing performance is enhanced through support and guidance from both administration and peers, and input from students. The College's evaluation plan is rooted in the recently updated campus vision, mission, values, and core themes and is focused on assessment for improved performance of our teaching and student learning. The belief is regular faculty evaluation will lead to self-improvement well-informed personnel decisions, as well as contributing to the tenure and promotion process for full-time faculty and continued engagement of the College's part-time faculty.

Adjunct Faculty Evaluation

To place the progress on adjunct faculty evaluation and the coordination of centrally administered adjunct faculty processes into the context of this section, an overview of the general accomplishments in this area is below. Since the Focused Interim Report of March 2007, the College has accomplished the:

- Re-hired a professional staff position to oversee and supervise adjunct faculty.
- Successfully folded in adjuncts from all divisions across campus, providing consistent policy, practices, and information to all (including continuing education adjunct faculty).
- Implemented an annual Adjunct Feedback Survey to assess the needs and moral of adjunct faculty, which is used to drive initiatives and instigate data collection.
- Revised and maintained a consistent model for the supervision, orientation, evaluation, and hiring of adjunct faculty.
- Created a system for tracking adjunct faculty information and updating personnel files.
- Established an Adjunct Advisory Committee connecting adjunct faculty to their respective divisions and strengthen connections to campus.
- Developed flexible and convenient modes of adjunct faculty development that address instructional theory, the mission of the College, and outcomes assessment.
- Created a Teaching and Learning Center for Excellence for use by adjunct faculty.
- Created an up-to-date adjunct webpage as a resource for adjunct faculty.
- Explored adjunct-related data for campus use.
- Has continued to explore the options of adjunct faculty recognition through awards, professional development, inclusions in College events, and highlights in the campus news and adjunct newsletter.

In 2007, there was turnover in the Director of Instruction position. One of the College's adjunct instructors was hired to step in to assume responsibility for the adjunct faculty after the incumbent accepted another assignment at the College. In an effort to continue to improve on the delivery of services and support to our part-time faculty members, the position was re-structured, given an updated designation, and reviewed and revised adjunct policies.

It is worth noting MSU – Great Falls is one of the few community colleges in the nation with a centralized model for adjunct faculty support and processes. The College's model was born out of the 2005 recommendation from the Commission and because this endeavor has been so successful, the College is deeply appreciative of the feedback. Additionally, because the College

is fairly unique in adjunct processes, in the summer of 2009, the Director of Adjunct Instruction presented a break-out session at the National Institute for Staff and Organizational Development's (NISOD) annual conference in Austin, Texas. NISOD awarded Teaching Excellence Awards to one adjunct faculty member and three full-time faculty members. Further discussion regarding the evolution of the adjunct processes will be expanded upon in Part B of this report. Since the 2007 Focused Interim Report, the current duties of the Director of Adjunct Instruction include:

- Supervising and evaluating adjunct faculty teaching in all divisions.
- Oversees, in collaboration with departmental staff, the recruitment and hiring of all adjunct faculty within all divisions.
- Coordinates both face-to-face and online adjunct faculty orientation sessions.
- Coordinates, in collaboration with the Associate Dean and Division Directors, all training and professional development activities for adjunct faculty.
- Monitors, updates, develops, and implements adjunct faculty policy and procedures.
- Oversees the adjunct faculty website and a monthly newsletter for adjunct faculty.
- Conducts the annual planning, budget, and goal setting process for Director of Adjunct Instruction position line.
- Develops and disseminates an annual report identifying outcomes, performance metrics and various activities, articulating successes, and solidifying future plans for adjunct instruction.
- Actively participates on various committees and initiatives as directed by the Chief Academic Officer.

During the fall 2007 semester, the formal adjunct evaluations were conducted by both the Director of Adjunct Instruction and faculty serving as Department Chairs. This model was piloted based upon discipline-specific feedback on teaching being key to identifying good practice, offering feedback, and developing appropriate adjunct faculty training modules. It was determined there was a better return on having the evaluations completed and being more discipline-specific, but what the adjuncts received was still very inconsistent. During the summer of 2008, adjunct policy was revised - updating the adjunct faculty evaluation protocol - and the Director of Adjunct Instruction began conducting all adjunct evaluations (with the exception of adjuncts from the Bozeman COT extension) during the fall 2008 semester. The current adjunct faculty evaluation policy is included as Appendix F.

MSU – Great Falls utilizes the Quality Matters evaluation protocol for online coursework to supplement the evaluation protocol for all faculty who deliver coursework in that modality. Quality Matters is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components. Colleges and universities across the country use the tools in developing, maintaining and reviewing their online courses and in training their faculty. However, the Quality Matters material for online instructors is not a formal component of the evaluation process. Rather, it is used regularly to provide feedback to adjunct faculty during their evaluation period (and any time it is needed).

Since the fall 2007 semester, approximately 170 formal adjunct evaluations have been conducted in all delivery modes. Formal evaluations include:

- An observation (either online or on-campus)
- A formal written evaluation
- A self-evaluation from the adjunct faculty
- A summary meeting
- A review of the student evaluation

During the 2007-2008 academic year, the adjunct faculty policy was revised, displayed for campus comments, and approved by the Dean's Cabinet. This policy needed some extra revision, as it did not outline processes conducive to the specific needs of Bozeman COT. In the 2008-2009 academic year, with collaboration between the MSU – Great Falls and Bozeman COT staff, an addendum was created regarding the Bozeman COT. In the 2009-2010 academic year, the Adjunct Handbook followed suit with an addendum specific to the needs of the Bozeman COT adjunct faculty. The Adjunct Policy and Handbook will be updated and/or revised each academic year.

A record of all of the adjunct faculty processes and activities described in this report is maintained and kept on file with the Director of Adjunct Instruction each academic year. Many items can also be found from links on the adjunct webpage, which is located at http://www.msugf.edu/facstaff/Adjuncts/index.html.

Full-time Contract Faculty Evaluation

Full-time faculty assessment is conducted annually for non-tenured faculty and once every three years for tenured faculty. This has not changed since the 2005 Self-Study. Today, evaluation is still focused upon the goals of the individual faculty member in relation to the mission, vision, and values of MSU – Great Falls. Since the College's mission statement was revised during the 2008-2009 academic year, an effort to re-examine and update the full-time faculty evaluation protocol was initiated shortly thereafter.

The examination and changes to the full-time faculty evaluation protocol are still in progress. To move the process forward, an ad-hoc committee of the College's Labor-Management Team was formed as per the Collective Bargaining Agreement. This group, formed of an equal number of faculty and administration members, meets on a frequent basis, and engages a wider representation of College faculty/staff to help accomplish its goal. As mentioned above, the overall charge for this group is to re-evaluate and update the full-time faculty evaluation protocol, including all components such as the student evaluation and advising effectiveness assessment. The ad-hoc committee is still working on the protocol at this time; however, it introduced a refined protocol at the beginning of the academic year 2009-2010.

In the revision, there are three performance indicators of the faculty evaluation process: teaching effectiveness and student learning, professional development and achievement, and service. Faculty who are at different points in their careers may be interested in focusing more on one indicator or another and for that reason, the process eventually will allow a faculty member to individually decide how to weight each within the established range. The current iteration of the evaluation does not include this, and currently the ad-hoc group is working on the best formula to help faculty to determine appropriate weights for evaluation. Further flexibility will be available in the Evaluation of Professional Development and Service, allowing faculty to select from a variety of activities in which to participate each year. And, in this fall's revisions, that foundation was introduced.

To provide the faculty member with a diverse overview of performance, there are multi-sourced components of the evaluation process. These components are administrative evaluation, peer evaluation of teaching, student evaluation, and self-evaluation. Faculty members have the flexibility to decide how to weight each of the components within their established ranges. At present, the faculty members of the ad-hoc committee are working to identify the appropriate level of peer evaluation to be allowed as per the Collective Bargaining Agreement. Once this is determined, a formal process will be clearly articulated. The ad-hoc committee has had excellent discussion regarding several models of faculty peer evaluation, and once the specifics are clarified, the hope is an excellent process will emerge.

The goal of the ad-hoc committee is to have a newly revised faculty evaluation protocol in line with our newly updated campus mission, vision, and values and the Core Indicators of Institutional Effectiveness (Appendix B). Additionally, an outcomes-based student evaluation will be developed focused on student learning outcomes efforts through the campus Outcomes Assessment Team.

PART B – QUESTIONS RELATED TO OTHER INSTITUTIONAL CHANGES

STANDARD ONE - INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

- *What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?*
- *What existing plans for the future have been achieved and what new plans have been formulated?*
- *Succinctly describe the institution's current status in meeting the requirements of* ***Standard 1.B Planning and Effectiveness****.*
- *What are the institution's expectations of itself and how does it assess itself regarding the achievement of those expectations?*

Introduction

Since the Self-Study of 2005, MSU – Great Falls has embarked upon what can only be described as a transformational journey. In Part B, questions related to the College's journey and the phenomenal change experienced since the 2005 Self-Study will be outlined and explored.

Because most of the College's 2005 recommendations emanated from the areas of planning and effectiveness, questions about other changes related to Standard One have previously been carefully explored in Part A of this report.

Overview of Answers to Questions Related to Other Institutional Changes

The College has implemented a two-tiered approach to institutional planning. Again, it is difficult to distinguish the planning process as a function onto itself because it exists as one component in an integrated model of planning, assessment of institutional effectiveness, and resource allocation. For the purpose of this document, these two components will be discussed briefly.

Historically, the institution has conducted strategic planning as an independent process from the day-to-day work of the College. Special groups were developed, extensive brainstorming sessions occurred, and complex documents were produced that included strategic goals, objectives, activities, persons responsible, etc. Most of these were exciting, and appropriate activities for the College to pursue, but their connection and relevance to the mission or immediate needs were suspect. Worse still, because of the complex nature of these plans, they often found their way on to the bookshelf and rarely into the daily lives of the College's employees.

Today the College utilizes macro and micro-level planning for the institution. At the macro level, the CPBAC drives the strategic planning process. This process is focused on addressing big-picture opportunities or threats to the ability of the institution to improve or sustain the desired level of effectiveness as measured by our Core Indicators of Institutional Effectiveness. The strategic plan does not provide program, operational, or budget details for specific activities or unit-level objectives. Rather it provides over-arching strategic priorities of the institution clearly linked to the mission and shared vision of the organization's future, tied to, and driven by assessment of the performance measures. The College's strategic plan priorities create a "context for…operational planning and budget decisions" (McPhail, 2005, p. 159). Because of the broad-based perspectives within strategic plans, the College has chosen to limit them to a few (three to five) priorities that span multiple years.

During the 2008-2009 academic year, the campus community engaged in a strategic planning process to culminate a year of preparation and innovation for the next era at the College. Grass-roots ideas were solicited from the campus to identify critical issues and opportunities. Using an online discussion board, individuals contributed by proposing strategic actions the College should pursue, explaining their importance to the institution, and suggested how specifically the College could address them. From this list of ideas, the campus refined and debated the plan's configuration and ultimately its contents.

At the micro-level, the College develops an annual or operational plan. The annual plan is the nuts and bolts of the organization's work that address strategic plan priorities, improvement on the institution's Core Indicators of Institutional effectiveness, and ultimately mission achievement. The College's annual plans outline the specific initiatives or activities various units of the organization will be working on to contribute to the improvement of institutional effectiveness. They are referred to as annual because the activities outlined within them are

often initiated, completed, and evaluated as part of an annual process. In tandem with the macro-level strategic plan, the micro-level operational plan allows individuals and groups to link their immediate work to the strategic direction and key performance measures of the institution.

This approach to institutional planning is unique because of the simplicity of the strategic plan and the connection of the annual plan to the daily work of the College's employees. The result is a strategic plan with clear, big picture priorities addressed through the individual goals of each division and department. The plan is fluid – it is reviewed and updated on an annual basis, removing strategic priorities that have been met and those no longer of interest and adding new ones. Each year, as part of the review of the strategic plan, the CPBAC will produce a report of accomplishments tracking the achievement of goals outlined in the annual campus plan.

Additionally, the Core Indicators of Institutional Effectiveness were introduced. Further, in Part A-Recommendation 3, an update of the work to develop guidelines and parameters for clearly defined budgetary development and implementation was reviewed. A thorough summary of the CPBAC processes was provided as well. Future directions were thoroughly explored in Part A-Recommendation 3. Finally, a succinct description of the College's current status in meeting the requirements of Standard One were addressed in Part A-Recommendations 2 and 3 respectively.

In terms of expectations and assessments, MSU – Great Falls is proud of the changes and improvements made in regard to the recommendations received in 2005. The accreditation process has been vital to all of the work done over the course of the past five years to create a culture of evidence. The College has strengthened the campus community by clarifying the mission, vision, and values.

As presented in Part A, the entire campus community currently is involved in a variety of activities leading this effort. Everyone lives the mission as the College moves through an iterative process to support effective use of resources and well-planned change. The College has been redirected in some important fundamental ways. The solid foundation the College has built will lead into the Year One Report for the new Standards in 2011. It should be evident to the reader, upon the conclusion of Part A, that MSU – Great Falls has made phenomenal change and improvement in terms of institutional mission and goals, and planning and effectiveness in the course of the past five years.

STANDARD TWO – EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

- *What changes, if any, have been made in the requirements for graduation and why?*
- *In the undergraduate or lower division) curriculum, what new majors, minor, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates?*
- *What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?*

- *What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?*
- *In light of the requirements of Commission Policy 2.2 – Educational Assessment, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?*
- *Keeping to a concise format, what are the institution's expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?*

Introduction

MSU – Great Falls is comprised of three traditional academic divisions: (1) Division of Arts and Sciences; (2) Division of Business, Trades, and Technology; and (3) Division of Health Sciences. In addition, since the administrative re-structure[LJ1], the College considers the Division of Extended Learning and the Bozeman COT as academic divisions. More detail about the divisions, their programs and services, and current status are included in the subsequent sections of this Report dedicated to them.

Division of Arts and Sciences

There are four departments in the restructured Division of Arts and Sciences: Mathematics, English/Communication; Humanities and the Fine Arts; and Natural Sciences. The Division of Arts and Sciences provides learning opportunities and advising for students intending to complete Associate of Arts (AA) and Associate of Science (AS) degrees and fulfill the Montana University System General Education Core requirements. The Division also provides related instruction coursework for students in various professional and technical program areas such as allied health occupations. The range of the Division's offerings runs a fairly traditional liberal arts gamut with courses online, as well as on-site. The Division also provides developmental courses in mathematics, composition, and science.

The Natural Sciences Department represents some particularly challenging issues: placement (especially of matriculating recent high school graduates), retention, and student persistence. Related to these is the challenge of being an open-enrollment institution attempting to furnish opportunities and expeditious progress toward core, certificate, degree completion, and transfer. Recruiting and retaining highly qualified faculty in Natural Sciences, as in many other disciplines at the College, remain one of the biggest barriers to serving the number of students seeking coursework from the department.

Additional challenges in the Division of Arts and Sciences relate to offering a stimulating and enriching array of course choices to meet a wide range of student goals and interests, while at the same time avoiding a fiscally unwieldy array of offerings.

In the fall of 2009, the Division of Arts and Sciences brought into compliance, as a part of the Outcomes Assessment Team's work, outcomes and assessment practices as indicated in each course fulfilling core and degree requirements for the AA and AS degrees. Those outcomes are available in the current College Catalog.

Division of Business, Trades, and Technology
The Division of Business, Trades, and Technology consists of three Departments. The Business Department offers Associate of Applied Science (AAS) and Certificate of Applied Science (CAS) programs in Business and Accounting. The Computer Technology and Design Department offers AAS and CAS programs in Computer Information Technology, Interior Design, and Graphic Design. The Industrial and Construction Trades Department offers an AAS program in Carpentry and CAS programs in Carpentry, Welding, and Collision Repair and Refinishing Technology.

Graduation requirements, based on faculty and program advisory board input, have changed in the following Business, Trades, and Technology programs:

- *Accounting Associate of Applied Science* – The total program credits were reduced from 62 to 60, and some course requirements have changed.

- *Auto Body Repair and Refinishing Certificate* – The program has been renamed to Collision and Refinishing Technology Certificate of Applied Science, and is now a one-year program. Total program credits have changed from 59 to 32. Some course requirements have changed.

- *Aviation Associate of Applied Science* (this program is offered at the Bozeman COT) – Total program credits have changed from 62 to 60-61, and some course requirements have changed.

- *Business Management/Entrepreneurship Associate of Applied Science* – The program has been renamed to Business Administration Associate of Applied Science with two discrete options, Management and Entrepreneurship. The total program credits have been reduced from 68 to 62 for both options. Some course requirements have changed.

- *Fundamentals of Business Certificate of Applied Science* – The program has been renamed Business Fundamentals Certificate of Applied Science. The total program credits remain at 32, and some course requirements have changed to eliminate the need for the Accounting Assistant Certificate of Applied Science program.

- *Computer Assistant Certificate of Applied Science* – The total program credits have changed from 34 to 30-31. Some course requirements have changed.

- *Computer Information Technology Microcomputer Support Associate of Applied Science* – The total program credits have changed from 61-62 to 60-61. Some course requirements have changed.

- *Computer Information Technology Network Support Associate of Applied Science* – Total program credits have changed from 63-64 to 60-61, and some course requirements have changed.

- *Computer Information Technology Web Development Associate of Applied Science* – The program has been renamed Computer Information Technology Web Design Associate of Applied Science. Total program credits have changed from 62-63 to 60-61, and some course requirements have changed.

- *Design Drafting Technology Associate of Applied Science* - Total program credits have changed from 65- 66 to 63, and some course requirements have changed.

- *Interior Design Associate of Applied Science* **-** Total program credits remain at 69, and some course requirements have changed.

- *Network Architecture Certificate* **–** The program has been renamed Computer Network Infrastructure Certificate of Applied Science. Total program credits have changed from 33 to 31-32, and some course requirements have changed.

Since the 2005 Self-Study, the Division no longer offers the following programs due to low demand:

- Accounting Assistant Certificate of Applied Science
- Creative Arts Enterprise Certificate
- Office Technology Executive/Administrative Assistant Associate of Applied Science
- Office Technology Attorney's Administrative Assistant Associate of Applied Science
- Office Technology Medical Administrative Assistant Associate of Applied Science
- Office Support General Office Assistant Certificate
- Office Support Legal Receptionist Certificate
- Office Support Medical Receptionist Certificate

The Division has added the following new programs:

- Carpentry Associate of Applied Science
- Carpentry Certificate of Applied Science
- Computer Server Administration Certificate of Applied Science
- Graphic Design Associate of Applied Science
- Welding Technology Certificate of Applied Science

The Division no longer offers the following program at MSU – Great Falls, but it is being offered at the Bozeman COT:

- Design Drafting Associate of Applied Science

The program outcomes for all of the Division of Business, Trades, and Technology programs are available in the College Catalog. Assessment is an ongoing process in the Division. The Division is

working with the Outcomes Assessment Team to ensure course outcomes are aligned with program outcomes and the Colleges Eight Abilities (Appendix A). All of the Division's programs follow the College's internal program review policy.

A key opportunity for the Division is development of a Sustainable Energy Technology AAS and CAS programs. This is part of the *Wind Montana* project, a $1.97 million US Department of Labor grant and is a partnership between four units of the Montana University System: MSU - Great Falls, Montana State University – Northern, Montana State University – Billings College of Technology, and Montana Tech College of Technology. The current project schedule will have MSU – Great Falls starting the Sustainable Energy Technology CAS program beginning fall 2010. Another opportunity for the Division is identifying programs that can be offered fully online.

A key challenge for the Division is identifying and acquiring equipment, space, and faculty resources for the trades programs (carpentry, welding, collision repair and refinishing, and sustainable energy technology). The *Wind Montana* project will provide some equipment and faculty resources, but there will be challenges as the existing trades programs grow and the energy programs are added. Another challenge is improving retention and graduation rates in the Division's two largest headcount programs: Business Administration and Computer Information Technology. Historically, both programs have had solid enrollment numbers but are underperforming in persistence and graduation rates.

Division of Health Sciences

Presently, the Division of Health Sciences offers 11 Associate of Applied Science (AAS) degrees and five Certificate of Applied Science (CAS) programs. The AAS degree offerings include Dental Hygiene, Paramedic, Practical Nursing, Physical Therapist Assistant, Radiologic Technology, Respiratory Care, Surgical Technology, Health Information Technology, Medical Assistant, Medical Transcription, and Medical Billing and Coding. The CAS offerings include EMT-Intermediate, Dental Assistant, Health Information Coding Specialist, Medical Transcription, and Medical Billing Specialist.

The Division works closely with the healthcare community to provide programs meeting the needs of the region. In return, many of the major health employers assist the Division of Health Sciences with financial and clinical support, partnering to improve the programs and student success. Many of the Division's programs have a 100% pass rate on national board exams, exceptional placement rates, and lead to significant starting wages.

The following changes in graduation requirements have occurred in the Division of Health Sciences since the 2005 Self-Study:

- *Emergency Services Fire and Rescue Technology Associate of Applied Science* – The residency requirements for the general education course work have been reduced from 15 credits to seven credits. This program is in cooperation with the Montana State University Fire Services Training School in Great Falls. Due to the nature of the fire service industry, many training programs and certificates are transferred into the program. It is to the advantage of the student to reduce the residency requirement to seven credits.

The following major changes have occurred in the Division of Health Sciences:

- *Radiologic Technology Associate of Applied Science* – The Radiologic Technology Program became a new degree offering in the 2006-2007 academic year. This program was a well-established accredited program at the local medical center. Since the program was based at the medical center, it was unable to offer an AAS degree. Moving the program to the College was to the advantage of the graduates.
    - The curriculum was analyzed to make the transition from a hospital-based program to a university program. The changes in the curriculum were approved by the Radiologic Technology Advisory Committee and the College Curriculum Committee. The analysis has brought each course in line with a university-based program.
    - Due to the large number of clinical competencies and the volume of didactic content, a request was submitted and approved by the Montana Board of Regents to offer the degree at 83 credits.
    - There has been one graduating class with 100 percent pass rate on the National Boards.

- *Medical Assistant Associate of Applied Science* – The Medical Assistant Program became a new degree offering in the 2008-2009 academic year. This program was taken out of moratorium due to the requests of the community. The program curriculum went through an extensive review and was approved by the College Curriculum Committee and the Medical Assistant Advisory Committee. Programmatic accreditation will be sought from the Commission on Accreditation of Allied Health Education Programs, CAAHEP, via the American Association of Medical Assistants (AAMA) and the American Medical Association (AMA).

- *Physical Therapist Assistant Associate of Applied Science* – In the 2007-2008 academic year, the Physical Therapist Assistant program was taken out of moratorium due to the requests of the community. The curriculum was reviewed and revised to meet the newest Commission on Accreditation of Physical Therapy Education (CAPTE) accreditation standards. The curriculum was approved by the Physical Therapist Assistant Advisory Committee and the College Curriculum Committee. There have been two graduating classes with 100 percent pass rates on the National Boards.

- *Practical Nursing Associate of Applied Science* – In 2007, an alternate format was piloted in the Practical Nursing Program. Due to the request of some rural communities, a small cohort of nursing students was placed into a distance program. This was accomplished in partnership with the hospitals by using the Reach Telemedicine Network. It was a onetime only event that will result in five practical nurse graduates in May 2010.

No changes have been made in special programs within the Division. Each of the Division's programs publishes its outcomes in the College Catalog. The individual programs assess each student to determine if the outcomes have been met.

As will be more thoroughly discussed in the Standard 8 Section, MSU – Great Falls was granted funds by the 2009 legislature to complete a new addition on campus that will house a simulated healthcare education center. This will support the expanding need for laboratory and clinical space by the College's health programs. Design and construction will begin around April 2010.

Opportunities for the Division include collaborating with major health partners in the community, seeking grant opportunities to expand the number of needed programs, and partnering with the Med Prep programs at the high schools, all of which are expected to result in strong student admissions in the Division.

A significant challenge facing the Division is the difficulty of competing with professional wages in the healthcare market. Faculty salaries are currently dictated by the Collective Bargaining Agreement between Montana Board of Regents of Higher Education and the Vocational-Technical Educators of Montana #4610, MEA/MFT, AFT, AFL-CIO. Secondly, the Division's program intakes are restricted due to the limited number of available clinical slots for students as well as the faculty-to-student ratio set by accreditation standards. Third, the Division faces challenges in responding quickly to the emerging educational needs of the health community with limited institutional resources to dedicate to new program development.

Bozeman College of Technology

The mission of the Bozeman COT is to be responsive to the educational and workforce needs of the Gallatin Valley by developing and delivering quality educational programs and services, allowing individuals to achieve their goals and create opportunities to enrich their lives.

Recently, the Bozeman COT has been viewed as its own Division; however, the workforce programs are overseen by the Division of Business, Trades, and Technology and their developmental courses are overseen by the Division of Arts and Sciences. The Bozeman COT has grown and changed significantly since the 2005 Self-Study accreditation visit. As articulated in this Report, development of two-year education began in 1996 when MSU – Great Falls opened an extension program in Bozeman to develop workforce outreach development classes to serve the local area.

The program expanded in 2005 when Montana State University requested MSU – Great Falls assume responsibility for providing developmental education programming for the Montana State University campus. This move was consistent with a Montana Board of Regents policy identifying the two-year colleges as the responsible provider of remedial education programming. That request is currently under consideration by the Montana Board of Regents. In the meantime, the College continues to expand and grow operations in the Gallatin Valley, despite many challenges. More specifically, those decisions and challenges are summarized as:

- Approval needed from the Board of Regents for the MSU-Bozeman proposal to assume responsibility for two-year education in Gallatin Valley.

- Based on approval of the Montana State University initiative, develop and implement a transition plan, which effectively coordinates and manages the transition of the Bozeman COT. Include MSU – Great Falls, Montana State University, and the Bozeman COT staff in the development and implementation of this transition plan.

- Develop additional one- and two-year workforce programs to meet area student and employer needs. There are a number of challenges in the development of these workforce programs. They are costly to start-up and often require classroom or lab space that the Bozeman COT doesn't readily have available. Through the support of Montana State University and the local community, the Bozeman COT staff will pursue creative ways to develop these programs.

- Create an identity and home for the Bozeman COT through the development of a facility to meet the needs of the College.

- The Bozeman COT employs 5.0 FTE staff, 7.0 FTE faculty and adjunct faculty in the provision of two-year education programming in the Gallatin Valley. It provides educational programs and services through two program areas: Workforce Development and Developmental Education.

Workforce Development Programs are provided to meet the needs of area students and employers through one-year certificate and two-year degree programs. Currently, the COT in Bozeman offers four Workforce Development Programs serving approximately 100 students.

- *Aviation Technology Associate of Applied Science* **-** A two-year program in which students prepare for a career as a professional pilot. Graduates find jobs as pilots for regional carriers, cargo services, and company aircraft and as certified flight instructors.

- *Welding Technology Certificate of Applied Science* **-** A one-year program being taught in the newly constructed welding lab at Bozeman High School.

- *Interior Design Associate of Applied Science* **-** A two-year degree program added in 2007. This popular program qualifies the graduates to work in a variety of settings, including design firms, architecture firms, home builders, independent consulting, retail stores, and others.

- *Design Drafting Associate of Applied Science* **-** A two-year degree program started in the fall of 2009. The graduates of this program are able to take their design drafting skills to jobs in architecture firms, construction companies, manufacturers, high technology companies, aerospace companies, government agencies, and others.

The Developmental Education Program provides developmental classes in Math, English, and Academic Success seminars for Montana State University bound students who are in need of

remedial instruction. The classes have improved the success rates of students through smaller class size, instructors trained in delivering remedial instruction, individual tutoring services, and access to an academic resource center. This program supports the retention efforts of Montana State University and provides necessary developmental course options for the workforce development students. In fall 2009, the Bozeman COT taught 849 students through 41 developmental courses.

Assessment of Outcomes – Bozeman COT Programs

The Bozeman COT campus assesses student achievement through an assessment of the Core Indicators, including pass rates each semester, student success in subsequent college-level courses, student completion rates of their developmental course sequence, and overall retention rates. Additionally, developmental courses are regularly and continuously assessed through student evaluations, faculty evaluations, and data collection and discussion about student success. The faculty and staff working with the extension's developmental courses are currently participating in a rigorous self-study of the developmental course work and academic support that is guided by the National Association for Developmental Education (NADE) certification process for developmental programs.

The extension's developmental program expects to prepare the greatest number of students possible for subsequent coursework in their discipline. Each semester data is collected on student success in courses and compared with local and national data to determine if Bozeman COT's students are completing the courses taught. The Bozeman COT is especially cognizant of trends in success data and factors that may affect it (e.g., enrollment changes, course placement changes). The Bozeman COT has participated in the Outcome Assessment Team's Eight Abilities efforts.

Division of Extended Learning

Since the 2005 Self-Study Report, Distance Education and Outreach were merged into one division, the Division of Extended Learning. In that merger, the two Director positions formerly in place were combined into one Division Director, and an Instructional Designer was hired to provide a full-time support person for faculty. Also, during 2009 an administrative assistant (.5 FTE) was eliminated. The Division of Extended Learning includes distance education, customized training for businesses, professional and continuing education courses for self-enrichment and advancement, and professional certificates.

<u>Professional Certificates</u>

The Division of Extended Learning has implemented two new certificate programs since 2005:

- *Public Safety Communications* – This 16-credit program imparts a technical edge to those applying for employment as a Public Safety Communications professional (such as a 911 dispatcher). The program was vetted by both the Montana Law Enforcement Academy (MLEA) and the Peace Officers Standards and Training council (POST). It prepares graduates to take the MLEA equivalency test.

- *Pharmacy Technician* – This 17-credit program prepares Pharmacy Technicians to work in retail and/or clinical pharmacy settings by providing coursework as well as 90 hours of clinical experiences in both pharmacy settings.

Community Events

- *Missouri River Break (MRB)* – The annual MRB brings in over 1,100 individuals to more than 60 workshop sessions over Spring Break. A partner in this event is the Montana State University Extension Service.

- *Montana Institute on Educational Technology (MIET)* – Over 140 K-12 educators from across Montana participate in the annual MIET to gain continuing education units (CEUs), and many who take advantage of graduate credits offered by Montana State University. Partnerships in this event include the Montana Office of Public Instruction (OPI) and Great Falls Public Schools (GFPS).

- *Kids College* – The annual Kids College offers programs in art, science, music, and more for children ages nine and up.

Professional and Continuing Education

As a part of the ongoing adjustments to MSU-Great Falls' data-driven and mission-centered efforts, the Division of Extended Learning has transformed processes, mission and outcomes statements to align more closely with the rest of the institution. For the current year, Professional and Continuing Education (PCE) adjunct instructors have begun completing Outcomes Assessment activities consistent with the rest of the academic divisions on campus. The adjunct faculty currently uses two statements from the PCE mission statement as "Division Outcomes" when completing the forms. Those statements are:

1. Learning opportunities providing workforce preparation, employee training or re-training, business support, and life-long learning.
2. Learning opportunities are aligned in their focus on imparting information to community members, employers, employees, and other groups in a high quality, results-oriented manner.

While utilizing this method to complete forms, the Division of Extended Learning staff identified the need for changes to the division outcomes to support the existing mission statement. Although the two statements above are part of the current catalog mission, the Division of Extended Learning outcomes replacing them in the 2010-2011 Catalog will be:

1. Provide personal enrichment and life-long learning opportunities.
2. Provide business support, training and/or retraining to meet workforce needs.
3. Provide diverse options for students that will allow them to fulfill the demands of their academic programs.

Dual Enrollments

Dual enrollment provides high school students in the School Districts with the opportunity to earn either (a) high school credit or college credit simultaneously or (b) college credit only in the courses provided by MSU–Great Falls. The College offers opportunity for dual enrollment using a combination of delivery models. Currently, 204 students are being served in this capacity. The following information outlining the different models of dual credit in the state of Montana may help to understand what the state faces as we work under the new Deputy Commissioner of Two-Year Education to more clearly define opportunities for students at a systems level.

1. *<u>Model #1</u> (Concurrent Enrollment). In the concurrent enrollment model, the college employs qualified high school faculty as adjunct faculty. The high school faculty teach the college course as part of their high school assignment to a class comprised entirely of high school students. The primary advantages to the student are access, convenience, academic engagement, and an environment and teacher with which/whom high school students are familiar. Below are the policy issues in Montana associated with this model. Many of these issues have been addressed by the National Alliance for Concurrent Enrollment Programs (NACEP), particularly its accreditation practices.*
    - *Consistent practice and rationale for tuition, fees, and the claiming of FTE*
    - *Consistent practice and rationale for compensation of faculty*
    - *Consistent and clearly communicated minimum qualifications for faculty*
    - *Competition with/lack of differentiation from AP/Tech Prep classes*
    - *Meaningful supervision and evaluation of faculty*
        - *Consistent collection of student evaluations*
        - *Formal evaluation process for faculty by the college*
        - *Connection between faculty and the campus, particularly campus faculty within the discipline*
    - *Maintaining college-level expectations in a high school environment (extended absences due to extracurricular activities, parent involvement, pace of course, support services, etc.)*
    - *Intentional processes ensuring comparable college-level outcomes*

2. *<u>Model #2</u> (College Faculty Delivering the Course to a Class of High School Students Only, Either on Campus or at the High School). This model is seldom used in Montana, in contrast to other states with larger populations. The primary advantage to the student is the access to a college faculty right in their high school, or the ability to go to the college after the school day to take a college course. The primary public advantages are the good will created by having a college presence at the high school and the integrating of college faculty into the high school culture. Policy issues with this model left unaddressed in Montana include:*

    - *Maintaining college-level expectations in a high school environment (extended absences due to extracurricular activities, parent involvement, pace of course, support services, etc.)*

- *Orientation of college faculty to school district expectations/high school environment*

3. *Model #3 (High School Students Enroll in College Course on College Campus). This model is the second-most prevalent form of dual enrollment in Montana, mainly because it has been the model of emphasis for one of the larger community colleges in the state for some time. The primary advantage to the student is the experience of truly being "a college student," with all the amenities, stimulation, diversity, and support services of a college campus. The dual enrollment literature suggests that this is the optimal model, but the vast area and sparse population of Montana make Model #3 logistically difficult, if not impossible, on the east side of the Continental Divide. The system-level concerns raised by this model have less to do with policy than with logistics:*

   - *Students' ability to commute (transportation, proximity to a college campus)*
   - *Meshing high school schedules and calendars with college schedules and timelines for registration, final week, spring break, etc.*
   - *Ensuring that dual-credit faculty are appropriately licensed*
   - *Acclimating high school students and their parents to the college environment*
   - *Ensuring that adult students are not displaced by high school students*

4. *Model #4 (Blending High School Students into Online/Video College Courses). Providing dual enrollment opportunities online has been a major emphasis of MSU-Great Falls and, to a lesser degree, MSU-Billings; otherwise, it is not prevalent in Montana. Even less prevalent (perhaps non-existent) is the use of interactive video for dual enrollment purposes. The primary advantage to the student of Model #4, especially the student distant from a college campus, is access to dual enrollment opportunities. A secondary advantage is the opportunity to experience learning in an asynchronous environment, the learning modality of the future. Issues with this model are also more logistical – i.e., they require more in the way of procedures than in policy:*

   - *Orienting the student to the discipline of online learning*
   - *Quality of broadband/technological infrastructure*
   - *Providing student support services both at the high school and at the college*

5. *Model #5 (Distance Learning Online or Skype (etc.) for Combined Classes of High School Students. This model does not exist in Montana.*

Institutional Program Outcomes

In response to Recommendation 1, already reported on in Part A, MSU – Great Falls published learning outcomes for all of its programs in the College Catalog. In 2006-2007, the Outcomes Assessment Team led a process that supported the creation of outcomes definitions and developed institutional student learning outcomes, the Eight Abilities (Appendix A). This process was described in Part A and is addressed again in the Program Review Section of Standard 2. During the 2007-2009 academic years, the faculty, working in Division specific abilities

committees, developed criteria for those abilities and a timeline for assessing the abilities. Several faculty members piloted the utilization of more outcomes assessment tools in their programs as this process unfolded. On-going abilities councils meet regularly to identify and clarify the institutional assessment map, which has been outlined in four phases also outlined in Part A – Standard 1 of this Report.

MSU – Great Falls expects its students to achieve success in their educational endeavors. As an open admissions institution, the following is understood:

- Students learn in different ways, but all students learn more effectively if they know the target the College wants them to hit (outcomes).
- Credentials are not given simply for the completion of courses. The College's credentials include the demonstration of the institutional student learning outcomes, the Eight Abilities (Appendix A).
- A variety of data sources are used to measure the achievement of student learning outcomes (e.g., Indirect measures: Core Indicators, exit interviews, surveys and direct measures: portfolios, capstone projects, clinical competencies, course assessments, licensure exams).
- Program review and course assessments should be viewed for patterns to make judgments on the quality of the delivery of the curriculum.
- Faculty members at MSU – Great Falls keep evidence of how course, program and the Eight Abilities (Appendix A) have been met and provide evidence in an individual portfolio.

Program Review

In 2009, after the revision of the mission, vision, and values statement and the identification of the Core Indicators of Institutional Effectiveness, the Internal Program Review Committee developed an updated protocol.

The Internal Program Review Committee's primary goals are to enhance the alignment of MSU – Great Falls' academic programs and their quality with community and state needs. To achieve this purpose, these internal program review procedures encourage self-study and planning within programs and strengthen connections among the strategic plan and mission of the College. In addition, the essential element of the internal program review is the identification and evaluation of student learning outcomes as a key indicator of program effectiveness. Further, internal program reviews provide information for curricular and budgetary planning decisions for the Divisions and the College.

Benberg says, "Outcomes-based academic program review is a thinking person's process." In essence, it requires faculty and co-curricular professionals to purposefully plan the delivery of the intended student learning as well as systematically evaluate the extent to which that learning has been met and to propose recommendations for improving delivery of the learning."

The internal program review process at MSU – Great Falls is based on a cycle of self-inquiry, review, and improvement. The basic components of internal program review include the following:

- a self-study, recommendations, and preliminary implementation plan completed by the faculty associated with the program;
- review and recommendations by the College's Internal Program Review Committee;
- revision of the preliminary implementation plan in response to recommendations by the Internal Program Review Committee;
- final approval of the Internal Program Review Committee and Associate Dean/CAO all elements of the internal program review documents; and
- implementation of actions to improve program effectiveness and quality.

Roles and Responsibilities

The Associate Dean/CAO, on behalf of the Dean/CEO, manages the internal program review process and works closely with the College's Internal Program Review Committee, division directors, department chairs, and faculty to ensure (1) a meaningful and thorough review is conducted for each degree program; (2) self-study reports, recommendations, and implementation plans are completed in a timely manner; (3) outcomes of the review are communicated to the campus community and the Montana Board of Regents; and (4) outcomes of the review are linked to decision making processes for academic program development and strategic planning.

The College's Internal Program Review Committee is the faculty-led committee responsible for managing the internal program review process on an annual basis. It is chaired by a faculty member, and generally charged with coordinating the review process, supporting faculty and staff involved in internal program review, and initially discussing and reviewing implementation plans. The Internal Program Review Committee advances a final implementation plan with recommendations to the Associate Dean/CAO and the Division Directors. Internal Program Review reports are also shared with the Curriculum Committee at their late November meeting.

Each academic program has an identified program faculty, department chair, and division director responsible for overseeing the academic program. Normally, the program faculty is the program director or program coordinator. It is expected all full-time faculty participate in the preparation and review of the program's internal program review. Where possible and as appropriate to each program, it is desirable to involve adjunct. Program faculty are responsible for developing expected student learning outcomes for each of the programs listed and for employing methods annually to evaluate program effectiveness in achieving programmatic student learning outcomes. The assessment of these outcomes forms the core of the internal program review.

Timeframe for Review

The Montana Board of Regents requires each campus review all of its programs at least once every seven (7) years. At MSU – Great Falls, programs are internally reviewed on a five-year cycle. This schedule may be accelerated in individual cases either at the discretion of the

Associate Dean/CAO, Division Director, or in compliance with recommendations from the Internal Program Review Committee. Programs accredited by a disciplinary accrediting agency are reviewed in accordance with the review cycle established by the agency, not to exceed seven years.

Requests for delaying a review are initiated by the program director/coordinator to the Division Director, who determines whether to advance the recommendation to the Associate Dean/CAO. The decision to delay a review rests with the Associate Dean/CAO and is granted only in rare circumstances (e.g., to coordinate with a professional accreditation review process or to allow a new program sufficient time to conduct a review). Delays are granted for one year only.

Program Review Self-Study Overview

The internal program review process provides a comprehensive, candid, and reflective self-study that focuses on future planning to enhance student learning and program quality. Departments with multi-level credential programs (e.g. CAS and AAS in Medical Transcription) provide either a separate or an integrated review for each degree level, including comprehensive assessments of student learning and program functioning at both levels. Programs with an application process for admission should include both pre- and admitted students in data provided for the self-study.

The self-study is comprised of multiple parts. These include the appropriate cover pages, the self-study narrative, program data forms, and other materials deemed appropriate by the program, department, or division. The Internal Program Review Committee or Associate Dean/CAO may also request specific information or materials not explicitly identified in the self-study criteria section below. Such requests will be made well in advance of the self-study deadline as to not burden the faculty completing the document.

Self-Study Criteria

The following criteria are addressed in the self-study document. Note some criteria are addressed through the completion of the narrative portion of the self-study, while others are addressed through the completion of the program data form. In some instances, criteria are addressed in both areas. According to the Montana Board of Regents' Policy 303.3, the campuses may use program accreditation reviews and the self-study prepared for that accreditation visit will serve as the internal review expected by the Board.

A. ***Introduction and Major Program Changes since the Last Internal Program Review***
   Provide an overall description of the program. Where appropriate, include program mission statements, application/admission processes and criteria, design of program, accreditation oversight, and other pertinent information. In addition, describe actions taken in response to the recommendations made in the previous internal program review. Briefly describe program and field changes over the past five years and how the curriculum was revised to address these changes.

B. ***Alignment with Community Needs*** *(applied programs only)*
   Using the program data form, provide the job placement statistics for all graduates. In

addition, provide labor market statistics showing a need for workers in occupations related to this program. Also provide average wages of those occupations for either the community or state. Within the self-study narrative, describe the types and number of partnerships the program has with business and industry. Finally, provide a listing of the program's advisory board members and the minutes from advisory board meetings occurring since the last program review where the curriculum was discussed.

C. Student Participation and Success

On the program data form provide the program's enrollment trends, demographic data, retention and graduation rates, degree production rate, and if applicable, pass rates on licensure and certification exams.

D. Student Learning Outcomes

List the student learning outcomes/goals for the program. Other than grades, describe how achievement of each of these learning outcomes is evaluated and documented through both indirect and direct methods. Summarize, with adequate evidence, the program's effectiveness with achievement of learning outcomes for students over the past five years.

E. Achievement of the Eight Abilities

The College expects all graduates will possess the following abilities:

1. ***Communication:*** *The ability to utilize oral, written and listening skills to effectively interact with others.*

2. ***Quantitative Reasoning:*** *The ability to understand and apply mathematical concepts and models.*

3. ***Inquiry and Analysis:*** *The ability to process and apply theoretical and ethical bases of the arts, humanities, natural and social science disciplines.*

4. ***Aesthetic Engagement:*** *The ability to develop insight into the long and rich record of human creativity through the arts to help individuals place themselves within the world in terms of culture, religion, and society.*

5. ***Diversity:*** *The ability to understand and articulate the importance and influence of diversity within and among cultures and societies.*

6. ***Technical Literacy:*** *The ability to use technology and understand its value and purpose in the workplace.*

7. ***Critical Thinking:*** *The ability to understand thinking that is responsive to and guided by intellectual standards such as relevance, accuracy, precision, clarity, depth, and breadth.*

8. ***Effective Citizenship:*** *The ability to commit to standards of personal and professional integrity, honesty and fairness.*

Describe how the program assesses the graduate achievement of the College's eight abilities and how this information has been used to improve the program. Provide alignment data as identified through the Outcomes Assessment Team led process as specified in the OAT trainings during the 2008-2010 academic years. This is an iterative process that involves a series of phases that will be implemented over a timeline determined by OAT at the beginning of each academic year. More specifically, for the academic years of 2010 through 2013 compliance will be achieved in four phase process. Phase I involves the abilities aligning with division, Department and program goals. Phase II involves producing evidence of aligning Division, Department, and Program outcomes to the Abilities full Circle (ongoing process of revision and review for improved student learning). Phase III will be achieved once course objectives have been aligned to Division, Department, and Program Outcomes through curriculum mapping. Phase IV involves the alignment of course objectives to Division, Department, and Program Outcomes Full Circle (ongoing process of revision and review for improved student learning). The criteria rubric will be aligned with the program's involvement in the cycle as per the four phase implementation. It is the expectation that this section of the program review focus upon where the program is in that process and the progress will be rated accordingly.

F. Curriculum and Instruction

Provide the current curriculum for the program, including suggested program sequence, course numbers, titles, credits and descriptions. Describe the program's primary modes of instructional delivery (e.g. face-to-face, cohort, etc) and why that mode is the proper fit to facilitate student learning outcomes. Describe innovations in program delivery, such as; if the program is offered online or in mixed-mode format, has evening, weekend or compressed courses/schedules to accommodate student needs, uses web supported tools as resources, etc. Describe the number of dual credit, tech prep, or other early college opportunities exist in the program for high school students. Describe future curricular plans and their alignment with the College's mission and strategic plan.

G. Faculty

Describe and evaluate faculty expertise for covering the breadth of the program's curriculum. Summarize and evaluate data regarding faculty and their development -- sufficiency of full and part-time faculty, release time, anticipated retirements, and other faculty issues important to the program. Describe how faculty members are engaged in college and community/civic activities. Describe program support for and involvement in faculty development, especially new and non-tenured faculty.

H. Fiscal and Physical Resources

In the narrative portion of the self-study, describe the adequacy of both fiscal and physical resources, highlighting those areas of the program well supported and explain any areas of resource needs. Using the program data form, provide the program's five-year average

annual cost per student FTE, calculated from dividing the program's total annual budget by the average annual student FTE of the program. Also calculate the program's five-year average annual cost per graduate using the same calculation approach as cost per FTE.

Outcomes of the Self-Study and Program Review

Internal Program Review Recommendations for Program Continuance/Discontinuance

Upon completion of all reviews, the Internal Program Review Committee recommends to the Associate Dean one of the following actions as a result of the internal program review:

1. Program approved for continuance with expectation for sustained performance;
2. Program approved for continuance with specified modifications recommended by the committee, including progress reports and possible review in less than five years; or
3. Program recommended for discontinuance.

The Associate Dean, with delegated authority from the Dean/CEO, makes the final determination for program continuance.

Preliminary Implementation Plan

As a result of the self-study, the program director/coordinator develops a preliminary implementation plan that reflects the view of the program faculty and addresses areas identified for quality improvement or innovation. This preliminary implementation plan is discussed with the division director and Associate Dean prior to submission and discussion with the Program Review Committee during the internal program review meeting.

The implementation plan includes (but is not limited to) the following elements:

1. Key recommendations of the program faculty resulting from the self-study;
2. Anticipated student profile in terms of number and type of students over the next five years;
3. Action steps to be taken in order to achieve each of the recommendations and student enrollments over the next five years; and
4. Types of human, fiscal, and physical resources needed to implement recommendations.

Final Implementation Plan

The final implementation plan results from discussion and consultation among the program director/coordinator, the program faculty, Internal Program Review Committee, the division director, and the Associate Dean. The final implementation plan is to be submitted electronically to the Associate Dean no later than three weeks after that process.

Process Overview and Chronology

The process follows the chronology and timeline established by the Internal Program Review Committee to ensure meaningful review and feedback and timely submission of internal program review reports to the Associate Dean and the Dean's Cabinet. In general, the time line will be as follows with specific annual dates assigned as per the calendar of the review year – dependent on the Committee meeting schedule for the review year:

Notification of Internal Program Review	May
Program Review Drafts Submitted to Committee	November
Review Meetings for Programs in Review Process	January-February
Final Drafts of Program Recommendations to Associate Dean	March-May
Annual Summary Report Submitted to Board of Regents	November Meeting

Accredited Programs

For programs subject to professional, disciplinary, or specialized accreditation, internal program review is coordinated with the accreditation or re-accreditation review cycle. The self-study developed for professional or specialized accreditation reviews provides the essential requirements of internal program review and may, therefore, be used for this purpose, with approval by the Associate Dean.

The division director, on behalf of the program director/coordinator, requests a substitution of the accreditation reports for the internal program review document. The following materials must accompany the request:

1. The accreditation standards and procedures;
2. the accreditation self-study report;
3. the team's findings; and
4. the accrediting agency's final report of the accreditation decision.

A request for the accreditation document to serve as the self-study document is acceptable if each of the following criteria is met:

1. The program has undergone a comprehensive assessment as part of a state or national accreditation review;
2. the procedures and criteria of the accrediting agency are judged to be comparable to those of the internal program review;
3. the accreditation or re-accreditation is achieved; and
4. the program provides a summary of student learning outcomes, a description of their assessment process and procedures, and examples of how assessment results were used to enhance the program.

The Associate Dean/CAO determines whether standards submitted by the program's accreditation, taken as a whole, provide a level of quality comparable to the program review criteria. The Associate Dean may take one of the following actions in response to the petition:

1. The substitution is approved. The accreditation self-study report, the team findings, and the accrediting agency's final report are submitted according to the internal program review procedures and follow the internal program review process for review and recommendations.
2. A partial substitution is approved. The accreditation self-study report, the team findings, the accrediting agency's final report, and materials required for a complete internal program review (e.g., assessment of student learning outcomes, implementation plan) are submitted according to the internal program review procedures and follows the same process for review and recommendations.

3. The substitution is not approved. The program is reviewed in accordance with the internal program review procedures.

External Program Review for Non-Accredited Programs

For non-accredited programs, a program may request, or the Associate Dean/CAO may determine, the program be subject to an external independent evaluation as part of the self-study phase of the internal program review. An external reviewer may be approved to review the self-study, conduct interviews, and employ other strategies to evaluate program effectiveness. The external reviewers' summary of findings and recommendations becomes part of the materials submitted to subsequent levels for review. Funds for the external review are provided by the Associate Dean/CAO.

External Program Review

In addition to the normal internal program review procedures, programs may be subject to an independent evaluation by at least two external evaluators. External program review occurs only in those instances where a thorough review of a program's self-study has been completed and the department, division, or Associate Dean/CAO indicates the efficacy of an external review. The external evaluators will be individuals of significant professional reputation in the field who will report their findings to the appropriate Division and the College. One of the evaluators will be from a Montana University System campus, while the other evaluator may be from a non-Montana University System institution, preferably within the region. The external evaluators' report becomes part of the permanent internal program review file. The Associate Dean/CAO is responsible for the overall coordination of the external review. Nominations for evaluators are solicited from the Division Director of the program being reviewed and from other institutions, higher education associations, and professional organizations. These nominees are reviewed by the departmental faculty, who may reject any of the nominees for cause. The evaluators are selected from the remaining nominees by the division director and Associate Dean/CAO.

Update of Internal Program Review Procedures

The internal program review procedures are updated as necessary for currency and consistency with institutional changes in structure, institutional data, and academic programs. Draft changes are submitted by the Associate Dean/CAO to the Academic Operations group, Faculty Senate, and Dean's Cabinet for review and action, as necessary.

Curriculum Committee

In 2005, MSU – Great Falls used an Academic Council to review and make recommendations regarding requests for additions, deletions, and/or revisions of courses, program requirements, proposed academic policies and procedures, program review activities, requests for new programs and institutional effectiveness reports. In 2008, the Academic Council officially became the Curriculum Committee with the voting members being faculty members, the Associate Dean/CAO and one representative from Student Government. The Committee meets twice per month.

The Curriculum Committee's new Charter and By-Laws were signed in December 2008. The group operates under Robert's Rules of Order. Faculty members submit an action or information item in advance and it is scheduled on the agenda by the Committee Chair. Meeting minutes from the Curriculum Committee are disseminated to the campus community.

Credit for Prior Learning

MSU – Great Falls created a policy to grant credit for experiential learning in 2008. Previously, the College did not award credit for experiential learning. Faculty use challenge exams, portfolios, and individual interviews to assess competencies. They are compensated on an hourly basis to do so, and the credit is placed on the student's official transcript. Faculty report satisfaction with the credit for prior learning option and the new process.

STANDARD THREE – STUDENTS

- *What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why? Compare the current enrollment figures with those reported in the last institutional self-study report.*

Introduction

As stated throughout both Parts A and B of this Report, some of the biggest changes MSU – Great Falls has made since, and in response to the 2005 accreditation review, have been in the administrative structure. In Student Affairs, that change brought Cabinet-level leadership separate from Academic Affairs and an examination of the structure and function of the Student Affairs unit as a whole. With the addition of the Assistant Dean for Student Affairs position came the opportunity to remodel space at the new front of the building so nearly all of the division is now located in one area. This co-location and examination of functions resulted in some staffing changes and better focus on the services, efficiency, and effectiveness of student services within the larger context of the College's mission.

Changes at the Learning Center

One of the early areas examined was the Learning Center, the College's main provider of tutoring and direct academic support services. This re-examination of the function of the Learning Center revealed that a slight re-organization might help empower the staff to better serve students. In 2005, the Director with oversight of the Learning Center had an office and other responsibilities for retention and the Carl Perkins Grant management in a fairly distant location from the Learning Center. Further, there was a small group of faculty who were organized to advise the staff, but who did not meet regularly and found it difficult to fit this duty into their responsibilities as faculty. There was an administrative assistant in the Learning Center who helped with recordkeeping but had other duties. A professional math tutor had office space within the Learning Center area as well.

Since that time, the faculty advisory group has disbanded, the two office spaces within the Learning Center have been removed, the Learning Center Director position was blended with the Disability Services Director and that office moved next to the Learning Center. The administrative assistant position was upgraded to a Learning Center Coordinator. With the changes in the Carl

Perkins and Tech Prep grants, the administrative assistant within the Learning Center was no longer needed and the Learning Center Coordinator position could take on the day-to-day functioning of the Center as well as hiring, training, and supervising of the student tutors.

This Coordinator attended professional development with the National Tutoring Association, in order to better understand and change the tutoring program into one that is extremely productive and valuable to students. The semester before these changes were made in 2007, the Learning Center served 176 students in 371 tutorial sessions along with some drop-in services that were not tracked accurately. In the fall of 2009, the Learning Center served 278 students in 1487 sessions, in addition to a very active drop-in service that is not tracked in the same way. The move of the Disability Services nearer to the Learning Center made this area a second hub of student services that works well for both staff and students, providing the ongoing support students need to be academically successful. It also allows staff and faculty easier access to one another as they work to connect students to the services outside the classroom.

Carl Perkins and Tech Prep

The new Carl Perkins Act brought in sweeping changes to both the use of vocational monies as well as the Tech Prep programming. MSU – Great Falls led the North Central Montana Tech Prep Consortium under the old Act, but the consortium was dissolved under the new Act. The new Act also brought change to direct student support services historically paid for by the Act. No longer could the College use Carl Perkins funding to provide tutorial services, the Learning Center, or other student support services. Instead, that money was to be used within the academic departments and programs to strengthen them or provide new programming. These changes required the College to make the decision of whether it would continue to provide free tutorial services to students, and how. Fortunately, the decision was to continue to provide the services. The other area most affected by this change of funding was another director-level position that was dedicated to retention services. At that point, this staff member left MSU – Great Falls for other employment, so retention practices and responsibility were examined next.

Student Success and Retention

The re-examination of how the College had been working with retention helped show retention would be better understood and executed on campus if it became more of a shared responsibility with some leadership in Student Affairs, but with more visible and direct leadership included from other areas of the college community. Retention then became an additional area of responsibility for the individual in Student Affairs who had been directing career services and transfer services. This position has been given professional development opportunities to help the campus community work collaboratively on retention issues. These efforts are in their first official year, so no results are available yet. More detail on how this is developing will be included below.

Staffing Changes in Student Affairs

Overall, staffing in Student Affairs has changed from six director-level positions to five; some reorganization among the classified staff has now netted a reduction in staffing of .5 FTE. At the same time staffing has been reduced, student enrollment has continued to climb. The staff has

been able to work differently in the new physical space, and re-examine practices such that some processes have changed to allow the staff to serve more students and maintain excellent standards of service. The quality and dedication of the staff in this area are truly key elements that cannot be overstated.

The growth of the Bozeman COT has been challenging for the Student Affairs staff both at MSU – Great Falls and the Bozeman COT. In 2005, the Bozeman COT was in its infancy, with implementation of developmental courses being the only portion active. Each year since then, the developmental program has grown and new degree programs have been started. New protocols and partnerships for enrolling students, sharing data, and providing support services have been part of the development of that enterprise. Establishing clear and frequent communication between the home campus and the extension has helped mitigate potential problems. Excellent staff on both ends have been able to solve most problems that arise for students. This programming continues to stretch staff; however, not as much as when it was being established.

Admissions

No formal changes in admissions standards have been made at MSU – Great Falls. These standards are set by the Montana Board of Regents. However, there have been changes made to the entry process to assist with retention so students more predictably take the classes they need to initially in order to be successful academically. Some changes in staffing are still in process, separating leadership of the admissions function from the registrar function. This change has been necessary for two reasons. One is the registrar's duties have increased in the area of producing data and reports for the institution in the absence of an Institutional Research function. The new strategic plan, budget, and planning functions have required some changes in duties and the shifting of the admissions functions to the director-level staff that formerly coordinated new student advising and registration.

Changes to registration process and entry advising are as follows:

- All students must have placement scores (Compass, ACT, SAT, or transfer work) before registration for first semester – this eases the registration process since placement into math, English, and most sciences is mandatory at MSU – Great Falls, it also addresses the problem identified by faculty with students putting math off, causing problems for them with progress and completion of degrees. The old ASSET paper and pencil test was replaced by the web-based Compass, which includes an authentic writing element believed to be a better measure of student writing ability than the former test.

- All students who stop out for a semester are now required to go through a readmission process. In the past, this window was as wide as three semesters, making the understanding of admissions data nearly impossible, as well as making advising of these students as they drop in and out unwieldy.

- More comprehensive information is available to students when they enter MSU – Great Falls, expanded from former combination entry orientation, advising, and registration

sessions (SOAR) to separate full day orientation in addition to the 2-3 hour Student Advising and Registration (STAR) sessions. The new STAR sessions utilize both faculty and Student Affairs advisors for the advising portion of the sessions. The full-day orientation has become a campus-wide event with opportunities for workshops, connections with faculty, campus resources, and other students. These changes responded to feedback from the Student Satisfaction Inventory of the Community College Survey of Student Engagement showed MSU – Great Falls' students did not know other students or their faculty very well and did not know where to find resources. A new orientation fee has been instituted for new students that funds orientation.

- An online version of the STAR sessions has been developed so distance students have the same benefits and information at entry that face-to-face students have.

- Communication with students has changed to ensure every step is laid out to make the entry processes more understandable and less stressful for students.

- The College's Records Retention Schedule was updated using guidelines from the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

- Dual Enrollment activity with local and distant high school districts has increased. This program has experienced a lot of change in the past five years both on the local and state level. This year MSU – Great Falls has agreements with 37 school districts in the state, and actual student enrollments are strengthening after a year of low enrollment due to some uncertainties state-wide regarding teacher credentialing. Those issues have somewhat been resolved and student enrollments are increasing to what they were two years ago. The College expects to continue to be a leader in providing high school students with college courses.

Academic Advising
Academic advising was addressed in Part A, Recommendation 4 of this Report.

Grading
Grading has been an area of some change since the 2005 Self-Study report. The Montana University System implemented a standard of C- as lowest grade allowed for a course that is a prerequisite for another course in a series and for courses required for the degree program. This change moved the cut off for most courses at the College from C to C- and raised the minimum required from a D to C-.

An Experiential Learning Policy was instituted in 2007 to allow students to work with faculty to either challenge test out of a course or to package past experience and knowledge in such a way that the faculty understands the student has accomplished the outcomes of a course or courses. This policy has been utilized by students, saving them both time and money as they work to accomplish the various required elements of their degrees or certificates. A fee has been established to provide compensation for faculty who work with students to create the

experiential learning evaluation protocol and to provide staff time for the specific record keeping involved.

Course numbering has seen quite a lot of change since 2005, with the main impact being the Common Course Numbering effort across the Montana University System. Another change has expanded course offerings for students as well. Courses traditionally offered through the College's Outreach arm are now also offered for credit allowing students taking degrees or certificates who also wish to take a one-credit art course, computer course, or include another interest in their elective block can do so. Advisors monitor the taking of these courses so students whose programs have electives can take advantage of the courses to broaden their experience. This was accomplished by assigning a specific course number to the courses when a student is taking the course for credit, and another number for community members taking the course for personal interest.

Student Support Services

With the construction of an addition to the campus facility, along with a restructuring of MSU – Great Falls' administrative team, the institution took the opportunity to remodel space at the front entrance of the building and create a new center for student services. The Student Central facility centralizes services in a One-Stop center with recruitment, admissions, new student advising, registrar, financial aid, career services, retention and transfer services, bill paying, and the Assistant Dean all in one area. Included in this area are offices for the Student Assistance Foundation and a TRiO Educational Opportunity Counseling office. In addition to this group of services, the Distance Learning office was relocated across the hallway from Student Central so this could be in a very easy to find and accessible place for new, as well as continuing students. This hub of services for students has proven to be not only welcomed and appreciated by students, but also a more efficient organization for staff.

Rethinking retention issues on campus prompted a move away from a one-person referral point to a more disaggregated and multi-resource response system. A new Student Success Advisory Council (SSAC) has been formed with two chairs, one faculty member and the Director of Career, Retention, and Transfer Services. The Council is beginning work on a full campus response to retention issues that will be more data-based, involve more key people on campus, and be responsive to student needs. In order to have a more wide-spread understanding of retention issues across campus, in the past three years, six staff and faculty have attended at least one, and in some cases two, retention conferences. This core of individuals all serve on the SSAC and will work to understand the retention issues facing this campus and make recommendations for action to the Dean's Cabinet and other groups on campus.

Transfer services continue to grow and change with the programs at MSU – Great Falls, as do the needs and interests of students. The AA and the AS degree curricula have been modified to include a wider range of courses eligible for inclusion in the elective blocks in the degrees. This change has improved the ability of these degrees to be used in articulations with other four-year colleges at which students often wish to finish their degrees. These changes in the curricula have opened up the range of articulations available to students, and the College now has an upward of

26 articulations with three institutions in addition to five programs of study students can follow to use their programs at MSU – Great Falls to complete a bachelor's degree at another Montana college. Faculty workshops have been provided to ensure that the faculty advisors are able to keep current with these changing, but important, elements of advising students.

The Financial Aid staff worked on ensuring better service for students as they approached the re-examination of their work for MSU – Great Falls. They set up a way to track some key functions of their work and were able to measure their packaging time and responses to student issues each semester and work to improve them steadily. Training and support were provided to the support staff and now all three of the staff members are able to package students, improving response time in this area. They also set up a workflow to ensure that during busy times, they always have someone dedicated to packaging and the others serving students. They have a system to ensure responsiveness to phone messages and make sure every message is addressed within 24 hours. Electronic communications and award letters have made their budgets go further and have not harmed their communication with students; students get information more immediately and are able to respond to missing elements in a timelier manner.

In the College's Community College Survey of Student Engagement (CCSSE) in 2008, the Financial Aid office was rated very high in terms of student satisfaction compared with peer institutions and with the Survey's total sample. Another measure of the work the Financial Aid office does along with assistance from the Student Assistance Foundation and the Montana Guaranteed Student Loan Program is the Cohort Default Rate. In 2005, the College's rate was 9.9 and in 2009 it had dropped to 3.1. This is generally seen as a measure of the quality of loan entrance and exit counseling and conservative loan packaging protocols.

Student scholarship opportunities have expanded at MSU – Great Falls, and efforts to encourage students to apply for the scholarships have increased. The Financial Aid Office and the Development Office work together to ensure the opportunities are well publicized and accessible to students. A web page for scholarships is available with printable application forms, dates, and information about applying for scholarships. An effective partnership was developed with the new Development Officer to ensure the letting of scholarships honors donors' wishes be known and to provide good access to qualified applicants.

Student Non-Academic Programs

Student life on the two-year campus is not a static thing. Some consistent student groups are active on campus and others come and go with current student interest. To better keep track of the activity of student groups on campus, the Associated Students of MSU - Great Falls (Student Government) instituted a Student Organization Advising Publication, or SOAP. This manual provides more guidance for student groups and their advisors on campus. The Assistant Dean of Student Services assists the student government with this endeavor by reviewing new and continuing organizations' constitutions and bylaws while working with advisors as needed. One year there were two Christian fellowship groups very active on campus, and the next there were none. The Native American Student Council, which was active for several years, has been inactive

for the last two. Groups associated with their academic program tend to be the most consistent, and often have direct connections to student professional groups within their respective fields.

In a pilot effort to partner with the local hospital and health care community, Benefis Health Care System (Benefis) and MSU – Great Falls provided a low-cost, limited service health clinic on campus twice a week for the 2008-09 academic year. Benefis provided a Physician's Assistant who was available by appointment or drop in to provide care for students and their dependents for $15 per visit. The program was not continued however, because students did not use the service. The local city/county health department is invited on campus however, to provide flu shots for students and depression screenings, as they have the capacity to provide those types of services for students.

Another more successful effort has been to provide personal counseling for students. A partnership with a local family therapist has been developed and has been of great use to students. The local therapist hosts a counseling intern who provides initial counseling services to students for free, and works with those who need more than a few visits on a sliding fee scale with the family therapist's practice. This is quite well used by students and now College staff and faculty if they wish. Office space is provided on campus for the counseling interns to work with individuals more conveniently.

Currently, MSU – Great Falls is working with the Montana University System to join the health insurance consortium t to provide an insurance plan for students who are not insured elsewhere. This is expected be instituted in the fall of 2010.

MSU – Great Falls was allocated money to build a child care center on campus. This project has been under consideration over the past year as the money is part of a larger allocation to build the Simulated Hospital on the basement floor of the new wing. The child care center project depends in large part on what money is left over after the Simulated Hospital is built, so fund raising and final decisions as to whether and what type of project can be considered are somewhat in abeyance at this writing.

A new avenue to connect students with employment, both while they are in school and when they graduate, was implemented in 2009 through the Career Services office. JobWire is a comprehensive, web-based program students are enrolled in for free and employers log in to post their jobs. Students can build their files with portfolios, resumes, letters of recommendation, and other job search resources. Employers can browse through student profiles who match their search criteria, and students can likewise connect themselves with employers likely to be in the market for someone with their new skill set. Students can remain active in JobWire beyond graduation for as long as they wish to. This effort was implemented to improve the job placement of the College's graduates, as well as to allow the College a way to stay connected to alumni.

An individual in the Financial Aid office initiated an AmeriCorps program on campus that has grown to be the largest in the state for Campus Corps sites. Students in programs that include

clinical experiences, internships, or significant service learning elements qualify for this program and earn them an education benefit commensurate with the time they work outside the classroom in their fields. Upwards of 60 students are enrolled in the program this year, providing them with excellent service learning opportunities and assistance with paying for their educations.

Also new since 2005 is the provision of office space within Student Central to host an outreach counselor with the Student Assistance Foundation. This individual serves students in the region, but housing her on the campus provides excellent access to her services. She provides entrance and exit loan counseling, information about loan programs, repayment options, consolidation, and recovery from loan default that is invaluable to many students and prospective students.

Student Satisfaction

MSU – Great Falls has also decided to discontinue the Noel-Levitz Student Satisfaction Inventory (SSI) and the College Student Inventory (CSI) and instead is doing the Community College Survey of Student Engagement (CCSSE) and the Survey of Early New Student Engagement (SENSE), and participate in the Community College Faculty Survey of Student Engagement (CCFSSE) for the first time in the spring of 2010. Leadership at the College felt these tools would yield more useful and actionable information for the institution. Spring 2010 will be the second time for the CCSSE on campus, the first time for CCFSSE, and the fall of 2010 will be the second time for using the SENSE. The SSAC identified 15 additional institutional questions they wished to include in the CCSSE, several of which target the advising issues mentioned in our 2007 response to the Commission.

One of the challenges MSU – Great Falls had with the SSI in particular was in getting an adequate sampling of student responses. The CCSSE and SENSE have adequate sampling built into the process and have helped the College ensure a strong sample of student responses. The questions in the CCSSE also get at more elements of students' relationships and experience with various departments and in particular, their faculty advisors. The spring 2008 CCSSE indicated only one element in the area of advisement significantly below the national mean. That area had to do with the frequency of career counseling. With one career counselor on staff, and that function being one of the three major areas of focus for her position, this was not a surprise. However, it is believed more could be done in the area of training for faculty advisors to better help field career advising issues and know what types of more in-depth activities the career counselor could do with students. This training was provided in the 2009 academic year and is being repeated in the current academic year.

Enrollment Changes

As evidenced by the enrollment numbers in Figure 1 and Table 2, MSU – Great Falls continues to experience record enrollment each year. It is important to note the difference in growth between headcount and FTE when looking at student services. It is the individual students served impacting this unit the most. Although a 24% increase in FTE is also a significant change for the whole institution in this time frame. Preliminary figures for academic year 2010 indicate another growth year, possibly larger than any other single year's growth to date.

Figure 1: MSU-GF Enrollment 2005-2009

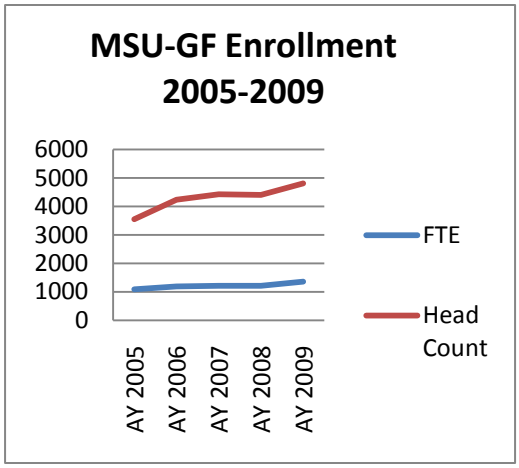


Table 2: FTE and Head Count since AY 2005

MSU-Great Falls	**FTE**	**Head Count**
AY 2005	1092.6	3552
AY 2006	1186.4	4238
AY 2007	1212.97	4434
AY 2008	1212.65	4407
AY 2009	1352.65	4807
Increase AY 05-09	260.05	1255
% Increase AY 05-09	24%	35%
Bozeman COT		
(included in figures above)		
AY 2006	100.8	
AY 2007	142.3	
AY 2008	188.77	
AY 2009	199.2	
Increase AY 06-09	98.4	
% Increase AY 06-09	98%	

Other changes in the enrollment to be noted include the difference between the populations at the Great Falls campus and the Bozeman COT. Because the largest enrollment element at the Bozeman COT is the development coursework provided for Montana State University students, the average age of students there is much lower than on the MSU – Great Falls campus. When these students are added to the total enrollment for the College, the average age drops between one and two full years. Average age at the MSU – Great Falls' campus alone has dropped from 29.5 to 27.72. Other changes in the demographics the College is serving compared to 2005 are shown in Table 3.

Table 3: Demographic Changes from 2005 - 2009

	2005	2009
Average Age	29.5	27.72
Native American	4.99%	5.42%
Male/Female	30%/70%	27%/73%
% in Transfer Degrees	31%	25%

The shifts in some demographic areas are most likely connected to various economic and social changes in this time, but also connect with expanded offerings of degrees in the health sciences and the trades. Courses offered at the College are dominated by the Division of Arts and Sciences' courses in general education areas that support the Division of Health Sciences degrees. These degrees require strong math, writing, and sciences for entry into the programs, but the students seeking true transfer degrees have not grown as proportionately to the student population.

STANDARD FOUR – FACULTY

- *What significant changes have been made in policies affecting the faculty? Have the characteristics of the faculty changed? How have faculty salaries and other benefits been improved? How does the institution conduct a substantive performance evaluation of all faculty?* ***See Standard Four – Faculty and Commission Policy 4.1 – Faculty Evaluation.***

Introduction

MSU – Great Falls is dedicated to employing well-qualified faculty for its educational programs. Faculty members are hired for their expertise in content, professional experience and commitment to postsecondary education. In addition to teaching, full-time faculty assist in student advisement, develop curriculum and instructional programs and participate in shared governance of the College.

Currently, there are 45 full-time faculty members and 76 part-time faculty members in the Academic Divisions of Arts and Sciences, Health Sciences, and Business, Trades, and Technology. The faculty members are active agents supporting the delivery of quality education. They play a key role in institutional governance as is reflected in their newly formed Faculty Senate. Since 2005, 10 faculty members have earned tenure. In total, nineteen of 45 full-time faculty members hold tenure.

Faculty members are creative in their approach to teaching and scholarship and active in campus governance and the community at large. Since 2005, MSU – Great Falls has had eight faculty have been nationally recognized and have or will (this year) travel to the National Institute for Staff and Organizational Development (NISOD) Conference in Austin, Texas to be recognized and receive professional development. This spring, a student success initiative for the biology courses, Anatomy and Physiology Night, was published as one of NISOD's teaching innovation newsletters. And, one 2010 award winner has been selected to present at NISOD.

MSU – Great Falls continues to be challenged in the area of recruitment of well-qualified faculty, due to salary competition from the service sector and business and industry. Healthcare faculty

salaries were supplemented with stipends to aid in retention. There have been no separations from the College due to compensation in the Division of Health Sciences since 2005.

In 2005, MSU – Great Falls reported that although professional development monies are available, the cost of workshops and professional development courses, particularly outside of Montana, often prohibited faculty members from attending national conferences or workshops. That improved due to increased enrollments and a reevaluation of the way the College allocated its professional development monies (as described in Part A of this report). As a result, for example, we were able to send four awarding-winning faculty to the NISOD Conference during the academic year of 2008-2009 and will send four more this year. The College also committed resources to sending three faculty to the American Association of Community Colleges (AACC) conference and will send three more faculty members this year. In the Division of Health Sciences, resources have been provided to cover the cost of the professional licensure recertification for those faculty members. Two Bozeman COT faculty presented at the National Association for Developmental Education (NADE) conference during 2008-2009.

Faculty Policy Revisions

Montana specifies minimum qualifications for two-year faculty but not for four-year faculty. The Montana Board of Regents revision of Policy 730, Minimum Qualifications for Faculty in Two-Year Degree Programs, went into effect May 30, 2008. This change in policy involved adjusting the discipline-specific credential qualifications from 18 to nine (9) credits. The new policy may be viewed in its entirety at http://mus.edu/borpol/bor700/730.htm.

Class 8 Faculty Licensure

The Board of Public Education adopted a mandate for the licensure of college instructors teaching courses that offer dual-credit. According to a September 15, 2008 Board of Public Education press release, "Beginning fall semester 2009, all postsecondary instructors of dual-credit courses will be required to hold an active K-12 teaching license." That licensure is the "Class 8," or dual credit license, and it allows college instructors to teach courses offering high school and college credit simultaneously. Faculty already holding a K-12 teaching license were not required to obtain a Class 8 license. The College assisted unlicensed faculty in the Class 8 licensure process by providing a fingerprinting station and paying the fees for the background check through the Montana Department of Justice and the licensing fee through the Montana Office of Public Instruction. Currently, a total of 79 faculty are licensed to teach dual credit courses for the College. Table 4 shows a breakdown of the College's licensed faculty.

Table 4: Faculty Licensure by Class

Class	# Licensed
Class 1 Professional	19
Class 2 Standard	13
Class 4 Career and Technical	12
Class 8 Dual Credit-Only	35

Faculty Salaries and Benefits and Changes in the Faculty Workload
The Collective Bargaining Agreement between the Montana Board of Regents of Higher Education and the Vocational-Technical Educators of Montana #4610, MEA/MFT, AFT, AFL-CIO (the CBA), designates the guidelines for workload and faculty responsibilities for the fall and spring semesters and the parameters of faculty salaries and salary levels.

In July 2007, through the collective bargaining process, the full-time workload for faculty was reduced from 18 credits per semester to 15-16 credits per semester as the standard full-time workload. During FY07-08, a strong union management group was formed to identify and resolve issues and problems occurring between negotiations. Some of the issues that have been tackled are workload documents for calculating correct workloads for clinic and lab assignments, faculty orientation and advising days, and summer supplemental pay.

Currently, the group is working on summative faculty evaluation process, clarifying faculty expectations and other items affecting faculty. Since the 2005 Self-Study and site visit, salaries for faculty have increased by 3.5% in FY 06, 4% in FY 07, 3% in FY 08; and 4% in FY 09. The employer portion of the insurance has increased from $506/month in 2005 to $ 679/month in 2010, an increase of 34%. A single employee continues to be fully covered by this amount with no out of pocket costs.

The CBA designates a maximum of 162 instructional days in the academic year with additional non-instructional days also required. At MSU – Great Falls, faculty members have been required to work 170 days each academic year, which included:

- Two 16-week semesters, each including one week for final examinations.

- Up to ten faculty orientation and advising (FOA) days each semester, to be used in providing orientation, professional development, and information to faculty and ensuring faculty time to advise students and prepare for instruction.

Effective spring semester 2010, a pilot project to reduce the number of FOA days to two days each semester was implemented. Making this permanent will be contingent upon the work of a committee to revise the faculty evaluation protocol and restructure faculty professional development and student advisement of students who have missed pre-registration to fit into segments during the academic year.

Faculty Performance Evaluations
Faculty performance evaluations were addressed in Part A, Recommendation 5 of this Report.

STANDARD FIVE – LIBRARY AND INFORMATION RESOURCES

- *How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?*

Introduction

The mission of the Weaver Library is to support and enhance instruction and learning in a manner that is consistent with the College's philosophy and evolving programs. The library serves as the major information resource on campus. It contributes to the educational process and assists students in achieving success by maintaining a well-balanced collection of materials in a variety of formats and by providing knowledgeable staff to help patrons with their information needs. The library also exists to foster the broader educational ideals of life-long learning, information literacy, and intellectual freedom.

Since the Self-Study Report of 2005, the library has relocated to a newly constructed space. Details of the new construction are described in Standard 8. The library was renamed the Weaver Library, in honor of a former Dean, William Weaver, in the spring of 2008. An unveiling ceremony and open house reception was hosted in the spring of 2008. This even coincided with the Montana Board of Regents spring meeting.

Library Staffing Issues

In October 2008, the senior Librarian resigned to accept a position at Montana State University-Bozeman. The College conducted a search to re-hire the position; however, the recommended candidate refused the offer of hire. Immediately following the first failed search, the assistance of the Montana State University-Bozeman Dean of Libraries was enlisted to re-draft the job description. The position was re-named and re-advertised. Unfortunately, the second search failed when the candidate declined the College's offer of employment.

The hiring committee decided to re-evaluate the applicant pool and identified two candidates for interview. One of those candidates was recommended to the Dean and accepted the position. Consequently, the new Director of the Weaver Library is slated to start on June 1, 2010. It is an understatement to say that it has been a difficult situation without a Director in the Library for nearly two full years. Obviously, that has had and continues to have an effect on the campus.

To manage in the interim without a Director, the Associate Dean/CAO worked closely with the library technicians to keep the basic functions of the library going. That process began immediately after the second failed search and continues to this writing. The College contracted a librarian at Montana State University-Bozeman to help with collection development, since this was not something that either the Associate Dean/CAO or the library technicians could do effectively. A retired librarian who had worked for us in the past was also rehired. That individual's role was to assist with education, to implement collection development strategies in conjunction with the Montana State University-Bozeman librarian, and to work with faculty in cases where new programs were being started and resources allocated for that start-up. This individual retired completely in December 2009, so another library technician was hired to serve patrons and help with basic library functions. The collection development efforts continue; however, with the realization that there will be some catching up to do once the new Director arrives.

As of this writing, a transition plan is in place for the new Director to work on a part-time basis in order to collaborate with library and campus staff from a distance. This plan involves participation in regular library staff meetings, individual correspondence and phone calls with the library staff, monthly meetings with the Associate Dean/CAO, participation in Division Directors meetings, creation of an interactive online educational forum for faculty and staff, consultations in cases of new program development, creation of a collection development strategy to get the library caught up, and monthly meetings with all the libraries in the Montana State University-Bozeman. The strategy is that the new Director will be ready to assume her new role on June 1.

The Library's Vision for the Future

Once the new Director is in place, the library anticipates expansion in a number of areas. As mentioned, the collections will be brought up to date. There will be a focus on expanding education services to students and faculty. It is envisioned that one of our library technicians working toward a MLS will eventually step into a librarian position so two librarians will be on staff. The library will focus on expanding virtual services in conjunction with our e-learning offerings.

The library's connection to the Montana University System's library system through the Dean of Libraries at Montana State University will be strengthened. Further, re-establishing cooperative agreements with the Montana State University library partners will be a huge benefit to the College's students. The Montana State University team has been fabulous as they helped MSU – Great Falls and the Weaver Library through this interim time. And, it seems appropriate to mention their help and advice in this report.

The Weaver Library looks forward to formally exploring collaboration through a cooperative agreement with the Benefis Healthcare Library, who recently lost their librarian. The new Director will be able to explore opportunities assist and expand services for those patrons if possible. This will be a novel and productive collaboration for the healthcare students.

STANDARD SIX – GOVERNANCE AND ADMINISTRATION

- *Explain significant changes in the governing board, leadership, and management of the institution. See Standard 6.B – Governing Board and Standard 6.C-Leadership and Management.*

Introduction

As outlined in the 2005 Self-Study Report, the Montana University System is comprised of eight independently accredited institutions. These include two "flagship" research universities, four regional universities, and two autonomous colleges of technology. The Montana University System is governed by a seven member Montana Board of Regents of Higher Education that is supported administratively through the Office of the Commissioner of Higher Education (OCHE).

In 1994, the Board of Regents voted to restructure the Montana University System in order to create a dual university system with multiple campuses affiliated with one of the two flagship campuses. The two university systems are substructures of the Montana University System and

consist of the University of Montana System (one research university as flagship, two smaller universities, and one autonomous college of technology) and the Montana State University System. The Montana State University System is comprised of its lead institution, Montana State University (also the state's Land Grant institution), two smaller universities in Havre and Billings, and one autonomous college of technology, MSU-Great Falls College of Technology.

Changes in Leadership and Management of the Institution

Chief Executive Officer

The Dean/CEO of MSU-Great Falls is evaluated by the President of Montana State University, who presents an evaluation annually to the Montana Board of Regents. In June 2008, Dr. Mary Sheehy-Moe resigned from the position of Dean/CEO of the College to assume the position of Deputy Commissioner of Two-Year Education in the Office of the Commissioner of Higher Education. Montana State University President Geoff Gamble appointed Joe Schaffer to a one-year term as Interim Dean/CEO. Schaffer had previously served in the capacity of Associate Dean, Assistant Dean, and Director of Outreach for the College. In June 2009, President Gamble formally appointed Schaffer as Dean/CEO of the College. He was not formally evaluated by President Gamble who is retired at the end of 2009. Incoming Montana State University President, Dr. Waded Cruzado, assumed the evaluator role over the Dean/CEO of the College in 2010.

Board of Regents' Review and Approval

There have been no changes in the policies or procedures of the Board of Regent's review and approval of institutional mission, programs and/or substantive changes. Two items are worth noting in this report, however. First, in response to institutional evolution and in preparation for the Commission's new accreditation standards, the College engaged in a mission review process in early 2009. This process was incorporated into the College's strategic and annual planning, budget, and analysis process. The outcome included updated mission, vision and value statements, as well as formal adoption of the College's core themes. The Montana Board of Regent's unanimously approved these changes at the May 2009 meeting. The mission, vision and value process and product are further explained in the section of this report pertaining to Standard One (Appendix D).

The second item worth noting under this area pertains to Montana Board of Regents' review of all missions within the Montana University System. With the concept of alleviating mission overlap, duplication and unnecessary competition in the Montana University System, the Chairman of the Board, with support from all members requested all institutions under its governance engage in a comprehensive mission review during the 2009 and 2010 academic years. As of this writing, the Board has begun this process focusing only on the two flagship universities. It is anticipated the next phases will focus on the smaller universities and two-year colleges.

Administrators: Responsibility and Conduct

Administrators of MSU – Great Falls are held to the highest standards of conduct. Their duties and responsibilities are outlined in position descriptions maintained in the Human Resources

offices. The College's Ethics Policy and Conflict of Interest statements reflect language that specifically recognizes employees with executive or administrative responsibilities have "a duty of loyalty and fidelity in carrying out their responsibilities."

The College has made some substantive changes in the administrative organizational structure since the 2005 Self Study. The Commission's findings of the Self-Study, further supported by an independent consultant's review, suggested the administrative structure for managing the College was problematically lean. Since that time, the College has split the responsibilities of academic affairs and student affairs, initially with co-Chief Academic Officers (one responsible for applied programming and the other with general education) and now has the former aligned with the Associate Dean of Academic Affairs/Chief Academic Officer and latter with an Assistant Dean of Student Services/Chief Student Affairs Officer. To accommodate for this change and for growth in its academic divisions, the College placed three full-time administrators as the Directors of the Divisions of Arts and Sciences, Business, Trades, and Technology, and Health Sciences. The most current organizational chart of the College is included as Appendix G.

Finally, a memorandum submitted to the Commissioner of Higher Education describing the College's reorganization activities is included as Appendix H.

Qualifications and Evaluation

The College's executive and other key administrators hold the appropriate qualifications for their respective position.

All members of the Dean's Cabinet are evaluated annually by the Dean/CEO according to the College's professional staff evaluation protocol. The Division Directors are evaluated according to the same protocol but by the Associate Dean/CAO. Based on consistent feedback from the campus community, the College is in the process of developing and implementing a 360 degree evaluation tool and process to be incorporated into the Dean's Cabinet evaluations for the current year.

Institutional Advancement Activities

Institutional advancement activities at MSU – Great Falls focus primarily on scholarship growth, with the aim of fostering greater access to higher education for those students who demonstrate academic merit and financial need. Since 2005, the total annual disbursement of privately supported scholarships has increased 60.7% from $48,170 in FY05, to $77,439.04 in FY09. These privately supported scholarships are those funded by individuals, businesses, and other non-profit organizations.

Scholarship growth also has focused upon advancing the College's core themes of workforce development and academic transfer. Through coordination with local businesses, scholarships have been established offering tuition and fee awards along with the contractual promise of employment upon graduation. As a result, students have received much needed financial support through scholarships, and area employers have been able to answer workforce needs.

With relatively little private giving history at the College, and few consistent donors, it became evident in 2007 the College needed a fundraising group to help network the institution's development efforts with prospective donors. Initially, this entity took the name the Development Steering Committee and consisted of five people. In 2009, it was decided this group needed to grow its ranks and become more of a formal part of the College's structure. Currently, this group is growing to approximately 15 people who will be appointed by the Dean/CEO and the group will be renamed a Board, formally recognized by the College.

Upcoming Development activities will include continued fundraising for student scholarships through the establishment of an annual campaign. The College will also be raising funds for the establishment and construction of a Child Development Center on campus to provide for the needs of many student-parents.

Decision-Making and Communication

The process for institutional decision-making occurs in a timely manner through participation in a shared governance model. College committees charged with decision making responsibilities have appropriate representation from all campus constituency groups. Table 5 summarizes the various decision-making groups on campus. Please note some of these have changed since the 2005 Self-Study. Groups have formal communication processes and expectations, as well as individual member expectations for communicating with their representative constituencies.

Table 5: Decision Making Groups

Group	Meets	Focus
Dean's Cabinet	Weekly	Led by the Dean, campus executives discuss and act on operational issues such as: personnel issues; final approval for new or modified campus policies; ratification of annual budget, strategic and annual plans; and other time-sensitive issues relating to the overall campus operations.
College Planning, Budget & Analysis Committee (CPBAC)	Monthly/ As Needed	Chaired by the Dean, serves as the shared governance group for the College. Representatives from all constituencies: decide on the allocation of new resources; set the annual budget; develop the College's strategic and annual plans; assess institutional effectiveness; decide on major changes to the organizational structure; and, as necessary, evaluates the mission, vision and values of the College.
Curriculum Committee	Biweekly	Chaired by the chair of the Academic Senate, and staffed by the Associate Dean/CAO's office, it is the faculty-led decision-making body on curriculum and academic programs, policies and procedures.
Faculty Senate	Biweekly	This group was formally organized and its charter signed in December 2008. It oversees and coordinates all faculty-led committees on campus, and functions as a group providing a unified faculty voice in decisions directly impacting faculty.

Division/Department Meetings	Varies	Led by its division head, faculty and staff in each division discuss ongoing operations and needs for the unit. Divisions with distinct internal departments also may hold department meetings as needed to address the ongoing needs of the specific department.
Associated Students	Weekly	As the student government on campus, its voice impacts decisions on student policies and it leaders act as liaisons for students with administration and faculty. Members serve on College committees that decide on the allocation of student fees.
College Committees	Varies	Led by a committee chair, each group makes decisions and/or advances recommendations based on the committee's focus area.
Advisory Committees	Biannual	Industry/professional representatives, former students and/or subject matter experts serve the College through advising professional and technical programs' faculty on current industry standards and future workforce needs. Program advisory committee policy was created in September 2009. The new policy more formally outlines board's roles in developing and advising on changes to academic programs and curricula.
Dean's Advisory Council	Quarterly	The DAC is comprised of a group of people who are vitally interested in the future of the College. This group of advisors helps develop strategies and resources to strengthen the College within the context of its mission and reflective of the needs of the community. The DAC advises the Dean on strategic issues and opportunities facing the College.
Foundation Board	Monthly (at this time)	MSU – Great Falls believes community driven philanthropy can hold the promise of advancing the College and its mission. The MSU – Great Falls Foundation and Foundation Board is established to increase private giving in support of the College.

Institutional Research

With a shift to data-driven performance management, continuous quality improvement and the implementation of the College's Core Indicators of Institutional Effectiveness, the need for an office of institutional research has become paramount to the College's success. This need has been recognized and championed by faculty, administrators, staff, and students alike. However, no formal office has been formed primarily as a result of limited fiscal resources. Until that time, institutional research at the macro-level will continue to be performed centered on the 14 Core Indicators and will be staffed by the analysis sub-committee of the CPBAC. Divisions and departments, or at times special ad-hoc workgroups, undertake institutional research at a micro-level for performance management or phenomenological inquiry at the unit level.

The Dean continues to assume the responsibility for guiding the processes of institutional research but retains the shared governance function through the CPBAC. While it is recognized no one individual has a complete portfolio of expertise in institutional research, collectively members of the CPBAC through their academic preparation have necessary knowledge, skills and abilities to serve the College in this capacity. In addition, MSU – Great Falls has received support for institutional research activities through the Institutional Research Team at Montana State University as well as the Office of the Commissioner of Higher Education. The Dean has recently researched and his office has invested in business intelligence and data visualization software and consulting services to help facilitate institutional research at the College.

Administrative and Staff Appointments

Since the 2005 Self-Study, there have been no substantive changes to the policies, procedures, or criteria for administrative and staff appointment, evaluation, retention, promotion, and/or termination. It is worth noting however, with the addition of a formal Human Resources office and the hire of the Executive Director for Human Resources in 2005, administrative evaluation protocols, the Employee Handbook, other personnel policies have been reviewed, improved and made available to the campus community in both web-based and print formats.

Administrative and Staff Salary

The ability to recruit and retain qualified administrators and staff is one of the major barriers to sustaining MSU – Great Falls as a successful enterprise. The College has been fortunate to have a strong administrative staff, many of which have been developed and hired from within. However, competitive salaries for all levels of employee classification continue to make recruitment and retention a challenge. For example, the College has conducted two unsuccessful searches for the position of Director of the Weaver Library. While salary was not the only factor in the failure of these searches, it was a significant one in the decision for all three candidates to turn this position down.

The current fiscal crisis being felt across the nation has impacted salaries in Montana and for the College. The Montana University System is in the first year of a biennial pay freeze for all administrative positions and increases in pay in the next biennium is unlikely.

Governance and Administration: The Future

Although it is called a “college of technology”, the College offers the comprehensive community college mission through an open-access admissions policy, a comprehensive educational program, a focus on teaching and learning, and a philosophy of student-centeredness. In alignment with the Commission’s new accreditation model, the College embodies the core themes of:

- Workforce Development: Through applied programming our students successfully attain a credential leading to life sustaining careers;
- Transfer Preparation: Our students complete transfer programming and successfully transfer toward a four-year degree;

- Academic Preparation: We prepare individuals for success in college coursework through developmental (remedial) education and adult basic education; and
- Community Development: As the community's college, we support social and economic development through outreach, lifelong learning, and active partnership.

The College is committed to continuing its iterative journey toward the creation of a culture of evidence, supported by our revised mission statement, strategic plan, and commitment to shared governance and transparency.

STANDARD SEVEN – FINANCE

- *What significant changes have been made in the financial structure and condition of the institution (budgetary increase and/or decreases, operating surpluses or deficits, plans for the future?*

Introduction

As cited in the 2005 Self-Study Report, MSU-Great Falls strives to maintain fiscal stability through sound financial practices, which incorporate generally accepted accounting principles issued by the Governmental Accounting Standards Board (GASB). The College adheres to guidelines established by the Montana Board of Regents of Higher Education and to legislative authority. As is true of many other states, Montana is faced with shrinking resources; therefore, higher education often faces the challenge of spreading limited resources across multiple institutions, while still meeting ever-increasing demands from both the community and the Montana University System.

The goal of the fiscal office is to ensure financial resources are provided and utilized effectively toward accomplishment of the College's mission, strategic plan and strategic priorities, departmental missions and the objectives of each program while maintaining fiscal stability. The fiscal administration is directed by the Associate Dean for Administration and Finance who reports directly to the Dean and is a member of the Dean's Cabinet and the CPBAC.

Changes in Financial Structure and Condition of the Institution

Since the 2005 Self-Study Report, the funding model from the state of Montana has changed. The Montana University System is no longer funded on an FTE basis. Rather, the state has moved to a modified-base model for the current biennium. This new model no longer recognizes enrollment as a factor in appropriating state dollars. Currently, the Montana University System is in a period of fluctuation, as the Montana Board of Regents is working toward a performance-based funding model for the Montana University System. Because of the implementation of the CPBAC and movement to establish a culture of evidence, the College is situated nicely for that change.

MSU – Great Falls has minimal debt. In 2006, land was purchased for future expansion at a cost of $300,000. As of June 30, 2009, the outstanding balance on the loan amounted to $26,799. The loan will be fully repaid by February 15, 2011. During the construction and remodeling of the campus (to be described in greater detail in Standard Eight), the College entered into the State

Building Energy Conservation Program administered through the State Department of Environmental Quality (DEQ). The DEQ fronted $800,080 to help with energy savings investments. The Heating, Ventilation, and Air Conditioning (HVAC) system was upgraded. In addition, motion-sensing lights were installed and all lighting ballasts were upgraded. Based on the estimated annual energy savings, the College is assisting the DEQ with the repayment of the bond issued for this project by paying them over $80,000 per year for fifteen years.

Finance: What Lies Ahead

Going into Fiscal Year 2010, the College worked over the course of a six month period to create efficiencies to help right size our institution, as well as create funds to allow for new and creative initiatives originating from the divisions. This was accomplished by cutting approximately $484,000 from the budget. As outlined in previous standards, some general reorganization of the divisions was done. There were nine positions non-renewed, not replaced, or filled by employees moving to other vacant positions. Additionally, , at this writing, the College is in the process of closing the Design Drafting program on the Great Falls campus and moving it to the Bozeman COT campus. Some positions were partially moved to designated funds. And, finally, the College reduced the operation hours for a small savings.

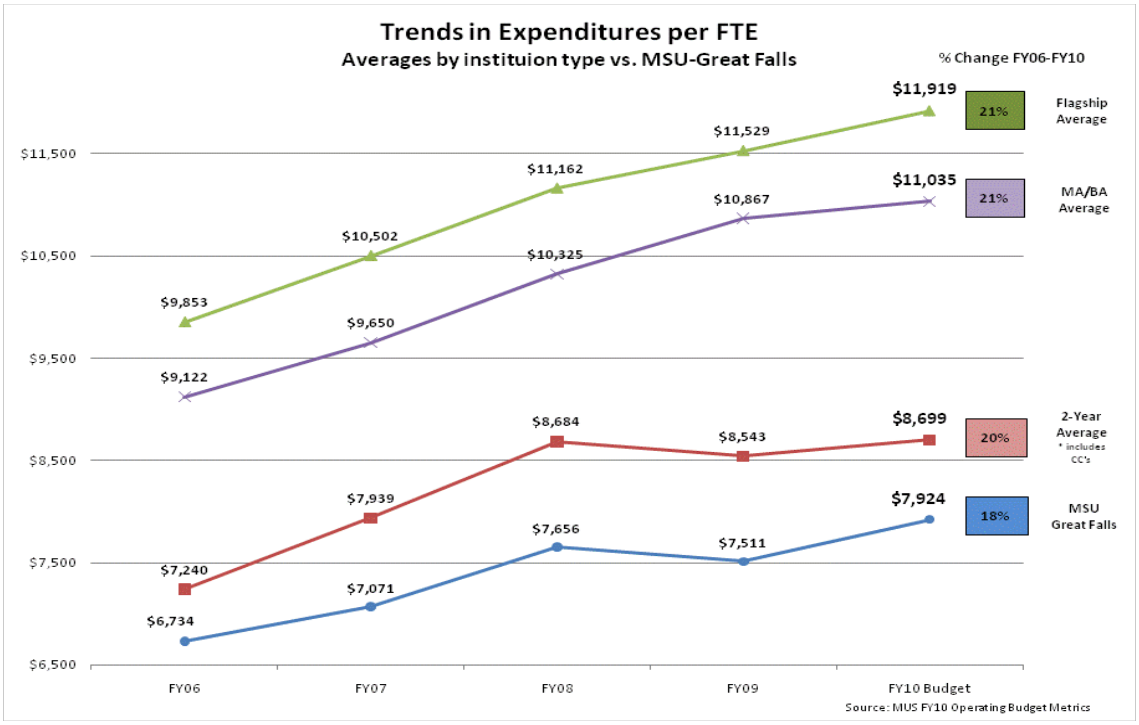
Looking into fiscal year 2011 the College currently expects to be faced with a budget cut of about 2.5% of state appropriated funds (about $249,000). During the 2012-13 biennium, Federal Stimulus funds, which the legislature used to backfill the appropriation, will no longer be available. The state of Montana does not anticipate being in a position to replace those funds with state dollars. The impact on the budget is estimated to be $489,000 for the 2012-13 biennium. The campus leadership, through the CPBAC, is currently investigating efficiencies in preparation for these cuts.

Budgetary Changes

As mentioned previously, the College recognizes the current and likely future constraints the Montana University System will face regarding state support for higher education. However, as one of the fastest growing institutions in the Montana University System (80.4% change in FTE enrollment since 1999), the limitations of state support are constricting the ability for the College to continue to respond to community and student demand.

Over the past decade, MSU – Great Falls has grown considerably in FTE enrollment. Located in the fifth most populated county in Montana, the current enrollment is but a small portion of the potential enrollment the College could likely witness before reaching an expected level of participation from county residents. Yet, the College, with the other stand-alone College of Technology in Helena, currently spends the least on its students. Figure 2 illustrates a historical trend of expenditures per student FTE for the College as compared to the averages of institution types in the Montana University System. Expanding the number of students served without accompanying increases in funding will be near impossible.

Figure 2: Trends in Expenditures per FTE



Currently, there is a movement in the state to increase the tuition and fees differential between the flagship universities (Montana State University and the University of Montana) and the public two-year colleges. As a state, the two-year tuition as a proportion of flagship tuition is higher than peer states. While MSU – Great Falls supports this agenda, without accompanying state resources to accommodate for enrollment growth, tuition will no longer be enough to sustain the level of expenditures of educating the additional students.

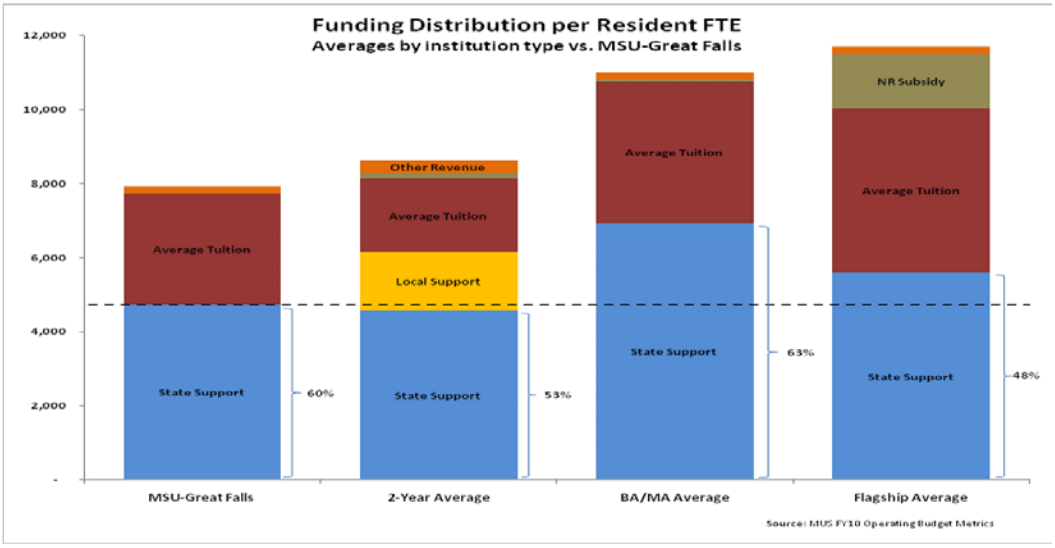
Theoretically, when new students are spread across existing capacity, the overall impact on expenditures is manageable. However, at MSU – Great Falls two things need to be considered when using this argument. First, the College's enrollment growth has filled its capacity. In the past, the College has had capacity in the transfer program areas (AA and AS degrees), but as transfer program participation has become a strategic priority for the College this capacity has filled. For fall 2009, the Division of Arts and Sciences is at 86% capacity.

Second, the College's high level of limited-space technical programming (e.g. most healthcare programs) is already at maximum capacity, and the nature of their design does not allow for simple expansion of student slots. For fall 2009, the Division of Health Sciences is also near 86% capacity and limited-entry programs are above 95%. For example, the College currently has 193 students in pre-nursing vying for 20 slots.

Finally, with only 40% of the cost per student FTE being generated through tuition and fees, adding additional students without accompanying increases in state support will not be sustainable. Figure 3 illustrates the current mix of tuition/state funding per resident FTE for the College as compared to averages of other institution types in the Montana University System. Even at 60% state funding per FTE, the actual dollar amount that equates to is considerably lower

than the state funding per FTE of the regional BA/MA institutions and the Research/Doctoral institutions. When community college local tax revenues are included in the proportion of state funding, MSU - Great Falls drops below even the two-year average for state funding per resident FTE. The College simply cannot continue to create or expand programs (increase capacity) through tuition and fees alone.

Figure 3: Funding Distribution per Resident FTE



Future Decisions

The College recognizes the complexity of funding a comprehensive system of higher education. While there is no realistic 'quick-fix' to this issue, it is something that must be discussed within the Montana State University family of campuses, as well as at the system level. Ultimately, the College hopes a sustainable model for the allocation of state funds will be created and implemented by the Regents to recognize the needs of growing campuses, allow for stability on campuses with vacillating enrollment but large infrastructural needs, and target funding encouraging desired outcomes.

The College is currently investigating the creation of its own local foundation and investment board. This is in the early stages of inquiry.

STANDARD EIGHT – PHYSICAL FACILITIES

- *What changes have been made in the physical plant (new building, demolition/remodeling of old ones?*

Introduction

As a brief review of the 2005 Self Study Report, an overview of the basic physical resources will be presented. Since the College has experienced significant growth and physical expansion since the Self Study Report, a detailed accounting of the many exciting developments will then be presented. Finally, an exploration of future directions to be taken by the College will be explored.

The MSU-Great Falls campus is located on twenty-three acres of land in a quiet residential area on the south side of the city of Great Falls. The campus is neighbored by the University of Great Falls, a private Catholic university, and the McLaughlin Research Center, home to Nobel Prize winning genetic researchers. The main campus building is home to two distinct academic institutions: MSU-Great Falls and a branch of Montana State University – Northern. The Montana State University College of Nursing has moved its operations to the west campus of Benefis Healthcare and no longer holds classes at the College. In 2008, new construction was completed and some extensive remodeling to be discussed under "Changes to the Physical Resources."

As cited in the Self Study of 2005, the College's main building of 143,000 square feet has been in existence since 1976 with an additional 6,373 square feet added for the Business and Technology wing in 1999. The Bozeman COT opened in 1997 to meet the needs for two-year education the Gallatin Valley area, centrally located in Bozeman, Montana. The Bozeman COT has expanded into offices located in Culbertson Hall on the Montana State University Campus and occupies approximately 1200 square feet of space there. That space houses administrative offices, as well as a computer lab/tutoring center and a centrally located conference space. Additionally, the Bozeman COT utilizes classroom space on the Bozeman High School campus, as well as uses classrooms on the Montana State University campus.

Changes to the Physical Resources

The College's physical plant is under the supervision of the CFO. In 2008, the College hired a Building Supervisor who reports directly to the CFO. Since the Self-Study Report of 2005, a plethora of changes to the physical resources of the College have occurred.

Campus Remodels and Upgrades

In 2007-2008, the campus went through an extensive remodel and upgraded in several key areas.

<u>Remodels</u>

- **Campus Bookstore (3,650 square feet)**
  The existing space was gutted to the walls and new interior walls were constructed. Areas include storage and package delivery, a coffee bar, and extra check out areas. New flooring was added along with new wall textures, storage cabinets and energy efficient lighting. The bookstore was renamed the COTtage Bookstore.

- **Old Library/New College Relations and Division of Extended Learning (2,600 square feet)**
  The existing space that formerly housed the College's library was gutted to the walls and new interior walls were constructed. This new space now includes room for the College Relations Department and the Outreach component of the Division of Extended Learning. The new space includes six offices for the aforementioned functions; a large state-of-the-art conference room; two new class rooms; a multi-purpose room; and various work stations and small storage areas.

- **Public Radio Station (220 square feet)**
  Great Falls' public radio station, KGPR radio, was moved from its former location to provide better access to the building from the south parking lot. This newly reorganized space consists of an office area and a studio.

- **Old classrooms/ New Student Central (7,067 square feet)**
  The new Student Central emerged from a remodel that removed existing classrooms and two small faculty offices. The space was totally gutted and new offices and a central service area were constructed around a concentrated one-stop student assistance hub that handles all student needs including Financial Aid, Admissions, Student Records, Student Accounts, Student Assistance Foundation, and other student services.

- **Heritage Hall (2,670 square feet)**
  Heritage Hall was remodeled with newer technology and architecture. Heritage Hall was identified as the College's primary location to hold large campus events, community meetings, and other such activities. In recognition of its extensive use, the Hall was redesigned to have a more modern feel to it. A public address system has been installed, and it can handle both wired and wireless microphones for presenters. A separate microphone system was also installed to handle a large panel discussion with up to fifteen microphones at one time. For audio/visual enhancements, a one-to-five projection system was installed so both computer presentations and video from a single source could be viewed. The four-presentation devices in each corner of the room can also act independently of each other with separate hookups to allow for more diversity such as a vendor fair or other booth-type activity. The area can accommodate break-out exercises during conferences. Additionally, the room's ceiling was lowered with speakers, sound absorbing materials to enhance audio acoustics, and a variety of other aesthetic improvements to enhance the room as a key part of the College for the campus community, as well as the local community's use.

- **Instructional Technology Offices**
  The Instructional Technology (IT) offices were relocated to a larger area within the building and an additional room in close proximity to the offices was remodeled to accommodate a server room cooling unit. The IT room cooling unit is self-contained. The unit consists of an indoor fan unit, water cooled condenser, dry cooler and controls and is monitored by FICO through their building monitoring system.

<u>Upgrades</u>
The following upgrades occurred in concert with the remodeling projects during 2007 and 2008:

- Boilers/HVAC

During the remodeling project, various new and upgraded systems were installed throughout the entire building. Those systems included but are not limited to:

- Water-Tube boilers (5)
- Air handling units
- Domestic water boilers
- Hot water recirculation pumps
- Chillers
- Chilled water pumps
- Laboratory air system
- Air/water balance
- Variable air volume boxes (dual duct in Trades Building)
- Fan terminal units
- Under floor fan terminal units
- Hydronic radiant panels
- Radiant heaters
- Exhaust fans
- Variable Frequency drives
- Building automation system (FICO)
- Emergency lighting system
- Make up air unit (Trades Building)
- Roof top unit (Trades Building)
- Locks and Locksets

The locksets for every door inside and outside the building were replaced and new sets installed. The new sets were equipped with new keysets for each lock. Every classroom and office currently has the option of being locked from the inside, which has helped with our Emergency Preparedness Program to assist with building lockdowns and overall safety and security. Telephones were also installed in every classroom on campus as a part of this security upgrade. Last fall, a simulated shooting took place, which involved the city, county, and Malmstrom Air Force Base. This helped identify areas needing to be strengthened.

- **Additional Parking Areas**

Additional parking was added in the north parking lot during the remodeling and new construction projects. This phase of the project included new concrete sidewalks, curb and gutter, and asphalt with an additional one hundred paint marked parking slots for the students. Other asphalted areas were added near and around the Skilled Trades Building with some parking for faculty and staff. The rest of the area is currently being used for access for delivers of building supplies and lumber and steel for the trades programs

<u>New Construction</u>

There have been some major new construction projects at the College since our 2005 Self Study report submission. A listing and overview of new construction on the campus since that time follows:

- **Skilled Trades Building (12,390 square feet)**

In 2008, the College completed the Skilled Trades Building. The Skilled Trades building is separate from the main campus building and is 12,390 square feet. It incorporates three bays, three classrooms, faculty office space, restrooms, and a common area. One bay is currently empty. The other two bays accommodate the carpentry and welding programs. In the near future, the empty bay will house the new Sustainable Energy Technology program.

- **Weaver Library/Distance Education (12,845 square feet)**

The Weaver library and Distance Education Office are attached. In the Weaver Library, a student computer lab houses thirty computer work stations. A new area for the "stacks" was created for books and reference materials. There are two private offices, as well as four workstations for student workers and library technicians. The Weaver Library also has three quiet study rooms and a spacious common open study area, as well as several study carols.

In the Distance Education Office, there are two private offices, a centralized workspace, a utility workroom, and a large seminar room. It is right across the Atrium from Student Central, a common location that allows for easy student access.

The flooring system of the new attached areas consists of an elevated subfloor with all HVAC, electrical, and computer cables in the plenum the floor. The area also has energy efficient lighting installed throughout.

- **Science Wing (12,870 square feet)**

The new Science Wing is constructed on the second floor of the addition above the Weaver Library. The area consists of nine faculty offices, two student study areas, a state-of-the-art Chemistry Lab, Microbiology Lab, Biology/Anatomy and Physiology Lab, and Physical Therapy Lab. There is also a large interconnected preparation area behind the labs. This is where the students work on their class projects. All the science labs have state-of-the art lab and safety equipment installed for student, faculty, and staff use.

- **Atrium (48,755 square feet)**

The Atrium is the College's new showcase entrance to the new addition. Access to the main campus building can be accomplished by entering into the Atrium. Areas accessible from the Atrium include the Weaver Library, the new science Wing, Distance Learning, Student Central, the future Simulated Hospital/Healthcare Facility (via the elevator and future stairs) and the existing main campus building through new corridors installed and constructed during the 2007-2008 project.

- **Heritage Hall Breakout Area (2,260 square feet)**

The new Breakout Area is attached to Heritage Hall and is used for overflow from activities in Heritage Hall. It is also used as an area for serving breakfast, lunches, or catering activities since it is also accessible to the College's existing cafeteria.

Future Changes and Additions

- **Simulated Hospital/Healthcare Facility (2010-15,590 square feet)**

The MSU – Great Falls Simulated Hospital/Health Care Facility (Simulated Hospital) will be a teaching-learning, practical laboratory within the current facility expansion that has already taken place on the MSU – Great Falls campus. The laboratory will be a one-of-a- kind learning environment designed to provide skills and training in a wide range of healthcare fields. Under simulated conditions, student performance of physical assessment and procedural skills, as well as their demonstration of critical reasoning, will facilitate the acquisition of priceless clinical knowledge that will highly benefit them, their prospective practices, and all future patients within their care.

The Simulated Hospital will host a variety of traditional healthcare equipment such as beds, examination tables, and general instrumentation. The facility will offer students and faculty an opportunity to utilize high-tech training devices benefiting the practical, hands-on learning approaches only found in this simulated setting. State-of-the-art, interactive mannequins will be the patient simulators, allowing students to administer advanced life support training.

These simulated patients will be connected to simulation control monitors with touch screen technology, containing advanced software with pre-programmed scenarios of various healthcare situations. Instructors will have the ability to control all aspects of the simulator, thereby providing students with the best in simulated patient care.

Stations to be available in the Simulated Hospital will include:

Emergency Room w/ beds
ICU Room
Radiology w/ dark room facilities
Prep areas
Surgery area
Sterile area
Exam rooms w/ tables
Universal patient area
Classroom instructional area
Ambulance simulation area
Home health area
AV Tech area
Faculty offices
Locker rooms
Laundry facilities
State of the Art interactive simulated people for patient replication.

- **Wind Turbine: A Vision of Sustainability**

The College has been actively researching wind energy development and workforce preparation for the wind energy industry. A study was completed to ascertain the feasibility of erecting a wind turbine on the College campus. In order to address the objectives in the Governor's *20x10 Initiative* (an initiative to increase our efficiency by twenty percent by the year 2010), the College is poised to complete the project by April 30, 2010.

The project will serve three distinct purposes:

1. To serve as an alternative energy demonstration project.
2. To provide an opportunity for education and training.

3. To reduce campus energy consumption and resulting utility expenses.

Furthermore, the College has been concerned with increasing energy consumption and sustainability as a result of the recent campus expansion. Working closely with wind developers and Cascade County, the College recognized the opportunity to respond to both circumstances through a wind energy demonstration project. That project involves the College working with three other partner campuses (Montana State University – Northern in Havre, Montana State University – Billings College of Technology in Billings, and Montana Tech College of Technology in Butte) to develop an Sustainable Energy Technician Certificate of Applied Science and a Wind Technology Associate of Applied Science Program. This is known as the Wind Montana Project.

Modeling its processes after Cascade County's successful implementation of a 50kW wind turbine to power the new county roads and maintenance shop, the College contracted with Western Community Energy (WCE) of Bozeman to conduct a study to test the feasibility of a similar project with the following goals:

1. Serve as a demonstration project in green energy production for public facilities and institutions;
2. Provide a field application site for students in current alternative energy programs, and future students through the planned wind turbine technician program at the College; and
3. Reduce the overall utility costs of the College through green energy generation from wind resources.

The results of the feasibility study suggest this project will accomplish all three goals. Given these findings, the College initiated the process of seeking Board of Regents approval for the project to expend a portion of the institution's plant funds to finance it. The College's initial submission for Board approval occurred in November 2008; however based on feedback from the Commissioner of Higher Education's office, the College was asked to provide additional information and resubmit the item.

- **Child Care Facility**

Currently, there is an effort underway to explore building a new child care facility on the campus. This effort is tied to monies appropriated in conjunction with the new Simulated Hospital. The facility would be financed with monies donated by local businesses and the State of Montana. Any money received from the State of Montana would have to be approved by the State Board of Regents. Architects have done some preliminary plans with very rough construction costs and a quick building layout. The original thought would be to build a facility consisting of approximately 7300 square feet that would include age appropriate suites, laundry area, flexible usage areas, staff and public meeting areas, a multi-purpose area, and a sizable kitchen. The building would be a single level structure with age appropriate fenced outdoor play areas, parking, and child drop-off/pick-up areas with access

from the campus parking lot. At present, the campus continues to work on this effort and we hope to see this new facility come to fruition in the next five years.

STANDARD NINE – INSTITUTIONAL INTEGRITY

- *How does the institution ensure high ethical standards in its treatment of students, faculty and staff?*

As outlined in the 2005 Self-Study Report, the culture of the College reflects a commitment to integrity. This is evidenced in the manner in which employees treat each other and is visible within the internal community, in interactions between students, faculty, and staff. In fact, during the 2005 Full-Scale Evaluation Committee Report, the College received the following commendation:

> *"The Evaluation Committee commends the Montana State University-Great Falls College of Technology for the exemplary leadership of its dean and administration in promoting a positive campus climate, for enhancing the local and regional visibility of the institution and for continuing to promote the institution as a visible, integral, and valued partner in the community it serves."*

Employees at every level of the College respect the professional partners they serve and value the College's reputation in the external community. The College's commitment to ethical standards is seen in its business and financial practice and adherence to state and Federal laws, Montana Board of Regents policy, campus policy, and collective bargaining agreements. The revised mission, vision, and values statement describes in great detail a strong commitment to respect the rights of all: this is seen clearly in its hiring practices provision of quality education, and service within the community.

At MSU-Great Falls, everyone lives the community college experience through an open-access admissions policy, a comprehensive educational program, a focus on teaching and learning, and a philosophy of student-centeredness. MSU – Great Falls is the community's college. A key component of the comprehensive community college mission is to engage actively in community and economic development activities and services. Annually, the College welcomes numerous community, regional, and state organizations to campus for conferences, educational events, and meetings.

The College supports community partners. The campus is home to Great Falls Public Radio, KGPR; the Great Falls extension of Montana State University –Northern; the Great Falls Public Schools' Adult Basic Literacy Education program; an Outreach Office of the Student Assistance Foundation; and the Great Falls Educational Opportunity Center. The College is a primary partner of the Great Falls Public Schools, the City of Great Falls, Great Falls Development Authority, and the Great Falls Area Chamber of Commerce.

Shared Governance and Communication

Since 2005, changes in the Faculty Senate, the Curriculum Committee, and the CPBAC have put transparency and shared governance at the forefront of all of our interactions. As mentioned previously, the CPBAC maintains a website where all meeting minutes and information are posted for the campus community's review. Additionally, minutes from the Dean's Cabinet meetings and the Division Director's meetings are emailed directly to every employee weekly. Both the Faculty Senate and the Curriculum Committee are supported by administrative assistants who help with scheduling, the dissemination of minutes to the campus community, and the organization of meetings. In 2010, the formation of a Staff Senate is expected. There is a strong group of staff interested in the governance of our campus and regularly attend important meetings.

In 2008, the MSU – Great Falls website was completely redesigned. There are weekly campus news bulletins emailed directly to all employees. All campus policies are now accessible and posted on the website for easy access. The same is true for the employee handbooks, student rights and responsibilities, training information, and FERPA information. Training for new employees now includes a section about ethical obligations as professionals and as public employees. Training on FERPA, Academic Freedom, and Discrimination and Sexual Harassment has been held. The Dean maintains a blog and Facebook Page. Both the Dean and Associate Dean hold open office hours.

The College Catalog is completely available on the website. In fact, this coming academic year, the hope is to offer the Catalog only online. This will help to avoid unnecessary printing costs, and most importantly, be a positive thing for the environment. The College is very interested in addressing sustainability issues by being good stewards or our planet's natural resources. The academic integrity and academic appeals processes were updated in the Catalog so that they are synchronous with the new academic structure. The Chief Information Officer has worked hard to post information about the use of campus technology on our new website.

As mentioned previously, regular Labor Management group meetings are held where labor meets with management to resolve issues quickly and stay in touch with morale issues for faculty. The Human Resources office offers a full range of services for all faculty and staff including complaint resolution, discrimination investigation, compensation analysis, benefit assistance, employee and labor relations.

The College has worked diligently this past year to improve employee morale in the wake of right sizing and the natural concerns that grow from impending budget cuts and efficiencies. For example, a recent faculty union morale survey indicated there were concerns about the number of Faculty Orientation and Advising (FOA) days. As a result, a joint committee was formed to examine the number of those days and make recommendations to the Dean regarding their findings.

An Example of Ethics and Values in Action

As outlined in both the Part A and Standard One sections of this report, the College embarked upon a journey to reevaluate the mission, vision, and values as a campus community. After the College completed those revisions, the Dean's Cabinet decided to discuss each value and define what they meant to the executive team and institution. The Cabinet believes in and lives by these values. They are committed to ensuring each individual exhibits these values constantly in our actions and hold the team collectively to the same standards. In doing so, the Cabinet ensures high ethical standards in its treatment of students, faculty, staff, and the team. When considering each value, Cabinet decided what it looked like when they were and were not upholding each value.

This was a powerful exercise, and to this end, a document is being created to help lead Cabinet discussions and decisions. The hope is a similar process will be done with other units of the college, e.g., the Division Directors and Academic Operations, so these values and ethical standards are held in the highest regard in everything the College does. Excerpts from that document follow:

Accountability

We ensure our decisions are data-informed and grounded in the best interest of our students and their communities. To that end, we hold ourselves and each other accountable for our own actions, keep the interest of our students and campus at the forefront, use information to guide our decisions, communicate to create transparency, commit to the consensus of the team, and always be upfront and honest with ourselves and each other.

If we are not accountable it ripples negatively across campus. Therefore we agree to hold each other accountable when:

- *We make decisions and act upon them when they are contrary to the team, undisclosed, guided by emotion, or are in our own self-interest;*
- *We blame others or other causes for our own mistakes, or hold grudges and fail to forgive our teammates when they admit to mistakes.*

Integrity

We value civic responsibility, high academic standards, ethical practices, and the courage to act. First and foremost we make commitments and keep them. Our number one commitment is to the College's mission and those we serve. We do not compromise our ethics or standards in serving those constituents. There is congruence and consistency in our words and actions. We engage in open, honest communication tempered with compassion and civility. Finally, we collectively make decisions that match our intent and have the courage to enact those decisions in a clear and transparent manner.

Our integrity sets the tone of the campus and should engender trust and confidence in all. Therefore we agree hold each other accountable when:

- *Our actions violate our ethical beliefs, do not meet our words or expectations of others, or are done with questionable intent;*
- *We lie or spin communications to meet personal or hidden agendas; or*
- *We fail to support each other in enacting the collective decisions of our team.*

This exercise has helped the executive team to deeply embed the new mission, vision, and values in everyday interactions and practices. As this process expands into other divisions and departments across campus, the College expects to see a strong commitment to and understanding of our basic core – in a way not seen before.

Conclusion

Upon completing this report, it is apparent how much has been accomplished in five years. At the time of the 2005 Self Study and subsequent recommendations, the task of making changes seemed daunting. But now, five years later, those changes have become a way of life for the College. There is still much to do and many more ways to grow, but it is evident that MSU-Great Falls is creating a culture of evidence and improvement that will serve as a strong foundation as the new accreditation standards emerge.

Montana State University Great Falls
Eight Abilities

The faculty and staff of MSU-Great Falls /Bozeman COT have deemed the following abilities to be central to the personal and professional success of all graduates:

Communication: The ability to utilize oral, written and listening skills to effectively interact with others.

Quantitative Reasoning: The ability to understand and apply mathematical concepts and models.

Inquiry and Analysis: The ability to process and apply theoretical and ethical bases of the arts, humanities, natural and social science disciplines.

Aesthetic Engagement: The ability to develop insight into the long and rich record of human creativity through the arts to help individuals place themselves within the world in terms of culture, religion, and society.

Diversity: the ability to understand and articulate the importance and influence of diversity within and among cultures and societies.

Technical Literacy: The ability to use technology and understand its value and purpose in the workplace.

Critical Thinking: The ability to understand thinking that is responsive to and guided by intellectual standards such as relevance, accuracy, precision, clarity, depth, and breadth.

Effective Citizenship: The ability to commit to standards of personal and professional integrity, honesty and fairness.

Modified Spring 2009

Montana State University - Great Falls College of Technology

Core Indicators of Institutional Effectiveness

MSU - Great Falls College of Technology (MSUGF), is committed to the evaluation of institutional effectiveness and the assessment of student learning outcomes. This commitment is reflected through an assortment of activities and processes emanating from the College's mission, vision, values, core themes, and strategic plan.

As we strive to become more performance based in the allocation of resources and create a mission-centric model to document our effectiveness, MSUGF has established a set of measures to guide our processes. These measures, known as core indicators of institutional effectiveness[1], support our everyday operations and assist us as we seek continuous improvement towards mission achievement.

MSUGF's core indicators of institutional effectiveness[2] stem from the Montana Board of Regent's system measures of effectiveness, federal accountability law and policy and the College's core themes and values. The core indicators of institutional effectiveness are summarized and grouped in the following:

Participation
Core Indicator 1: Enrollment Rates
Core Indicator 2: Regional Market Penetration Rates

Student Success
Core Indicator 3: Persistence (Retention)
Core Indicator 4: Graduation Rates
Core Indicator 5: Demonstration of Abilities

Academic Preparation
Core Indicator 6: Success of Remedial Students in Developmental Coursework
Core Indicator 7: Success of Remedial Students in Subsequent and Related Coursework

Workforce Development
Core Indicator 8: Workforce Degree Production
Core Indicator 9: Placement Rates
Core Indicator 10: Licensure and Certification Pass Rates
Core Indicator 11: Employer Satisfaction with Graduates

Transfer Preparation
Core Indicator 12: Transfer Degree Production

[1] A core indicator is "...a regularly produced measure that describes a specified condition or result that is central (or foundational) to the achievement of a college's mission and to meeting the needs and interests of key stakeholders" (Alfred, Shults, and Seybert, 2007, p. 12). Alfred, Shults, and Seybert (2007, p. 23) identified sixteen core indicators of effectiveness for community colleges. If applied comprehensively, these indicators will establish the foundation for a model of institutional effectiveness that will allow us to document our performance. We have adapted those core indicators and they are divided into five components related to our mission: student progress; developmental education; outreach; workforce development; and transfer preparation (Alfred, Shults, & Seybert, 2007, p. 23).

[2] Core Indicators of Institutional Effectiveness are assessed at the institutional level. In addition departments and divisions maintain and assess their effectiveness with unit-level indicators.

2009-2013 Strategic Plan

Through internal and external assessment of institutional effectiveness and emerging community and state needs, Montana State University–Great Falls College of Technology annually reviews and develops its Strategic Plan. College leadership views the Strategic Plan as a fluid document and commits to the continuance or addition of new Strategic Priorities each year. The 2009-2013 Plan identifies three strategic priorities that lay the foundation for the college's operational units to develop and implement departmental and collective goals for the next two biennia. The culmination of united efforts towards these priorities will create a better future for MSU–Great Falls' students, the communities we serve, and the state of Montana.

Vision

In the next decade, MSU–Great Falls will play a leading role in transforming the lives of our students, their communities and the economic prosperity of Montana by responding to learner and community needs through the use of partnerships, innovation, outreach and technology.

Mission

Our Mission is to foster the success of our students and their communities through innovative, flexible learning opportunities for people of all ages, backgrounds, and aspirations resulting in self–fulfillment and competitiveness in an increasingly global society.

Values

Accountability – We ensure our decisions are data-informed and grounded in the best interest of our students and their communities.

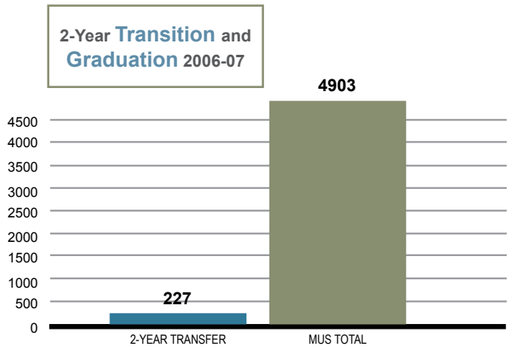
Integrity – We value civic responsibility, high academic standards, ethical practices, and the courage to act.

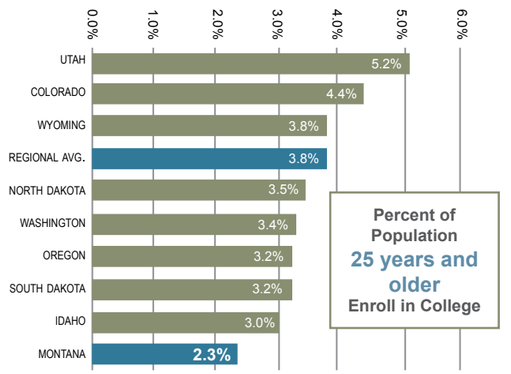
Lifelong Learning – We believe education is a lifelong necessity and commitment; we personify this belief by engaging and reengaging students from all generations in learning opportunities.

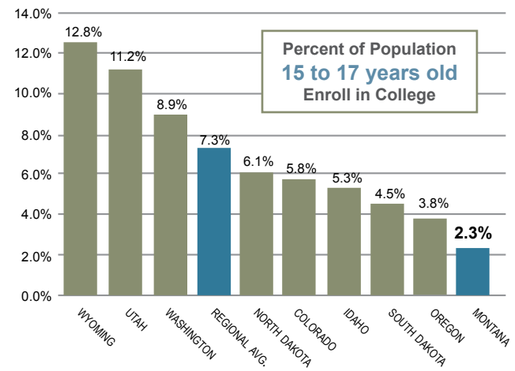
Respect – We value differences and treat others with civility, encouraging open and honest communication.

Responsiveness – We recognize and act upon opportunities to be innovative, flexible, and adaptable to our students' and communities' needs.

Student Success – We are dedicated to student success and achievement; we strive to meet the educational needs of our students and their communities.







Strategic Priority 1

Increase the number of students participating in and completing programs that result in their successful transfer to a Bachelor degree program.

In comparison to other states, Montana's two-year colleges, especially the Colleges of Technology, are being under-utilized by students for transfer to bachelor degree programs. Enrollment in and completion of transfer programs at MSU–Great Falls accounts for roughly 30% of the college's total headcount and graduates compared to 50% nationally. The College has capacity for additional students in transfer program courses; filling this capacity without additional institutional expense will have a positive impact on the college's budget.

Chart Source: IPEDS Fall 2006 estimates, includes Tribal Colleges

Strategic Priority 2

Increase the number of adult students participating in and earning a post-secondary credential.

Montana ranks last in the west and near last in the nation for the number of adults in higher education. With a decreasing number of traditional age students (high school graduates), an increase in adults age 30-40 in Cascade County (and Montana), and a significant increase of adults 55+ through 2017, colleges have the opportunity to recruit more adult students to respond to emerging workforce needs. This is tomorrow's workforce and our citizenry that must be engaged at greater rates in higher education.

Chart Source: NCES, IPEDS Fall Enrollment Survey; U.S. Cendus Bureau

Strategic Priority 3

Increase the number of high school students participating in early college activities leading to college credit.

Montana ranks low regionally and nationally in the number of high school students (age 15-17) enrolled in credit-bearing college activities. The Montana University System currently engages only 55% of recent high school graduates, and there will be fewer of those in the future. We must engage them earlier to get them to (1) enroll in postsecondary education, and (2) consider two-year institutions such as MSUGF as their first choice for college. In addition, early college activities can reduce the cost of higher education and time to degree for students help prepare them for the transition to higher education, and better prepare them to make career choices.

Chart Source: NCES, IPEDS Fall Enrollment Survey; U.S. Cendus Bureau

Montana State University-Great Falls College of Technology
Vision, Mission, Values & Core Themes

Tagline
Changing Lives – Achieving Dreams

Vision
In the next decade, MSU-Great Falls will play a leading role in transforming the lives of our students, their communities and the economic prosperity of Montana by responding to learner and community needs through the use of partnerships, innovation, outreach and technology.

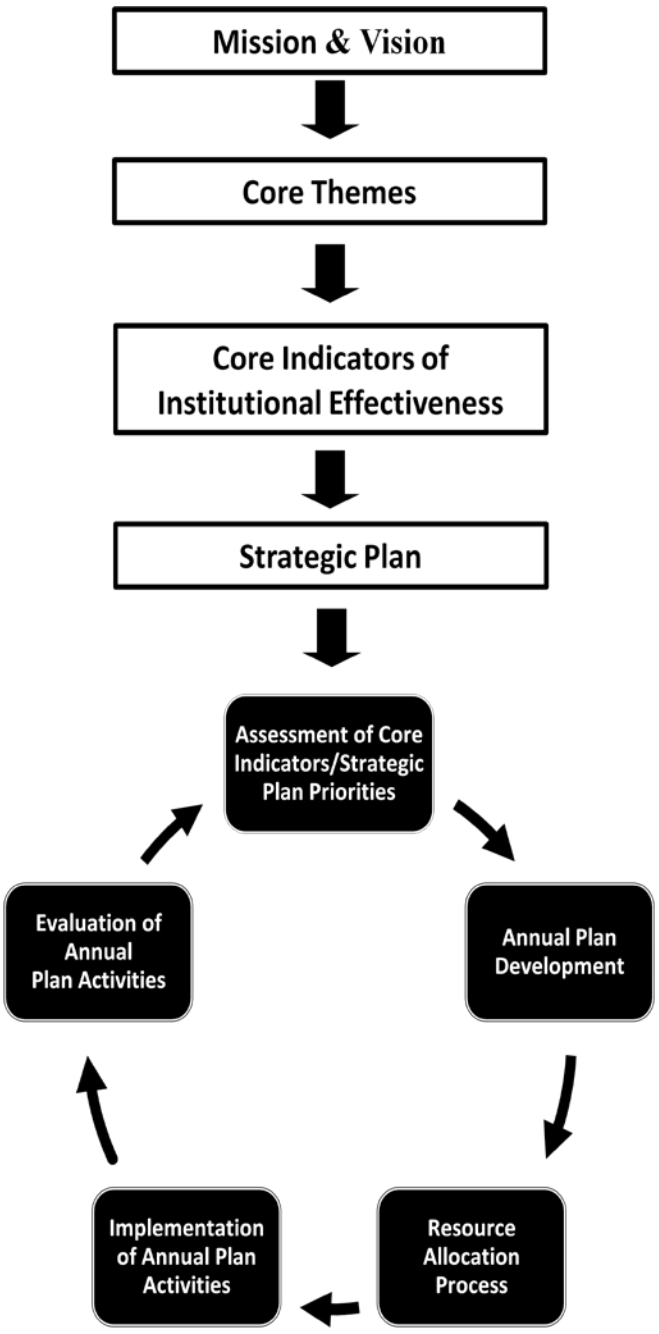
Mission
Our Mission is to foster the success of our students and their communities through innovative, flexible learning opportunities for people of all ages, backgrounds, and aspirations resulting in self-fulfillment and competitiveness in an increasingly global society.

Values
- **Accountability –**We ensure our decisions are data-informed and grounded in the best interest of our students and their communities.
- **Integrity** – We value civic responsibility, high academic standards, ethical practices, and the courage to act.
- **Lifelong Learning** – We believe education is a lifelong necessity and commitment; we personify this belief by engaging and reengaging students from all generations in learning opportunities.
- **Respect** - We value differences and treat others with civility, encouraging open and honest communication.
- **Responsiveness** – We recognize and act upon opportunities to be innovative, flexible, and adaptable to our students' and communities' needs.
- **Student Success** – We are dedicated to student success and achievement; we strive to meet the educational needs of our students and their communities.

Core Themes
At MSU-Great Falls we live the community college experience through an open-access admissions policy, a comprehensive educational program, a focus on teaching and learning, and a philosophy of student-centeredness. We strive to attain our Mission through the core themes and goals of:

1. **Workforce Development:** Through applied programming our students successfully attain a credential leading to life sustaining careers;
2. **Transfer Preparation**: Our students complete transfer programming and successfully transfer toward a four-year degree;
3. **Academic Preparation**: We prepare individuals for success in college coursework through developmental (remedial) education and adult basic education; and
4. **Community Development**: As the community's college, we support social and economic development through outreach, lifelong learning, and active partnership.

Montana State University - Great Falls College of Technology
Continuous Quality Improvement Process



Section V of the MSU-Great Falls Adjuncts Policy—203.2

Evaluation of Teaching

All new adjunct faculty members shall be evaluated during their first semester of teaching for the College. A follow-up evaluation for new adjunct faculty may be conducted in subsequent semesters if deemed necessary by the Director of Adjunct Instruction, Associate Dean/CAO, Dean, Director of Technology Facilitated Learning, or Program Director. After the first evaluation, returning adjunct faculty will be evaluated at least once every two years. Determination of more frequent evaluations for adjunct faculty will be made by the Director of Adjunct Instruction and Associate Dean/CAO after considering input from the Program Director and/ or Director of Technology Facilitated Learning. Adjunct faculty shall provide access to all class activities for the purposes of evaluation or other college purpose. Evaluation consists of a classroom observation, student evaluation, self-assessment, and the submission of a course syllabus.

1. Classroom Observation

The appropriate evaluator will visit a class session of the adjunct faculty member. It is the responsibility of the adjunct faculty member to schedule this observation session by the deadlines provided in the Adjunct Handbook. Unannounced classroom observations may also be conducted by the Director of Adjunct Instruction or designee. The class visit will be documented and discussed with the adjunct faculty member and a copy will be placed in the adjunct file.

2. Student Evaluation

Each term the adjunct faculty member teaches, the adjunct faculty will assure that a student evaluation is completed. During each evaluation period, the tabulated results and written student comments will be reviewed by the department and the Director of Adjunct Instruction, discussed with the adjunct faculty member, and placed in a central file by the Assistant to the Associate Dean. Student evaluation of teaching is mandatory and must be completed every semester.

3. Self-Assessment

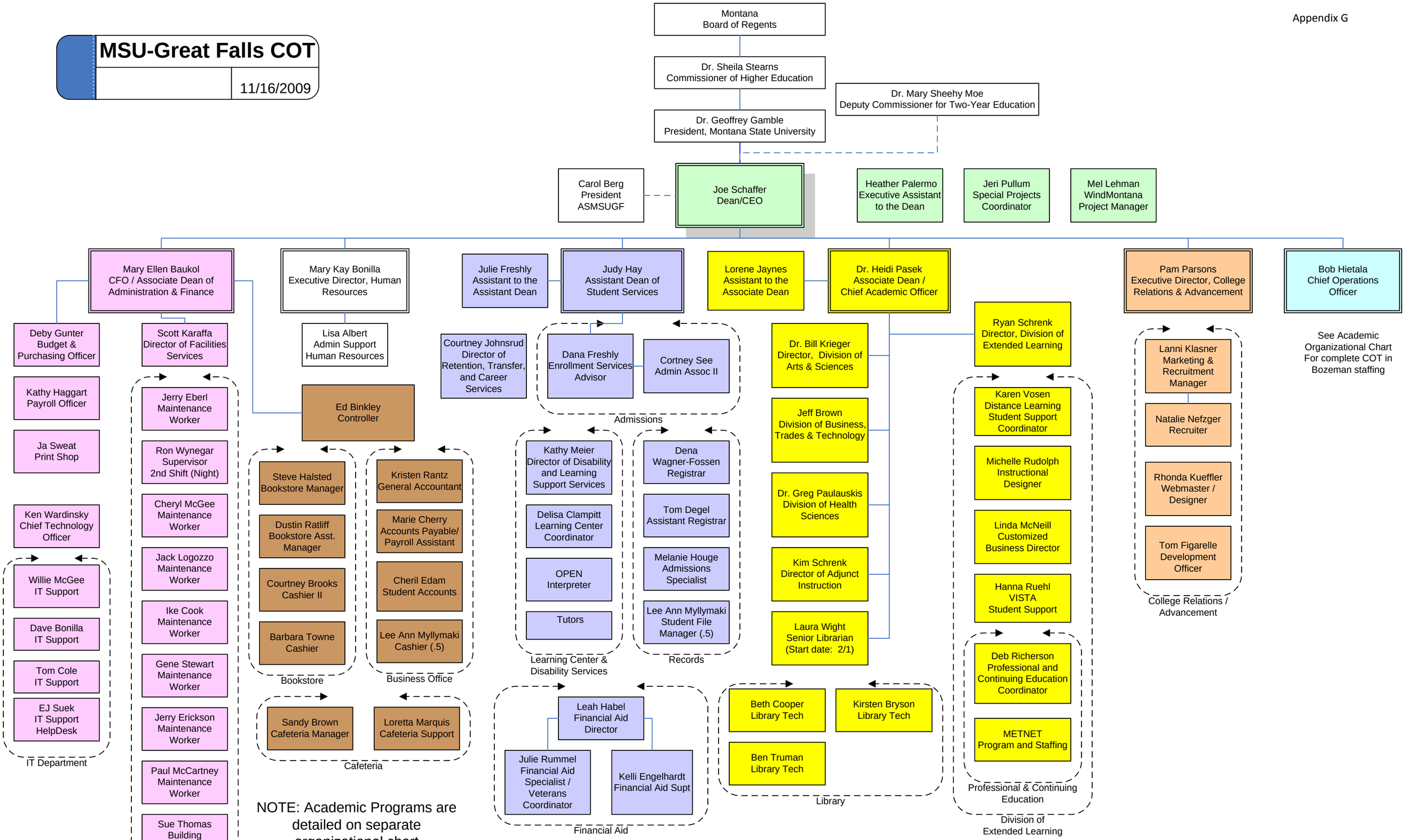
The adjunct faculty member will prepare a self evaluation concerning such matters as goals and objectives met, professional reading, participation in instructional methodology training, and other information that demonstrates growth as a teacher.

4. Summary Meeting

The adjunct faculty must schedule a summary meeting with the evaluator by the deadline date. Summary meetings may be conducted in person, via telephone, or through email communications. The faculty member and the evaluator will review the completed documents and sign the evaluation documents. A copy of the completed evaluation will be kept in the faculty member's evaluation file. Signed evaluations do not imply future employment.

MSU-Great Falls COT

11/16/2009



MSU-Great Falls COT

11/16/2009

Montana
Board of Regents

Dr. Sheila Stearns
Commissioner of Higher Education

Dr. Geoffrey Gamble
President, Montana State University

Dr. Mary Sheehy Moe
Deputy Commissioner for Two-Year Education

Joe Schaffer
Dean/CEO

Mel Lehman
WindMontana
Project Manager

Dr. Heidi Pasek
Chief Academic Officer
Associate Dean

Lorene Jaynes
Assistant to the
Associate Dean

Bob Hietala
Chief Operations Officer (COO)

Courtney Millette
Administrative Associate

Dr. Janet Heiss Arms
Director of Developmental Education (.5)

Ryan Haskins
Director of Workforce Programs / Program Director, Aviation

Terra Cusack
Academic Advisor
Program Assistant (.75)

Jeff Hostetler
Chair, Department of English

- Developmental English Faculty
  Jeffrey Hostetler

Richard Rehberger
Chair, Department of Mathematics

- Developmental Mathematics Faculty
  Richard Rehberger
  Shelli Spannring
  John Savage
  Hildee Fike

Developmental Education

Tabby Jagger
Academic Advisor
Program Assistant (.75)

Patricia Nelson
Interior Design

David Cohenour
Welding

Workforce Programs

College of Technology in Bozeman

Dr. Bill Krieger
Director
Division of Arts and Sciences

Lee Anne Gills
Administrative Assistant, Division of Arts & Sciences

Colleen Hazen
Chair, Department of English and Communication

- Communication – Larry Vaccaro
- English – Jana Carter, Mandy Wright

Dr. Cherie McKeever
Chair, Department of Sciences

- Biology – Roger Peffer, Tammy Filliator
- Chemistry – Adam Wenz
- Geology
- Physical Science – Dennis Veleber

Dennis Veleber
Chair, Department of Humanities and Social Sciences

- Anthropology
- Art
- Education
- Economics
- History
- Modern Languages
- Music
- Native American Studies
- Philosophy
- Political Science
- Psychology
- Sociology

Tom Oakberg
Chair, Department of Mathematics

- Mathematics – Jill Keil, Rebecca Johnson, Mark Plante

Division of Arts and Sciences

Dr. Greg Paulauskis
Director,
Division of Health Sciences

Jodi Howard
Administrative Assistant, Division of Health Sciences

Department Representative – Gail Staples
Department of Dental Health & Hygiene

- Dental Clinic Manager – Melanie Paul
- Dental Clinic Director and Supervising Dentist – Dr. Bonnie Lederman
- Dental Hygiene Program Dir., Kim Woloczyn
  Faculty – Linda Wing & Gail Staples
- Dental Assisting Program Dir., Robin Williams
  Faculty – Carmen Perry

Department Representative – Patti Kercher
Department of Health Occupations

- Fire & Rescue
  Program Director - John Culbertson
- Physical Therapist Assistant
  Program Director - Brad Bechard
  Dir. of Clinical Education – Charlene Marshall
- Radiology Technician
  Program Director - Greg Paulauskis
  Faculty – Tom Liston
- Respiratory Therapy
  Program Director – Leonard Bates
  Faculty – Brian Cayko
- Surgical Technology
  Program Director – Sandra Allen
- EMT - Paramedic
  Program Coordinator – Joel Henderson
- Practical Nurse Program Dir., Cheryll Alt
  Faculty - Cynthia Schultz & Patti Kercher
- Medical Assistant Program Dir., Jacki Elam

Department Representative – Dr. Deborah Newton
Department of Health Information Processing

- Health Information Technology
  Health Information Coding**
  Program Director – Lynn Ward
- Medical Billing**
  Medical Transcription
  Program Director – Dr. Deborah Newton
  ** Shared coordination by above Program Directors

Division of Health Sciences

Jeff Brown, Director
Division of Business, Trades and Technology

Pam Buckheit
Administrative Assistant, Div. of Bus/Trades/Tech

Chair, Department of Business
Marilyn Besich

- Program Coordinator – Marilyn Besich
  Business Management / Entrepreneurship
- Program Coordinator - Jon Nitschke
  Accounting
- Faculty - Donna Eakman
- Faculty - Teri Dwyer

Chair, Department of Computer Technology and Design
Tim Paul

- Microcomputer Support
  Program Coordinator – Jeff Brown
- Network Support
  Program Coordinator – Bruce Gottwig
- Web Development
  Program Coordinator – Tim Paul
- Interior Design
  Program Director – Julie Myers
- Design Drafting
  Program Coordinator – Kirk Mattingly
- Graphic Design
  Program Coordinator – Tim Paul

Chair, Department of Industrial and Construction Trades
Jason Harding

- Collision and Refinishing Technology
  Program Coordinator – Jason Harding
  Shop Aide - Gene Stewart
- Welding
  Program Coordinator – Kyle Gillespie
- Carpentry
  Program Coordinator – Pat Schoenen
- Industrial and Energy Technology
  Program Coordinator - OPEN
- Shop Aide, Skilled Trades - Brian Wergin

Division of Business, Trades, and Technology

Ryan Schrenk
Director, Division of Extended Learning

Kim Schrenk
Director of Adjunct Instruction

Laura Wight
Senior Librarian
(Start date 2/1)

MONTANA STATE UNIVERSITY – GREAT FALLS
COLLEGE OF TECHNOLOGY
2100 16th Avenue South, Great Falls, MT 59405
[406] 771.4300 or [800] 446.2698 fax: [406] 771.4317
www.msugf.edu

MEMORANDUM

To: Dr. Sheila Stearns, Commissioner of Higher Education

CC: Mick Robinson, Deputy Commissioner for Fiscal Affairs/Chief of Staff
Kevin McRae, Director of Labor Relations and Personnel
Mary Kay Bonilla, Executive Director of Human Resources

From: Joe Schaffer, Dean/CEO

Date: August 26, 2009

RE: Summation of MSU-Great Falls Institutional Reorganization

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In response to recommendations from the College's 2005 decennial accreditation results, rapid enrollment growth, programmatic diversification, and anticipation of constrained resources, the College initiated the first stages of an organizational restructuring in fall of 2006. Historically, the College was comprised of three academic departments; each managed by a chair who was a member of the faculty, however assigned primarily administrative responsibilities. This structure proved problematic with the College's growth, as these individuals were asked to remain faculty, yet supervise and coordinate other faculty without formal authority to evaluate and supervise because of language in the faculty Collective Bargaining Agreement. Thus, more and more supervisory duties landed on the single Associate Dean, which had the responsibilities over all academic and student affairs. This position's scope of work became impossible to manage with the changes in the College's programming and student body. Comments from the NWCCU accreditation evaluation team reinforced the need to address the administrative overload of the Associate Dean position.

Shortly thereafter, based on an in-depth organizational study, Dean Mary Sheehy-Moe split academic and student affairs and created a new Dean of Student Affairs. At the same time, the academic departments also were divided with two Associate Dean's; one leading the Arts & Sciences (general education/transfer) department and one overseeing the two applied academic departments (Health Sciences and Business & Technology). Both positions were held by interim appointments for approximately a year and a half – one by Dr. Heidi Pasek and the other by me. In spring of 2008, we were both successful in permanent appointments.

Fortunately for the MUS, but unfortunately for the College, in June of 2008, Dean Moe was selected as the new Deputy Commissioner for Two-Year Education, and President Gamble asked I assume the role of Dean/CEO on an interim basis. While yet another ripple in our organizational stability, it

provided an opportunity to re-address the departmental administrative challenges still in place within our academic departments.

We learned significantly in the first year and a half of the new leadership structure Dean Moe initiated. Building from that in late summer 2008, we created three academic divisions out of what were once our departments. To backfill my vacated position, we transitioned Dr. Heidi Pasek into our sole Chief Academic Officer (CAO) overseeing all three divisions. To accommodate the size of these divisions, we appointed two interim division directors and modified our faculty-held department chair positions to focus on curriculum and academics rather than administration. Due to budgetary constraints and the 'interim' ripple effect, we did not add an interim director in the third division (Arts and Sciences) but rather assigned the CAO the majority of the administrative duties with some placed back with department chairs.

Nearly a year into this next phase of our reorganization, it was evident by the entire campus this structure was working well, and continues to do so, except in the one division void of a director. In early spring of 2009, anticipating budget shortfalls from the 61st Legislature and in consultation with President Gamble, we made a decision to finalize the new structure permanently. To do this, it required we eliminate my previous position as Associate Dean, eliminate other administrative positions across the campus, and formally establish the division director positions. These positions were advertised this past spring and searches ensued. To date, the College has appointed individuals to all three of the Division Director positions. Although these three positions are indeed new, they are reconfigurations of previous positions into a more effective (both fiscally and operationally) role.

In summary, given the pattern of growth at MSU-Great Falls, combined with limited resources and a call for improved efficacy, I believe the College has accomplished an organizational structure designed for success in the immediate future. Long-term and sustained success will require strategic investments in personnel across all classifications, especially as we continue our history of growth and innovation. We will make those investments through data-driven decision making and continued search for internal efficiencies, however we will welcome additional external investments as the Board of Regents, your office, and the Legislature deem appropriate.

Historic Functional Staffing by Classification[1]

	FY03	FY09	FY10	% Change	% Change	Net Gain/Loss
Employee Type	**2002/2003**	**2008/2009**	**2009/2010**	**FY03 to FY09**	**FY09 to FY10**	**FY09 to FY10**
Classified	38.87	53	48.75	20.3%	-8.7%	-4
Faculty	41.07	49.18	46.50	11.7%	-5.8%	-3
Professional	16.92	36.84	33.34	49.3%	-10.5%	-4
Totals:	96.86	139.02	128.59	24.7%	-8.1%	-10

[1] These calculations are by position function during the reported years. Thus, they will differ slightly from those reported in the positional control submissions of the College. Also, please note classification type does not necessarily determine type of work (e.g. one professional position has significant instructional responsibilities and will be transitioned to a faculty contract next fiscal year).