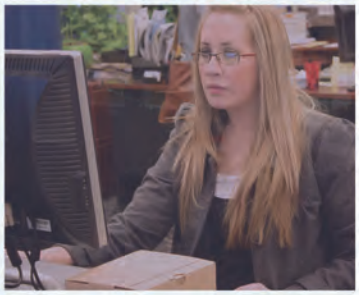
changing *lives* – achieving *dreams*



YEAR ONE REPORT

Northwest Commission on Colleges and Universities
March 1, 2011

MONTANA STATE UNIVERSITY - GREAT FALLS COLLEGE OF TECHNOLOGY

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INTRODUCTION

This *Year One Report: Standard One (Mission, Core Themes, and Expectations)* is provided by Montana State University-Great Falls College of Technology (hereinafter "the College")to the Northwest Commission on Colleges and Universities (hereinafter "the Commission) as a treatise supporting the statement of the College's mission, the expression of mission fulfillment, and the identification of Core Themes within that mission. It also provides the Commission with a description of Core Theme objectives, each with assessable indicators of attainment and a rationale for the selection of each of those indicators. Further, an *Addendum to the Year One Report* is added to address Recommendation 1 of the *Spring 2010 Regular Interim Evaluation Report*.

To provide significant background to the *Year One Report* and the *Addendum to the Year One Report*, a brief accreditation summary is requisite. In April 2005, the College completed a decennial accreditation self-study and subsequent review by the Commission. In April 2007, the Commission conducted a Focused Interim Evaluation of the College's progress on the recommendations from the *Spring 2005 Full-Scale Evaluation Committee Report*. All recommendations were resolved with the exception of a portion of Recommendation 2, which was rearticulated as Recommendation 1 of the Focused Interim Site Visit of April 2007.

Following the Commission's review of the College's *October 2008 Progress Report of Recommendation 1 of the Focused Interim Site Visit of April 2007*, the Report was accepted with the Commission declaring the College had substantially met the Commission's criteria for accreditation. During the Spring 2010 Regular Interim Evaluation, one Recommendation was issued and progress on that recommendation is addressed in *The Addendum* to the *Year One Report*.

Since the time of the Full-Scale visit and resulting Self-Study of 2005, (and as originally outlined in the *Regular Interim Evaluation Report* submitted to the Commission in April 2010) the College has embarked upon what can only be described as a transformational journey, culminating in an analysis and revision of its mission statement during the academic year 2008-2009.

As a result of this journey, the College crafted its Vision Statement, Mission Statement, Values, Core Themes (See Appendix A) and Core Indicators of Institutional Effectiveness (See Appendix B), a three year Strategic Plan (See Appendix C), and annual campus plans. This endeavor has strengthened the campus community and reinforced a strong commitment to the fulfillment of its mission through continuous improvement, the evaluation of institutional effectiveness, and the assessment of student learning. It is that process that is the focus of this report.

INSTITUTIONAL CONTEXT

MSU – Great Falls is a public two-year college offering the comprehensive community college mission to the greater Great Falls area. The College is located in north central Montana in the city of Great Falls. There are approximately 60,000 people within the city and 82,000 in Cascade County. Other counties served by the College include neighboring Chouteau, Teton, Pondera, Judith Basin, and Meagher. In addition, online courses and programs extend the reach of the College throughout Montana and nationwide.

The College was founded in 1969 as a Vocational Technical Center and initially operated as a unit of Great Falls Public School District to provide employment training to the community. MSU – Great Falls earned initial accreditation in 1979 from the (then) Northwest Association of Schools and Colleges. In 1987, the State Legislature delegated the general administration and supervisory control of Montana's five vocational technical centers to the Montana Board of Regents of Higher Education. In 1994, as a result of Montana University System restructuring, the College became affiliated with Montana State University.

Annualized Student FTE, as reported by the Montana University System Office of the Commissioner of Higher Education, was 1,318 for FY2010, an increase of 72.1% over 766 enrollments in FY2000. Of the FY2010 enrollments, 38 were non-resident. The College has programs in health sciences, business, trades and technology, related and general education, as well as transfer articulations and programs of study leading to a baccalaureate degree. The College offers more health science programs than any other institution in Montana with thirteen Associate of Applied Science and five Certificate programs.

Demographically, in fall 2010, MSU-Great Falls was approximately 70% female and 30% male with an average age of 27.6 years. The Native American population is the largest ethnic minority comprising 7.4% of the student body compared to 4.6% in Cascade County.

PREFACE

Brief Update on Institutional Changes since Last Report

The last Report from the College, the *Regular Interim Report*, was submitted in March 2010. Since that Report (and the subsequent interim visit of April 2010), aside from minor changes in academic programming, the College has experienced one substantive change. At its May 2010 meeting, the Montana Board of Regents authorized the transition of operations of the College's programming in the Gallatin Valley (referred to as the "Bozeman COT") to Montana State University-Bozeman, in what is now called the Gallatin College Programs. Notification of the substantive change was submitted to and approved by the Commission via a prospectus submitted by Montana State University-Bozeman in June 2010.

In July 2010, MSU-Great Falls' interim Dean/CEO, Dr. Joseph Schaffer, was appointed to that position on a permanent basis. The campus and Great Falls community overwhelmingly supported his nomination to the position which brought considerable stability to the College on its journey toward the establishment of a culture of evidence and continuous improvement.

In January 2011, the College hired an Executive Director of Institutional Research. Ms. Wendy Dove has a wealth of experience in institutional research and will be a key component in assisting the College as it moves forward its mission, vision, and values. An institutional researcher on staff is crucial to the advancement of the College's practical assessment of institutional effectiveness and student learning outcomes. Filling this position has been a long-standing objective for the campus.

MSU-Bozeman's new president, Dr. Waded Cruzado assumed her position at the University in January 2010 and took an important step to create a more unified Montana State University under the auspice of its charter as Montana's first institution of higher education and the state's Land Grant University. This action has not affected the College's unique curricular charge; however, it has, to date, allowed the College a stronger connection to the other three MSU campuses in Billings, Bozeman, and Havre. Furthermore, access has improved to the Cooperative Extension Service programs in all fifty-six Montana counties and the Experiment Stations located at seven sites throughout the state. As the "One MSU" vision unfolds, it allows for exciting opportunities, stronger collaborations, and the use of shared resources.

In terms of physical facilities, at the time of the writing of this report, the College is undergoing a significant remodel of 10,000 square feet of unfinished space below the Weaver Library, in the lower level of the institution's new instructional building. This area will become Montana's first simulated hospital for use by students in the College's health sciences programs. The simulated hospital will provide opportunities for students in all those programs to gain expanded clinical and laboratory experience through the use of technology-enhanced simulation. Construction should be completed by May or June 2011.

Fiscal Year 2010 was the second year of the College's *Strategic Plan*. The Plan is simple, and closely aligned with both *The Strategic Plan of the Montana Board of Regents* and the state's two-year education agenda, *College!Now*. The *2009-2013 Strategic Plan* incorporates three strategic priorities. Each priority guides the College's divisions in a unified effort to move the College forward. It calls for the College to work closely with partners in education, business, and industry to enable more students to succeed in achieving their educational goals.

MSU-Great Falls' *Strategic Plan* is a living document reviewed each year to ensure the College's efforts are innovative, adaptable, and relevant to identified needs. This provides a foundation for a better future for the students of the College, its communities, and the state of Montana.

Lastly, in regard to changes since the College's *Interim Report*, a brief overview of progress toward continuous improvement and improved student success at the College is as follows:

- The College's fall-to-fall retention rates increased six percent from fall 2008 to fall 2009 and are up 16 percent from fall 2009 to fall 2010.
- Graduate numbers have increased at twice the rate of enrollment. In academic year 2009-2010, the College awarded the largest number of degrees and credentials in the College's history – a near 30 percent increase over the 2008-2009 academic year.
- The success of students in remedial English classes increased 11% in academic year 2009-2010.
- Licensure and certification pass rates remain near perfect. Despite the recession, in-field job placement for graduates remains strong with 80 percent of graduates reporting employment the fall after they graduate.
- The total number of students who transferred from the College to a four-year campus increased 13 percent in 2009. Last year, enrollment in Associate of Arts and Associate of Science degree programs increased 22 percent. The total number of transfer degrees awarded increased 27 percent.
- In FY2010, the number of adult students on campus increased significantly, up 21 percent from the previous year. In addition, the number of degrees awarded to adults increased 32 percent with 182 college credentials being awarded to adult students.
- Nearly 90 faculty members now hold some form of educator licensure from the Montana Office of Public Instruction. The licenses allow faculty to teach high school students either in classrooms or online leading towards dual credit. The College has the highest number of licensed faculty among campuses in the Montana University System. This has allowed the number of formal dual enrollment agreements with Montana high schools to double in the past year.

Addendum: Update on Recommendation 1 of the *Regular Interim Report*

Introduction

On August 5, 2010, the Commission informed the College that accreditation was reaffirmed on the basis of the *Spring 2010 Regular Interim Report* and evaluation. As a component of the reaffirmation of the College's accreditation, the Commission requested "…that the institution submit an addendum to the institution's Spring 2011 *Year One Report* to address Recommendation 1 of the Spring 2010 *Regular Interim Evaluation Report*…"

"…In making this request, the Commission determined that Recommendation 1 of the Spring 2010 *Regular Interim Evaluation Report* is an area where Montana State University-Great Falls College of Technology is substantially in compliance with Commission criteria for accreditation, but needs improvement…"

The recommendation is as stated:

1. While Montana State University-Great Falls College of Technology has made substantial progress in a faculty-driven educational assessment process, the committee recommends that additional work be done to achieve regular and systematic assessment of program outcomes that demonstrate student achievement of outcomes and improvement of teaching and learning (Standard 2.A.5, 2.B.2, 2. B.3).

Background

The College made substantial progress in a faculty-driven student learning outcomes assessment process and is extremely proud of that progress. Much of that journey was documented in the *Regular Interim Report* of Spring 2010. To provide the appropriate background for the assessment journey the College has taken since the 2005 *Self-Study*, a brief overview is in order.

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. That Report was submitted in October 2006.

In that Report, the College responded to the literal requirements of Recommendation 1 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. That work established the underpinning

for a cycle of student learning outcomes assessment and institutional effectiveness that has clearly articulated the expected learning outcomes for each degree and certificate program that supports the assessment of course and program outcomes.

Since the submission of the updates in October 2006, the OAT created a process identifying and clarifying student learning outcomes in each degree and certificate program and created a strategic approach to tie student learning outcomes to eight institutional student learning outcomes, the "8 Abilities: Communication, Quantitative Reasoning, Inquiry and Analysis, Aesthetic Engagement, Diversity, Technical Literacy, Critical Thinking, and Effective Citizenship (See Core Indicator 5-Appendix B).

Progress toward the attainment of the 8 Abilities in the certificates and the associate degrees is measured through the appropriate Core Indicator of Institutional Effectiveness (See Core Indicator 5-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 (See Appendix D).

The cycle of the assessment of student learning outcomes 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 with all programs, e.g., associate and certificate programs.

- Phase II: Evidence of alignment to the 8 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., associate 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. (See Appendices E – H)

The above brief background overview has established that through the four-phase process, the College 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. During the interim visit of 2010, evaluators recommended the College continue its excellent work; however focus on improvements and refinements that will move that process forward. A brief overview of that progress since that visit will be presented in the following section of this *Year One Report.*

Progress on Recommendation 1 of the Regular Interim Report

In the ten months (at this writing) since the *Regular Interim Report* of April 2010, the College reinforced its commitment to creating a strong, faculty-driven, educational assessment process by accomplishing a handful of short-term goals. Updating the campus community on operational definitions foundational to a culture of evidence and constant improvement became an important goal for the OAT (See Appendix I). Over the summer of 2010, that team worked with the entire campus community to further train individuals on outcomes assessment terminology. There were two factors that indicated to this team this was necessary.

First, the College created some new processes for assessing student learning and for evaluating institutional effectiveness. Because so much happened so quickly on both fronts, confusion of the terminology apparently ensued. Eliminating this confusion was important, foundationally, to the forward progress of student learning outcomes assessment and the assessment of institutional effectiveness.

Second, when the interim visit was conducted in concert with the 2010 *Interim Report*, it was clear many on campus, when interviewed, were not yet fluent with the vernacular of the various levels of assessment, (e.g., being able to articulate the difference between institutional and course-level assessment of student learning outcomes).

Additional goals accomplished included:

- Providing faculty with the accountability component of the College's student learning assessment model. This was accomplished through additional training and informational sessions focused on the assessment model, the 8 Abilities, and the Core Indicators of Institutional Effectiveness. Nearly every member of the campus community attended a session.
- Implementing changes to both faculty and staff evaluation processes. More specifically, faculty members and administrators are now evaluated on their participation and commitment to the assessment of student learning outcomes.
- Designing special training sessions for staff, faculty, and the various levels of administration on campus for student learning outcomes assessment. Additionally, the Dean/CEO designed a series of informational presentations to clarify terminology and processes for assessment of institutional effectiveness.
- Updating the College's website to provide a space to chronicle the accomplishments to date of the OAT and the faculty in regard to student learning outcomes assessment and its accompanying processes. Presently, the website has an introductory informational statement and work will be done over the summer 2011 to update and post all course syllabi and outcomes assessment forms and training Power Point presentations (See Appendix J).
- Securing the support of the Curriculum Committee for Phase III implementation. In October 2010, the OAT secured the support of the College's Curriculum Committee to embed the Phase III forms in all the campus syllabi (See Appendix K). Additionally,

the inclusion of the Phase III forms is very important as the campus mounts an informational campaign to articulate the 8 Abilities and the criteria for the assessment of those abilities over the course of the upcoming year.

- Identifying measures for progress toward the attainment of the 8 Abilities. Progress will be measured through the appropriate Core Indicator of Institutional Effectiveness (to be discussed in Sections I and II of this *Year One Report* and found under Core Indicator 5-Appendix B). At the writing of this report, the College's newly hired Executive Director of Institutional Research, assisted with the identification of several measures of student perception of the attainment of the Abilities from the *Community College Survey of Student Engagement* ("the CCSSE"). Those measures will move the College toward a better understanding of the students' perceptions of their attainment of the 8 Abilities, a critical next step in the process.

In summary, of the work accomplished to date, the College focused on an update of the operational definitions associated with the assessment of student learning and institutional effectiveness; the implementation of training about the terminology and processes; and the completion of the appropriate assessment phases during the spring of 2011 (Phase III implementation). Plans for the year ahead include transitioning the evaluation of the assessment process from the OAT to the academic divisions and placing a stronger emphasis on systematically collecting information about students' learning. The addition of the Executive Director of Institutional Research will be a tremendous catalyst to this process. Interpreting and understanding data better will allow the faculty to focus on whether the meeting learning objectives; conducting a thorough analysis of course materials, and analyzing student perceptions of how well they have met the objectives set forth by the course/program.

The College's assessment journey since the *2005 Self Study* brought it from essentially having no definitive process to assess student learning to the identification of a clear and purposeful process that is supported by strong measures of effectiveness. This work has presented the College with many challenges and opportunities to reach beyond evaluating student work and issuing grades. It has, in essence, allowed the College to see the assessment of student learning outcomes as a kind of action research that helps it to inform and improve through the articulation of goals for student learning, gathering evidence through direct and indirect measures, and the use of all information gathered for improvement.

Date of Most Recent Review of Mission and Core Themes

As acknowledged in the *Regular Interim Report*, during the Academic Year 2008-2009, the campus community engaged in an intensive process to review and refine the mission of the College. The College's evolution to that point had created an internal struggle between holding true to the institution's roots as a vocational technical education center and the appealing tug of the ivory tower of a university. Although similarities did and continue to exist between the two; without clear direction of what exactly the institution was, the ability to commit to and collectively move towards common goals was hampered.

The mission review effort was led by a subcommittee of the College Planning and Budget Analysis Committee ("the CPBAC") and helped provide the clarity of shaping the campus culture and future through the development of a new Mission, Vision and Values statement. Centered on the educational philosophy of the comprehensive community college, and driven by the College's foundation of student centeredness and innovation, the group worked with the campus community to reaffirm and clearly provide a mutual purpose (mission), a vision for the future, and values the community agreed to live by. (Note: It may be helpful at this juncture in the *Year One Report*, to reiterate that in 2006, the College formally established the CPBAC to serve as the institution's shared governance group. It is a committee 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 Montana Board of Regents unanimously voted to approve these changes in the College's Mission at their May 2009 meeting in Great Falls. Notably, Regent Lynn Hamilton expressed her support of the changes in the mission and emphasized the mission statement demonstrated the intent of the College. Montana Commissioner of Higher Education, Dr. Sheila Stearns, commended the work that went into the formation of the mission statement. It was evident by their feedback the College had established a Mission, Vision and Values statement fitting of its role in the Montana University System and yet unique to the institution's own culture.

One other outcome of the collaborative endeavor in anticipation of the Commission's new standards was that the institution identified, and formally adopted its inaugural Core Themes. This process and the Core Themes will be explored in more detail in Chapter One: Section I of the *Year One Report*.

CHAPTER ONE
STANDARD ONE
MISSION, CORE THEMES, AND EXPECTATIONS

Section I: Standard 1.A

Introduction

As described in the Preface of this report, the College underwent a thorough review of its mission in 2008-2009. Section I of this *Year One Report* clarifies and outlines the mission, vision, and values of the College and provides an interpretation of the fulfillment of that mission via the Core Indicators of Institutional Effectiveness.

Mission Statement

The Mission Statement of MSU-Great Falls is: *"The College's 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."*

The College reiterates the mantra, *"Changing Lives, Achieving Dreams."*

Vision

The College articulates its' vision thusly: *"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."*

Values

The Campus community has identified a set of values that epitomize who we are as an institution. They describe and define the qualities the College deems essential and create a sense of distinctiveness. The values of MSU-Great Falls:

- ***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.*

Definition of Fulfillment of Mission

Prior to illustrating the institution's definition of mission fulfillment, it is necessary to further dissect the key elements of the mission. In essence, the College's mission identifies three key components; (1) what we do, (2) for whom we do it, and (3) why we do what we do. Mentioned previously, the College's mission statement and the components emerge from the commonly understood educational philosophy of the comprehensive community college. Fundamentally, this means the College focuses on serving community needs, employing an open-admissions policy to engage individuals from all walks of life, and delivering academic programming in a variety of fields and modalities to help our students succeed.

The campus lives this 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. Within this construct, the College's mission is further delineated through the identification of four (4) Core Themes and objectives of:

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

Therefore, the College defines the fulfillment of its mission as the functional deployment of the comprehensive community college philosophy, and the achievement of the objectives tied to the four Core Themes of the institution. The community college philosophy is embodied in the institution's values, policies, and role within Montana's system of higher education. The Core Themes, their objectives, and indicators of achievement are designed to measure continuous improvement of institutional effectiveness, and ultimately mission attainment. These concepts will be further discussed in subsequent sections of this report.

Interpretation of an Acceptable Threshold or Extent of Mission Fulfillment

In continued evolution toward the comprehensive community college model, given the Commission's new standards, and the collective desire to be more information-driven and strategic, the College has adopted a culture and integrated process of continuous quality improvement. As the College strives to become more performance based in the allocation of resources and create a mission-centric model to document effectiveness, it established a set of measures to assess the achievement of Core Theme objectives. These measures, the Core Indicators of Institutional Effectiveness, support everyday operations and assist the campus in continuous improvement toward mission attainment. Appendix B offers more detail on the Core Indicators.

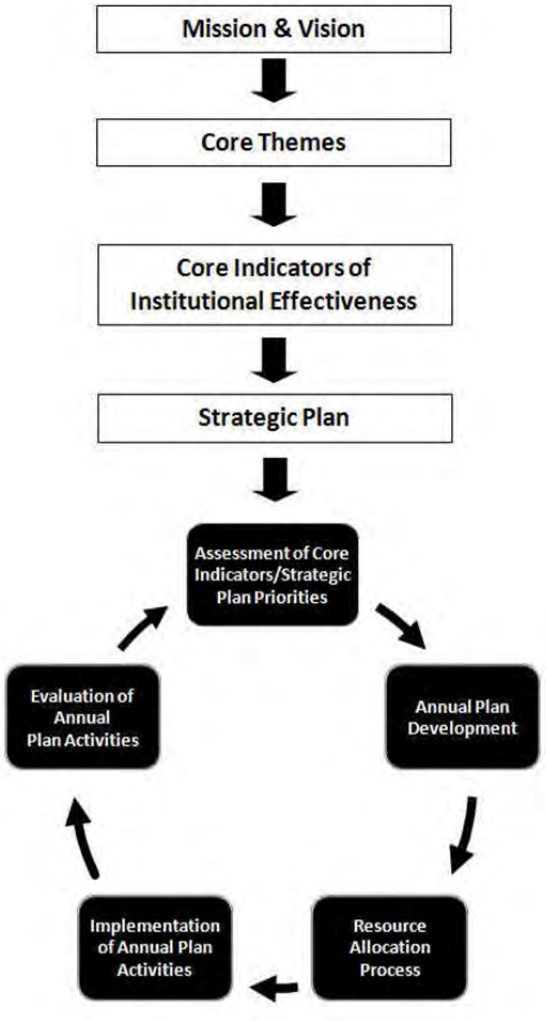
These indicators demonstrate the commitment of the College to the evaluation of institutional effectiveness and assessment of student learning outcomes on all levels. This commitment is reflected through an assortment of activities and processes emanating from the College's mission, vision, values, core themes, and strategic plan.

Figure 1 illustrates the framework of the College's integrated model of planning, assessment of institutional effectiveness, and resource allocation.

Instead of a traditional linear approach to planning, assessment and budget setting, the College's integrated model is employed in a cyclical manner. It flows from the institution's mission, further delineated by its Core Themes and objectives, through the assessment of the indicators of achievement, further guided by strategic priorities. The resource allocation and annual planning processes run in tandem as their processes are intricately connected. Implementation of annual plan activities then occurs over the course of the cycle, with opportunities for formative and summative evaluation. At the conclusion of the cycle, Core Indicators and Strategic Plan measures are again analyzed to gauge changes in institutional effectiveness. Finally, strategic plan priorities are checked for relevance and those that have been satisfied are removed and new strategies may be added. The cycle then repeats.

To effectively measure institutional effectiveness towards mission attainment, the College utilizes an Institutional Performance Report Card (Appendix L). Each year the College establishes targeted goals for performance on

Figure 1
Integrated Model Framework



past years, peak performance, an external benchmark, and an aspirational goal. This goal is built into a rubric allowing for the grading of the institution's performance. Thus, the annual results of performance on each Core Indicator receive a grade based on this rubric. These grades collectively offer an institutional performance grade. The College has adopted an acceptable threshold of mission fulfillment as an institutional grade of a ***C*** or better.

Section II: Core Themes

Introduction

As identified previously, MSU-Great Falls 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 and success. The College strives to attain its mission through Four (4) Core Themes:

1. *Workforce Development*
2. *Transfer Preparation*
3. *Academic Preparation*
4. *Community Development*

The achievement of each Core Theme is assessed through one or more measures known as Core Indicators of Institutional Effectiveness. 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) identified sixteen core indicators of effectiveness for community colleges, and the College has utilized the authors' framework and adapted their core indicators into 16 Core Indicators of Institutional Effectiveness for MSU-Great Falls. These indicators, their specific statistics, benchmark data, collection methodology, and rationale for inclusion in the assessment of the College's Core Themes, institutional effectiveness, and mission fulfillment are provided in more detail in Appendix B.

Core Theme 1: Workforce Development

Within the community college philosophy, the College's Core Theme of Workforce Development directly supports responsiveness to the workforce needs of the greater Great Falls community and the economic growth of the region served by the institution. The College provides a variety of education and training opportunities to further that cause. The objective of the Core Theme of Workforce Development is to provide, through applied programming, an avenue for students to complete credentials leading to life sustaining careers.

The following Core Indicators, and their rationale for inclusion, are used to measure the achievement of this Core Theme:

CI1: Participation (Credit-Bearing)
Rationale: Any output requires input. The most commonly measured and tracked input of higher education is participation. This indicator illustrates the raw resource entering the College

which, through the Core Themes, will be refined to the desired student outcome. In this case, the outcome is the number of individuals sufficiently prepared to succeed in the workforce.

CI2: Regional Market Penetration Rates
Rationale: As a community college, evaluating the level at which the community engages in the institution's programs and offerings is a good indicator of how well the College is serving the community's needs. This measure considers both the portion of the population from the service region (market) engaged in credit-bearing coursework, as well as the proportion of the population participating in non-credit, professional and continuing education activities. Both of those activities, within their respective programming, contribute to preparing students for success in the workplace.

CI3: Persistence (Retention)
Rationale: The College cannot ensure students effectively achieve their educational goals leading to success in the workforce if it is ineffective in keeping them enrolled to completion. Monitoring and measuring how many students return to the College in the following academic year is essential to sustaining student momentum to completion, the campus' ability to fulfill this Core Theme, and the institution's mission.

CI4: Graduation Rates
Rationale: One of the fundamental outcomes necessary for the fulfillment of the College's mission is student attainment of educational goals. For this Core Theme, that means an applied degree or credential. The majority of students at the College are degree seeking. Thus, the proportion of those students who successfully complete their credential within an expected timeframe is a quality indicator of institutional performance of this Core Theme.

CI5: Demonstration of the Eight Abilities
Rationale: The faculty and staff of the College have deemed the following abilities to be central to the personal and professional success of all graduates. Essentially, the Abilities are the Institutional measures of student learning:

- *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 basis 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.

Higher education, and more specifically community college education, is more than training. We strive to ensure students are prepared to succeed in a global society. To do so, graduates need more than occupational skills, or even competency in core academic areas. They must possess abilities in the areas of problem solving, communication, critical thinking, etc. This measure will assess how well the College develops these abilities in our students, in tandem with academic and occupational skills and knowledge.

CI8: Workforce Degree Production
Rationale: Applied programs are intended to prepare students for entry or advancement in occupational areas. Therefore, the number of applied, or workforce, credentials earned is a good indicator of how well the College is providing potential employees to meet the community's workforce needs. The calculation of a production rate, taking the number of credentials as a percent of the total student FTE seeking a workforce credential, allows the College to monitor the annual success rate of students in obtaining these credentials.

CI9: Job Placement and Earnings
Rationale: The Core Theme of Workforce Development cannot only be measured by the output of graduates and the production of degrees. Those two things must be highly sought out and valued by employers. In addition, they must be aligned to community needs, which may be best identified through employment opportunities. Therefore, the rate at which the College's graduates become employed within their field of study or expertise is a sound indicator of both the quality, and appropriateness, of the programming the College offers to fit with community workforce needs.

CI10: Licensure and Certification Pass Rates
Rationale: Two rationales are provided for this measure. First, the success of graduates in many applied fields must be measured by more than just graduation rates. Many occupations, especially in healthcare (in which the College has strong programming), require licensure to practice or enter the workforce. Thus, measuring the success of students in passing licensure and certification exams is a critical indicator of success in developing a qualified workforce.

Second, not all students who come to the College are seeking a degree. Some leave with the requisite skills and knowledge developed in key coursework. Often, the coursework or activities that help develop these skills lead to industry-recognized certifications that provide added assurance to success in employment, professional advancement, or both. Thus, this indicator provides another mechanism for measuring success in preparing students to enter the workforce.

CI11: Employer Satisfaction with Graduates
Rationale: It is not sufficient to simply graduate students from applied programs. Similar to tracking job placement, additional measures of workforce development are critical to assessing the efficacy of the College in achieving this goal. Asking employers how well they believe the College's graduates perform in relation to all of their employees provides an additional perspective on the quality of the College's programming.

The combined assessment of the indicators described above demonstrates from a holistic perspective how well the College is meeting the objective of the Core Theme of Workforce Development. The indicators answer how many workforce oriented degrees students complete; how many students obtain employment after graduation; how many students pass nationally recognized certification or licensure exams for the program that they are in; and finally, how satisfied local employers are with the quality of the College's graduates.

Core Theme 2: Transfer Preparation

The Core Theme of Transfer Preparation supports the College's mission of fostering the success of students by preparing them for continuation of their studies and transfer to a baccalaureate degree. Providing transfer curricula leading to a four-year institution is a fundamental element of the comprehensive community college mission. The continuation of students' educational pursuits often spans a timeframe greater than two years. Thus, this Core Theme is focused on that aspect of the College's programming and services, and ultimately leads to ensuring the self-fulfillment and competitiveness of students in an increasingly global society.

The objective of the College's Core Theme of Transfer Preparation is for the College's students to complete transfer programming, including the Montana University System Transfer Core, and to successfully transfer to a baccalaureate program.

The following Core Indicators, and their rationale for inclusion, are used to measure the achievement of this Core Theme:

CI1: Participation (Credit-Bearing)
Rationale: Any output requires input. The most commonly measured and tracked input of higher education is participation. This indicator illustrates the raw resource entering the College which, through the Core Themes, will be refined to the desired student outcome, in this case individuals sufficiently prepared to transfer and succeed in achieving a four-year degree.

CI2: Regional Market Penetration Rates
Rationale: As a community college, evaluating the level at which the community engages in the institution's programs and offerings is a good indicator of how well the College is serving the community's needs. This measure considers both the portion of the population from the service region (market) engaged in credit-bearing coursework, as well as the proportion of the population participating in non-credit, professional and continuing education activities. The

former of those activities, within their respective programming, contribute to preparing students for successful transfer to a four-year degree.

CI3: Persistence (Retention)
Rationale: The College cannot ensure students successfully achieve their educational goals leading to success in the workforce if it is unsuccessful in keeping them enrolled to meaningful completion. Monitoring and measuring how many students return to the College in the following academic year is essential to sustaining their momentum to completion, and the campus' ability to fulfill this Core theme, and the institution's mission.

CI4: Graduation Rates
Rationale: One of the fundamental outcomes necessary for the fulfillment of the College's mission is student attainment of educational goals. For this Core Theme, the goal is the completion of the Montana University System Core, or an Associate of Arts or Science degree. The majority of students at the College are degree seeking. Thus, the proportion of those students who successfully complete their credential within an expected timeframe is a good indicator of institutional performance of this Core Theme.

CI5: Demonstration of the Eight Abilities
Rationale: Higher education, and more specifically community college education, is more than training. As the College's mission states, we ensure students are prepared to succeed in a global society. To do so, graduates need more than occupational skills, or even competency in core academic areas. They must possess abilities in the areas of problem solving, communication, critical thinking, etc. This measure will assess how well the College develops these abilities in our students, in tandem with academic and occupational skills and knowledge.

CI12: Transfer Degree Production
Rationale: The transfer programs at the college (Associate of Arts, Associate of Science, and the Montana University System Core), and the credentials awarded through them, are intended to prepare students to transfer to a four-year institution and towards a bachelor's degree. Therefore, the number of transfer degrees awarded is a good indicator of how well the College is providing potential transfer students for other four-year campuses. The calculation of a production rate, taking the number of credentials as a percent of the total student FTE seeking a transfer credential, allows the College to monitor the annual success rate of students in obtaining these credentials.

CI13: Transfer Rates
Rationale: Not all students who enroll at the College in transfer programs have plans to complete an accompanying degree. In many instances, these students intend only to take a specific selection of general education coursework and plan to transfer to a four-year campus without completing an associate degree or even the MUS Core. This indicator allows the College to track the success of these students by assessing those individuals who are enrolled in a transfer program, complete a significant number of credits, but do not return to the College.

CI14: Performance after Transfer
Rationale: Tracking the success of transfer students requires more than simply assessing them at the time they leave the College. The College wants to know that students not only complete their transfer credential and successfully matriculate at a four-year university, but also achieve their bachelor's degree. This indicator allows the College to track its transfer students' success in bachelor's degree attainment within the Montana University System's universities.

Monitoring these metrics helps measure how well the College succeeds at preparing students for transfer. These metrics simply answer the questions of how many students complete a transfer degree, how many students start with us and then transfer to four year programs the next semester or year, and finally when students transfer, how well they perform in a larger four-year campus environment.

<u>Core Theme 3: Academic Preparation</u>

As an open-admissions institution, the College welcomes individuals from all walks of life. Whether these are new high school graduates or adults coming back after an absence from education, a component of the community college mission is to prepare individuals to succeed in college-level coursework. Toward that end, the College aims to ensure it is offering appropriate and effective developmental coursework that prepares students to attain their educational goals.

The Core Theme of Academic Preparation encompasses the mission to provide quality education and developmental learning opportunities to the larger community by providing flexible learning opportunities to a wide variety of learners with varied educational backgrounds. The College provides the tools necessary for students to succeed in college courses through its developmental and preparatory coursework.

Therefore, the objective of the College's Core Theme 3 is to prepare students for academic success in their programs through the provision of effective developmental course work and academic support.

The following Core Indicators, and their rationale for inclusion, are used to measure the achievement of this Core Theme:

CI1: Participation (Credit-Bearing)
Rationale: Any output requires input. The most commonly measured and tracked input of higher education is participation. This indicator illustrates the raw resource entering the College which, through the Core Themes, will be refined to the desired student outcome, in this successful remediation of critical knowledge, skills, and abilities for college-level coursework.

CI2: Regional Market Penetration Rates
Rationale: As a community college, evaluating the level at which the community engages in the institution's programs and offerings is a good indicator of how well the College is serving the

community's needs. This measure considers both the portion of the population from the service region (market) engaged in credit-bearing coursework, as well as the proportion of the population participating in non-credit, professional and continuing education activities.

CI3: Persistence (Retention)
Rationale: The College cannot ensure students successfully achieve their educational goals leading to success in the workforce if it is unsuccessful in keeping them enrolled to meaningful completion. Monitoring and measuring how many students return to the College in the following academic year is essential to sustaining their momentum to completion, and the campus' ability to fulfill this Core theme, and the institution's mission. Simply stated, if the College is successful in remediating students, it should be evident in their persistence.

CI5: Demonstration of the Eight Abilities
Rationale: Higher education, and more specifically community college education, is more than training. As the College's mission states, we ensure students are prepared to succeed in a global society. To do so, graduates need more than occupational skills, or even competency in core academic areas. They must possess abilities in the areas of problem solving, communication, critical thinking, etc. This measure will assess how well the College develops these abilities in our students, even at the developmental level.

CI6: Success of Remedial Students in Developmental Coursework
Rationale: The College accomplishes this in part by helping students become ready for college-level coursework in many fields, but primarily in math and English. Their success in these courses has been proven to increase their likelihood of persisting to goal attainment and/or completion of a college credential. This indicator measures how effective the College is at moving students through remedial coursework.

CI7: Success of Remedial Students in Subsequent and Related Coursework
Rationale: Successfully moving students through developmental/remedial coursework is but one component to Academic Preparation. Students' subsequent success in their first related college-level coursework tells the College if the remedial course was aligned with preparing students to enter college-level courses. Whereas Core Indicator 6 illustrates how well the College successfully moves students through remedial coursework, this indicator illustrates how appropriate that coursework was in preparing students for college-level studies.

These indicators are meaningful measures of the Core Theme of Academic Preparation. Policies for mandatory placement testing into math and writing courses, assists the College in understanding the need, and thus planning for the capacity necessary to serve students entering with academic deficits. Additionally, for this Core Theme, the College measures the Success of Remedial Students in Developmental Coursework, primarily mathematics and English, assessing the proportion of students enrolled in developmental coursework who earn at least a grade of C- or better in that particular course. Finally, success of remedial students in subsequent related coursework is measured the proportion of students who have completed a remedial course and then completed a non-developmental course in that same area of study

with a grade of C- or better, helping the College understand the effectiveness of its developmental course sequences.

Core Theme 4: Community Development

The College strives to engage its community to enhance and update workplace skills, promote lifelong learning, and provide the training required that may not best be served through the traditional academic programming. Community Development is the offering of services and education to its communities through a variety of methods including non-credit bearing courses, workshops, and customized training for businesses within the College's service area.

The following Core Indicators, and their rationale for inclusion, are used to measure the achievement of this Core Theme:

CI2: Regional Market Penetration Rates
Rationale: As a community college, evaluating the level at which the community engages in the institution's programs and offerings is a good indicator of how well the College is serving the community's needs. This measure considers both the portion of the population from the service region (market) engaged in credit-bearing coursework, as well as the proportion of the population participating in non-credit, professional and continuing education activities. Both of those activities, within their respective programming, contribute to preparing students for success in the workplace.

CI15: Participation (Professional & Continuing Education)
Rationale: Community colleges are known for serving large constituencies through non-credit and continuing education coursework. At MSU-Great Falls, nearly one out of every five students on campus is enrolled in these types of courses. The College, through its Professional and Continuing Education offerings, provides numerous and diverse opportunities for community members of all ages and backgrounds to further themselves professionally and individually. Tracking the total participation, both by individuals and enrollments, is a good indicator of how well the College is developing the community's professional and continuing education capacity.

CI16: Contract Business Training
Rationale: The strengths of any community are evidenced by its social and economic health. Community colleges play a vital role in developing both aspects. Contract, or customized training is an effective mechanism in which community colleges work directly with business and industry to develop their workforce and enhance their success as companies. Measuring both the number of participants and the number of companies the College serves through non-credit contract/customized business training provides valuable insight on how well the College is contributing to the economic aspect of community development.

These indicators are meaningful measures of the Core Theme of Community Developments. Collectively they demonstrate how well the College is meeting the objective of this Core Theme.

The indicators answer what percent of the potential community population is engaged in non-credit educational activities, how many individuals are engaged in professional and continuing education activities, and how many community businesses and organizations are being served through the College's Outreach efforts.

CONCLUSION

In summary, MSU-Great Falls' *Year One Report* provided a holistic précis of the College's most recent review of its mission; accompanied by the creation of a strong vision, clear institutional values, and the establishment of four core themes. In addition, the Report clearly demonstrated that the College established a set of measures, the Core Indicators of Institutional Effectiveness, which offer meaningful indication of the attainment of Core Theme objectives, and ultimately mission fulfillment. The Core Indicators of Institutional Effectiveness support everyday operations and assist the campus in continuous improvement toward mission achievement, ensuring the work needed to achieve the College's mission is on target, tracked, and appropriately funded.

To date, the College's constant cycle of improvement has 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 our College Planning, Budget and Analysis Committee, the CPBAC.

Through the compilation of this Report, it has become apparent just how much has been accomplished as the College has engaged in the substantive and continuous dialogue around its fundamental nature for the past six years. As outlined in the *2010 Regular Interim Report*, the College has undergone significant change and reorganization in support of the establishment of a culture of continuous improvement and a commitment to student success. There is still much to do and many more ways to grow; however, it is evident that the College is creating a culture of evidence and improvement that will serve it well as it moves forward into the next septennial sequence.

As the College looks toward its successive reports to the Commission, it stands ready to address the Year Two and Year Three Reports in the upcoming year. As a community, the College is confident it has built a strong foundation for further exploration, planning, and the achievement of the objectives of its core themes.

REFERENCE

Alfred, R., Shults, C., & Seybert, J. (2007). Core indicators of effectiveness for community colleges (3rd Ed.). Washington, DC: Community College Press.

APPENDICES

APPENDIX A

VISION, MISSION, CORE THEMES, AND VALUES

Montana State University-Great Falls College of Technology

Vision, Mission, Core Themes, and Values

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.

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.

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.

APPENDIX B

CORE INDICATORS OF INSTITUTIONAL EFFECTIVENESS

Core Indicators of Institutional Effectiveness

Montana State University - Great Falls College of Technology

MSU - Great Falls College of Technology (MSUGF) is committed to continuous improvement, the evaluation of institutional effectiveness, and the assessment of student learning. 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 fulfillment.

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 Mission and Core Themes. The core indicators of institutional effectiveness are summarized in the following:

Core Indicator 1: Participation (Credit-Bearing)
Core Indicator 2: Regional Market Penetration Rates
Core Indicator 3: Persistence (Retention)
Core Indicator 4: Graduation Rates
Core Indicator 5: Demonstration of Abilities
Core Indicator 6: Success of Remedial Students in Developmental Coursework
Core Indicator 7: Success of Remedial Students in Subsequent and Related Coursework
Core Indicator 8: Workforce Degree Production
Core Indicator 9: Job Placement and Earnings
Core Indicator 10: Licensure and Certification Pass Rates
Core Indicator 11: Employer Satisfaction with Graduates
Core Indicator 12: Transfer Degree Production
Core Indicator 13: Transfer Rates
Core Indicator 14: Performance after Transfer
Core Indicator 15: Participation (Professional & Continuing Education)
Core Indicator 16: Contract Business Training

[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.

CORE INDICATOR 1:
PARTICIPATION (CREDIT-BEARING)

STATISTICS OF INTEREST

The average annual FTE enrollment and unduplicated annual headcount of students enrolled at MSU-Great Falls in credit-bearing coursework.

BENCHMARK DATA

This indicator is benchmarked against previous academic years annual FTE and headcount.

FREQUENCY OF DATA COLLECTION

Collected annually at end-of-term spring semester.

RECOMMENDED METHOD

Data should be requested and received from the Office of Institutional Research and Planning, which will provide both FTE and unduplicated headcount for the Academic Year (Summer, Fall & Spring).

CORE THEMES

1. Academic Preparation
2. Workforce Development
3. Transfer Preparation

RATIONALE

Any output requires input. The most commonly measured and tracked input of higher education is participation. This indicator illustrates the raw resource entering the College which, through the Core Themes, will be refined to the desired student outcome (e.g. transfer, degree attainment, job placement, etc.).

CORE INDICATOR 2:
REGIONAL MARKET PENETRATION RATES

STATISTICS OF INTEREST

The proportion of the total population in the college's service areas that has participated in at least one credit or non-credit College course. Two statistics are reported, (1) the percent of the estimated Cascade County population participating in credit-bearing coursework at MSU-Great Falls, and (2) the percent of the estimated Cascade County population participating in continuing and professional education coursework (non-credit) at MSU-Great Falls.

BENCHMARK DATA

This measure benchmarks against the median values for Market Penetration of all two-year colleges participating in the National Community College Benchmark Project.

FREQUENCY OF DATA COLLECTION

Collected annually at end-of-term spring semester.

RECOMMENDED METHOD

From Banner, collect unduplicated headcount of students from the service areas who enrolled in at least one non-credit or credit course during the academic year. Divide this by the total estimated population of the service regions as noted in population estimates for the same year from the Census and Economic Information Center[3].

CORE THEMES

1. Academic Preparation
2. Workforce Development
3. Transfer Preparation
4. Community Development

RATIONALE

As a community college, evaluating the level at which the community engages in the institution's programs and offerings is a good indicator of how well the College is serving the community's needs. This measure considers both the portion of the population from the service region (market) engaged in credit-bearing coursework, as well as the proportion of the population participating in non-credit, professional and continuing education activities.

[3] The Census Bureau releases County population estimates and demographic components of change (births, deaths, and migration) annually in March. In general, estimates released in a given year refer to the population on July 1 of the previous year. Available at http://ceic.mt.gov/EstimatesCntyPop.asp

CORE INDICATOR 3:
PERSISTENCE (RETENTION)

STATISTICS OF INTEREST

The proportion of the new first- time, full-time, degree-seeking students and new first-time, part-time, degree-seeking students who enrolled at the beginning of one academic year and who (1) were still enrolled for at least one credit in the fall of the next academic year, and who (2) had not yet completed a degree or certificate.

BENCHMARK DATA

This measure is benchmarked against the Consortium for Student Retention Data Exchange (CSRDE) First-Time, Full-Time and First-Time, Part-Time Fall-to-Fall Retention peer group data.

FREQUENCY OF DATA COLLECTION

Persistence data are collected after each fall semester. They are then compiled and submitted to CSRDE early in the spring semester.

RECOMMENDED METHOD

Build two cohorts annually. Calculate the percentage of new first- time, full-time, degree-seeking students and new first-time, part-time, degree-seeking who enrolled in the previous year's fall semester and successfully continue into the fall of their second year.

CORE THEMES

1. Academic Preparation
2. Workforce Development
3. Transfer Preparation

RATIONALE

The College cannot ensure students successfully achieve their educational goals if it is unsuccessful in keeping them enrolled. Monitoring and measuring how many students return to the College in the following academic year is essential to sustaining their momentum to completion, and the campus' ability to fulfill its mission.

CORE INDICATOR 4:
GRADUATION RATES

STATISTICS OF INTEREST

The proportion of the new first- time, full-time, degree-seeking students who enrolled in and subsequently completed a degree or certificate program in three years.
The proportion of and new first-time, part-time, degree-seeking students who enrolled in and subsequently completed a degree or certificate program in five years.

BENCHMARK DATA

This measure is benchmarked against the Consortium for Student Retention Data Exchange (CSRDE) First-Time, Full-Time and First-Time, Part-Time Fall-to-Fall graduation rate peer group data.

FREQUENCY OF DATA COLLECTION

Graduation rate data are collected after each fall semester. They are then compiled and submitted to CSRDE early in the spring semester.

RECOMMENDED METHOD

Build two cohorts annually. Calculate the percentage of the new first- time, full-time, degree-seeking students completing a credential within three years, and new first-time, part-time students completing a credential within five years of first enrolling.

CORE THEMES

2. Workforce Development
3. Transfer Preparation

RATIONALE

One of the fundamental outcomes necessary for the fulfillment of the College's mission is student attainment of educational goals. The majority of students at the College are degree seeking. Thus, the proportion of those students who successfully complete their credential within an expected timeframe, is a good indicator of institutional performance in its mission of student success.

CORE INDICATOR 5:
DEMONSTRATION OF ABILITIES

STATISTIC OF INTEREST

The proportion of students who demonstrate competency in the College's eight abilities upon graduation and/or exit from the College.

BENCHMARK DATA

- External Benchmark: CCSSE Peer group percentages, using other small schools as the peer group.
- Aspirational Benchmark: TBD

FREQUENCY OF DATA COLLECTION

The CCSSE survey is administered to randomly selected courses of students every other spring term on even years.

CORE THEMES

1. Academic Preparation
2. Workforce Development
3. Transfer Preparation
4. Community Development

RATIONALE

Higher education, and more specifically community college education, is more than training. As the College's mission states, we ensure students are prepared to succeed in a global society. To do so, graduates need more than occupational skills, or even competency in core academic areas. They must possess abilities in the areas of problem solving, communication, critical thinking, etc. This measure will assess how well the College develops these abilities in our students, in tandem with academic and occupational skills and knowledge.

CORE INDICATOR 6:
SUCCESS OF REMEDIAL STUDENTS IN DEVELOPMENTAL COURSEWORK

STATISTICS OF INTEREST

The proportion of students enrolled in developmental Math coursework who earned a grade of *C*- or better in the developmental course(s) they complete.

The proportion of students enrolled in developmental English coursework who earned a grade of *C*- or better in the developmental course(s) they complete.

The proportion of students enrolled in all developmental coursework who earned a grade of *C*- or better in the developmental course(s) they complete.

BENCHMARK DATA

This measure benchmarks against the median values for Enrollee Success in developmental Math, Writing, and those two combined of all two-year colleges participating in the National Community College Benchmark Project.

FREQUENCY OF DATA COLLECTION

Collected annually and end-of-term spring semester.

RECOMMENDED METHOD

For all developmental courses in an academic year, calculate the Drop, Withdrawal, Fail or Incomplete (DWFI), and NR rates of enrollees to ascertain the percentage of students successfully completing developmental courses. Semester and course percentages are averaged to derive at a yearly success rate for developmental students.

CORE THEMES

1. Academic Preparation

RATIONALE

One of the College's Core Themes is Academic Preparation. We accomplish this in part by helping students become ready for college-level coursework in many fields, but primarily in Math and English. Their success in these courses has been proven to increase their likelihood of persisting to goal attainment and/or completion of a college credential. This indicator measures how effective the College is at moving students through remedial coursework.

CORE INDICATOR 7:
SUCCESS OF REMEDIAL STUDENTS IN SUBSEQUENT AND RELATED COURSEWORK

STATISTICS OF INTEREST

The proportion of students who enroll into developmental coursework who earned a grade of *C*- or better in subsequent and/or non-developmental college courses after having completed developmental course work. Statistics are collected for both Math and Writing/English coursework.

BENCHMARK DATA

This measure benchmarks against the median values for Developmental Student Success in in their first college-level Math and/or English/Writing courses of all two-year colleges participating in the National Community College Benchmark Project.

FREQUENCY OF DATA COLLECTION

Collected annually and end-of-term spring semester.

RECOMMENDED METHOD

At the end-of-term spring semester, build two cohorts from the previous academic year. One cohort is for English students, and the other cohort for Mathematics students. The method for building the cohorts is identical and as follows. From the previous academic year (e.g. AY09), build the cohort of students, duplicated headcount, by term, who enrolled in and successfully completed a developmental courses in that academic year (e.g. AY09). Note, if a student enrolls in and successfully completes more than one developmental course in the academic year, they will be counted in the cohort one time for each successful completion. At the end of the current academic year (e.g. end-of-term spring semester in AY10), calculate the percent of the cohort who successfully completed a subsequent course during the previous (e.g. AY09) or just completed (e.g. AY10) academic years. Again, if a student enrolled in more than one subsequent course during this timeframe, they will be counted one time for each enrollment, either in the successful or not-successful group.

CORE THEMES

1. Academic Preparation

RATIONALE

Successfully moving students through developmental/remedial coursework is but one component to Academic Preparation. Students' subsequent success in their first related college-level coursework tells the College how well the remedial course was aligned with preparing students to enter college-level courses. Whereas Core Indicator 6 illustrates how well the College successfully moves students through remedial coursework, this indicator illustrates how appropriate that coursework was in preparing students for college-level studies.

CORE INDICATOR 8:
WORKFORCE DEGREE PRODUCTION

STATISTICS OF INTEREST

The number of applied degrees (AAS), certificates (CAS) and Professional Certifications granted annually by MSU-Great Falls.

The proportion of applied degrees (AAS), certificates (CAS) and Professional Certifications granted annually by MSU-Great Falls as a percentage of annual applied program student FTE.

BENCHMARK DATA

MSU-Great Falls' previous years' workforce degree production rate.

IPEDS Peer data from the previous academic year using all certificates/degrees awarded to peer institutions divided by their total FTE.

FREQUENCY OF DATA COLLECTION

Degree production data are collected annually at end-of-term spring semester.

RECOMMENDED METHOD

Degree production data are derived from the number of Associate of Applied Science Degrees, Certificates of Applied Science, and Professional Certifications awarded annually divided by the average annual FTE in applied programs for the same academic year.

CORE THEMES

2. Workforce Development

RATIONALE

Applied programs, and the credentials awarded through them, are intended to prepare students for entry or advancement in occupational areas. Therefore, the number of applied or workforce credentials is a good indicator of how well the College is providing potential employees to meet the community's workforce needs. The calculation of a production rate, taking the number of credentials as a percent of the total student FTE seeking a workforce credential, allows the College to monitor the annual success rate of students in obtaining these credentials.

CORE INDICATOR 9:
JOB PLACEMENT AND EARNINGS

STATISTICS OF INTEREST

Two statistics are utilized. The proportion of MSU-Great Falls graduates earning a degree or certificate intended for immediate employment responding to the annual MSU-Great Falls graduate survey who report being (1) employed in their field or (2) employed in their field and continuing their education, and (3) excluding those continuing education and not working. Second, the average hourly wage is calculated for all graduates employed all four quarters in the year following their graduation.

BENCHMARK DATA

This measure benchmarks against the median values for career program completers employed in a related field of all two-year colleges participating in the National Community College Benchmark Project. Earnings data is benchmarked against Montana's average individual earnings for the most recent year of which data is available.

FREQUENCY OF DATA COLLECTION

Data is collected annually, typically in the fall, and is provided to the College by OCHE.

RECOMMENDED METHOD

At the end-of-term spring semester, calculate the proportion of respondents (graduates earning a CAS or AAS Degree) to the MSU-Great Falls graduate survey who (1) report being employed in their field or (2) report being employed in their field and continuing their education. Exclude from the calculation graduates who are continuing education but not employed. Note, these data are reported in a time-lagged fashion, using graduates from the previous academic year (e.g. AY09), who responded to the survey during the just completed academic year (e.g. AY10). For example, placement rates for graduates from the 2008/2009 academic year, would be calculated at the end of spring semester of the 2009/2010 academic year, and reported as FY10 data.

Wage data is provided by OCHE as follows. OCHE will provide a list of all MSU-Great Falls graduates employed in Montana the year following their graduation. Average hourly wages are calculated by taking the earnings of applied graduates employed in their field for all four quarters converted to an hourly rate using assumptions of full time employment.

CORE THEMES

2. Workforce Development

RATIONALE

The Core Theme of Workforce Development cannot only be measured by the output of graduates and the production of degrees. Those two things must be highly sought out and valued by employers. In addition, they must be aligned to community needs, which may be best identified through employment opportunities. Therefore, the rate at which the College's graduates become employed within their field of study or expertise is a sound indicator of both the quality, and appropriateness, of the programming the College offers and its fit with community workforce needs.

CORE INDICATOR 10:
LICENSURE AND CERTIFICATION PASS RATES

STATISTIC OF INTEREST

The proportion of MSU-Great Falls students who attempt an industry licensure or certification exam and successfully pass earning a industry recognized/required credential.

BENCHMARK DATA

This indicators is benchmarked against previous year's licensure and industry certification pass rates.

FREQUENCY OF DATA COLLECTION

These data are collected annually, typically during the Fall semester, through a survey of academic program directors who track and report the licensure and certification pass rates of their students.

RECOMMENDED METHOD

A requirement for the Carl D. Perkins grant and various program accreditation bodies, the College annually collects data on all students who (1) are enrolled in or graduated from an applied (workforce) program with an industry recognized certification or licensure and (2) attempt the licensure or certification examination. The percentage of those who pass is recorded.

CORE THEMES

2. Workforce Development

RATIONALE

Two RATIONALE are provided for this measure. First, the success of graduates in many applied fields must be measured by more than just graduation rates. Many occupations, especially in healthcare (which the College has strong programming), require licensure to practice or enter the workforce. Thus, measuring the success of students in passing licensure and certification exams is a critical indicators of success in developing a qualified workforce. Second, not all students who come to the College are seeking a degree. Some leave with the requisite skills and knowledge developed in key coursework. Often times, the coursework or activities that help develop these skills lead to industry-recognized certifications that provide added assurance to success in employment, professional advancement, or both. Thus, this indicator provides another mechanism for measuring student success in preparing to enter the workforce.

NOTES:

This measure's data collection methodology is currently being refined.

CORE INDICATOR 11:
EMPLOYER SATISFACTION WITH GRADUATES

STATISTIC OF INTEREST

The proportion of employers responding to the College's employer satisfaction survey that report (1) having hired graduates from MSU-Great Falls, and (2) report that those employees perform as well or better than non MSU-Great Falls graduates they hire.

BENCHMARK DATA

This indicator is benchmarked internally against the College's previous years' employer satisfaction ratings. It is also benchmarked externally against the median score of the National Community College Benchmarking Project's values on employer satisfaction.

FREQUENCY OF DATA COLLECTION

Annually. Survey will be conducted during spring semester and results tabulated by June 30.

RECOMMENDED METHOD

Annually, the College will survey the membership of the Great Falls Area Chamber of Commerce. This statistic will be derived from questions asking if the employers have hired recent graduates MSU-Great Falls and their ranking of performance of these employees versus non-MSU-Great Falls graduate employees.

CORE THEMES

2. Workforce Development

RATIONALE

It is not sufficient to simply graduate students from applied programs, but similar to tracking job-placement, additional measures of workforce development are critical to assessing the efficacy of the College in achieving this goal. Asking employers how well they believe the College's graduates perform in relation to all of their employees provides an additional perspective on the quality of the College's programming.

Notes:

For future development
Need to create the survey and pilot with the Chamber.

CORE INDICATOR 12:
TRANSFER DEGREE PRODUCTION

STATISTICS OF INTEREST

The number of transfer (AA and AS) degrees granted and MUS Core's transcripted annually by MSU-Great Falls.

The proportion of transfer (AA and AS) degrees granted and MUS Core's transcripted annually by MSU-Great Falls as a percentage of annual transfer program student FTE.

BENCHMARK DATA

MSU-Great Falls' previous years' transfer degree production rate.

MUS two-year institution transfer degree production rates for the same academic year.

FREQUENCY OF DATA COLLECTION

Degree production data are collected annually at end-of-term spring semester.

RECOMMENDED METHOD

Degree production data are derived from the number of Associate of Science, Associate of Arts Degrees and MSU Core awarded annually divided by the average annual FTE in transfer programs for the same academic year. MUS benchmark data is provided by OCHE on an annual basis.

CORE THEMES

3. Transfer Preparation

RATIONALE

The transfer programs at the college (Associate of Arts, Associate of Science, and the Montana University System Core), and the credentials awarded through them, are intended to prepare students to transfer to a four-year institution and towards a bachelor's degree. Therefore, the number of transfer degrees awarded is a good indicator of how well the College is providing potential transfer students for other four-year campuses. The calculation of a production rate, taking the number of credentials as a percent of the total student FTE seeking a transfer credential, allows the College to monitor the annual success rate of students in obtaining these credentials.

CORE INDICATOR 13:
TRANSFER PREPARATION AND MATRICULATION RATES

STATISTIC OF INTEREST

The proportion of students who at the completion of the previous academic year had (1) completed at least 12 credits at MSU-Great Falls, (2) where enrolled in a transfer program, (3) are not enrolled at MSU-Great Falls in Fall semester and (4) are enrolled at a 4-year campus.

BENCHMARK DATA

This indicator is benchmarked against previous years' transfer rates data.

FREQUENCY OF DATA COLLECTION

Annually at 15th day of Fall semester.

RECOMMENDED METHOD

Annually identify students who at the completion of the previous academic year had (1) completed at least 12 credits at MSU-Great Falls, where (2) enrolled in a transfer program, and (3) are not enrolled at MSU-Great Falls in Fall semester. Identify the proportion of those students who are enrolled Fall semester in a 4-year campus participating in the National Student Clearinghouse.

CORE THEMES

3. Transfer Preparation

RATIONALE

Not all students who enroll at the College in transfer programs have plans to complete an accompanying degree. In many instances, these students intend only to take a specific selection of general education coursework and plan to transfer to a four-year campus without completing an associate degree or even the MUS Core. This indicator allows the College to track the success of these students by assessing those individuals who are enrolled in a transfer program, complete a significant number of credits, but do not return to MSU-Great Falls.

CORE INDICATOR 14:
PERFORMANCE AFTER TRANSFER

STATISTIC OF INTEREST

The number of students earning a bachelor's degree from a 4-year MUS institution who report MSU-Great Falls as the last institution they attended.

BENCHMARK DATA

Previous years' performance after transfer data for MSU-Great Falls and other two-year campuses in the MUS. Average of peer institutions (Montana two-year colleges offering transfer degrees) from previous years.

FREQUENCY OF DATA COLLECTION

Annually at end-of-term spring semester.

RECOMMENDED METHOD

Working with OCHE, annually identify the number of students who (1) earn a bachelor's degree from a 4-year MUS institution and (2) report MSU-Great Falls as their last institution attended prior to enrolling in the degree-granting institution.

CORE THEMES

3. Transfer Preparation

RATIONALE

Tracking the success of transfer students requires more than simply assessing them at the time they leave MSU-Great Falls. The College wants to know that students do not only complete their transfer credential and successfully matriculate at a four-year university, but also that these students achieve their bachelors degree. This indicator allows the College to track its transfer students' success in bachelor's degree attainment within the Montana University System's universities.

CORE INDICATOR 15:
PARTICIPATION (PROFESSIONAL & CONTINUING EDUCATION)

STATISTICS OF INTEREST

The total unduplicated annual student headcount and total number of student enrollments in professional and continuing education (non-credit) coursework at MSU-Great Falls.

BENCHMARK DATA

Previous academic years annual headcount and enrollments in professional and continuing education courses at MSU-Great Falls.

FREQUENCY OF DATA COLLECTION

Collected annually at end-of-term spring semester.

RECOMMENDED METHOD

Data should be requested and received from the Office of Institutional Research and Planning, which will provide both unduplicated headcount and total enrollments in professional and continuing education courses for the Academic Year (Summer, Fall & Spring).

CORE THEMES

2. Workforce Development
4. Community Development

RATIONALE

Community colleges are known for serving large constituencies through non-credit and continuing education coursework. At MSU-Great Falls, nearly 1 out of every 5 students on campus is enrolled in these types of courses. The College, through its Professional and Continuing Education offerings, provides numerous and diverse opportunities for community members of all ages and backgrounds to further themselves professionally and individually. Tracking the total participation, both by individuals and enrollments, is a good indicator of how well the College is developing the community's professional and continuing education capacity.

CORE INDICATOR 16:
CONTRACT BUSINESS TRAINING

STATISTICS OF INTEREST

Two statistics are tracked. First, is the total duplicated headcount of participants in contract/customized business trainings offered by the College in an academic year. The second is the total number of businesses served through contract/customized training in an academic year.

BENCHMARK DATA

This measure benchmarks against the median values for Business and Industry duplicated headcount and number of companies served of all two-year colleges participating in the National Community College Benchmark Project.

FREQUENCY OF DATA COLLECTION

Collected annually at end-of-term spring semester.

RECOMMENDED METHOD

Data should be requested and received from the Department of Outreach and Workforce Development, which will provide both duplicated headcount and number of companies served through contract/customized business training during Academic Year (Summer, Fall & Spring).

CORE THEMES

2. Workforce Development
4. Community Development

RATIONALE

The strengths of any community reside in both its social and economic health. Community colleges play a vital role in developing both aspects. Contract, or customized training is an effective mechanism in which community colleges work directly with business and industry to develop their workforce and enhance their success as companies. Measuring both the number of participants and the number of companies the College serves through non-credit contract/customized business training provides valuable insight on how well the College is contributing to the economic aspect of community development.

APPENDIX C

STRATEGIC PLAN

2009-2013 Strategic Plan

FY2010 was the second year of the College's Strategic Plan. The Plan is simple, and closely aligned with both the strategic plan of the Board of Regents and the state's two-year education agenda, College!Now.

MSU – Great Falls College of Technology's 2009-2013 Strategic Plan incorporates three strategic priorities. Each priority guides the College's divisions in a unified effort to move the College forward.

The Plan calls for the College to work closely with partners in education, business, and industry to enable more students to succeed in achieving their educational goals.

The MSU – Great Falls' Strategic Plan is a living document reviewed each year to ensure the College's efforts are innovative, adaptable, and relevant to identified needs. This provides a foundation for a better future for the students of MSU – Great Falls, its communities, 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.

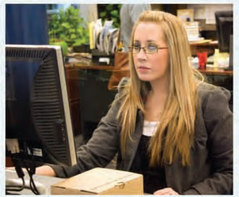
Lifelong Learning – We believe education is a lifelong necessity and commitment; we personify this belief by engaging and reengaging students from all generations in learning opportunities.

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.

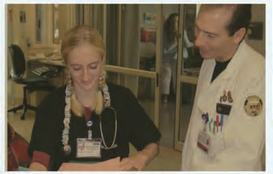











changing *lives* – **achieving** *dreams*

2009-2013 strategic plan and 2010 progress report

MONTANA STATE UNIVERSITY – GREAT FALLS College of Technology

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Montana State University – Great Falls College of Technology is committed to the provision of equal opportunity for education, employment, and participation in all college programs and activities without regard to race, color, gender, marital status, disability, age, disadvantage, religion, political affiliation and/or national origin. The College's Equal Opportunity Officers are the Executive Director of Human Resources and the Assistant Dean of Student Services. MSU - Great Falls is accredited by Northwest Commission on Colleges and Universities, a regional postsecondary accrediting agency. Regional accreditation assures the quality of the educational experience and facilitates the transfer of credit to state and national colleges and universities.

In 2009, the College established a strategic plan encompassing three overarching priorities for the next five years. Data points and rationale leading to the selection of these priorities are noted below.

2009-10 PERFORMANCE REPORT CARD

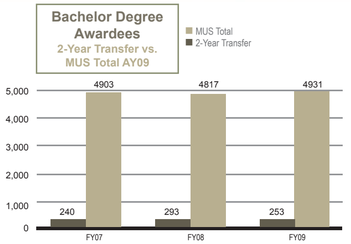


Chart Source: Montana Office of the Commissioner of Higher Education, MUS Data Warehouse.

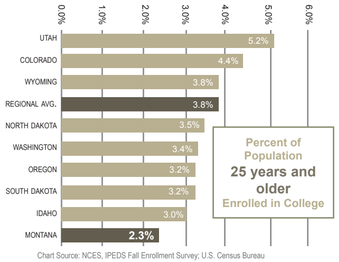


Chart Source: NCES, IPEDS Fall Enrollment Survey; U.S. Census Bureau

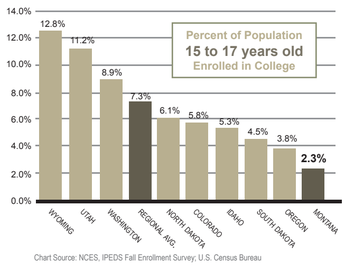


Chart Source: NCES, IPEDS Fall Enrollment Survey; U.S. Census Bureau

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. In 2006-07, only 227 of the 4,903 students who earned a bachelor degree from Montana's public colleges had previously attended a two-year college. Enrollment in and completion of transfer programs at MSU – Great Falls account for roughly 30% of the college's total headcount 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.

Strategic Priority 2

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

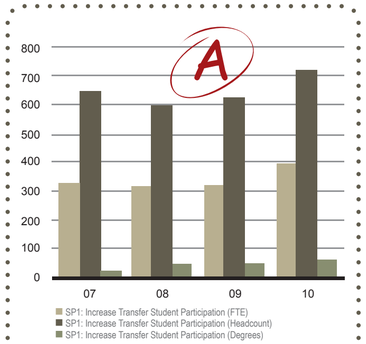
Montana ranks last in the west and near last in the nation for the number of adults in higher education. According to Census data, there will be an increase in adults age 30-40 in Cascade County (and Montana) and a significant increase of adults 55 years old and older through 2017.

At the same time, the number of students graduating from high school will continue to decrease. This will result in fewer traditional-age students (age 18-24) enrolling in college. The increase in the adult population offers the College an opportunity to recruit non-traditional age students to respond to emerging workforce needs. This is tomorrow's workforce. They must be engaged at greater rates in higher education.

Strategic Priority 3

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

Montana ranks low regionally and nationally in the number of high school students enrolled in credit-bearing college classes with only 2.3% of 15-17 year olds enrolled compared to 7.3% nationally. In addition, the Montana University System currently engages only 55% of recent high school graduates. According to census data, there will be fewer high school graduates 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 MSU – Great Falls as their first choice for college. Early college courses can reduce the cost of higher education and time to degree. It also prepares high school students for the transition to higher education and better prepares them to make career choices.



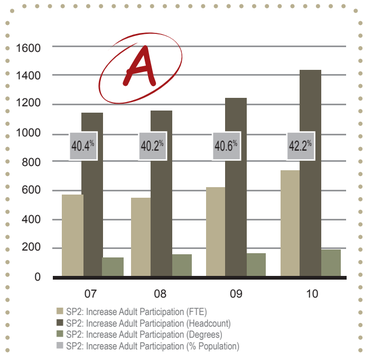
1

The College exceeded each of the goals set for 2010 within Strategic Priority 1: Increase the number of students participating in and completing programs that result in their successful transfer to a Bachelor Degree program.

Increase Transfer Student Participation: The total number of students enrolled in transfer programs at MSU – Great Falls increased 16% from 621 in 2009 to 722 in 2010. The full-time equivalent (FTE) enrollment was 324 in 2009 and 394 in 2010, a 22% increase.

Increase Number of Transfer Degrees Awarded: Enrollment in Associate of Arts and Associate of Science degree programs increased 22% and the total number of transfer degrees awarded increased 27%.

The total number of students who transferred from MSU – Great Falls to a four-year college increased 13% in 2009.



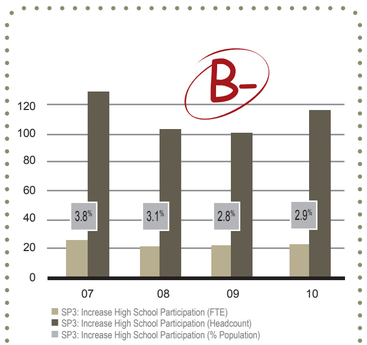
The College exceeded each of the goals set for 2010 in Strategic Priority 2: Increase the number of adult students participating in and earning a post-secondary credential.

Increase Adult Participation (% of Population): In 2010, adult students comprised approximately 42% of the College's student population compared with 40.6% in 2009.

Increase Adult Participation: 1,452 adults enrolled in 2010 compared to 1,235 in 2009 - a 18% increase. The full-time equivalent enrollment (FTE) was 733 in 2010 and 603 in 2009, a 21% increase.

Increase Number of Degrees Earned by Adults: The College awarded 182 college credentials to adult students in 2010 compared with 138 in 2009, an increase of 32%.

2



3

The College made progress, but did not reach its goals, on Strategic Priority 3: Increase the number of high school students participating in early college activities leading to college credit.

Increase High School Participation by Enrollment: The total number of high school students enrolled in MSU – Great Falls in early college courses increased 15% from 85 students in 2009 to 98 in 2010. However, the College did not reach its goal of 101 high school students enrolled. The full-time equivalent (FTE) enrollment of high schools was 17 in 2009 and remained the same in 2010.

Increase High School Participation by Percent of Population: High school students comprised 2.8% of the College's enrollment in 2009 and 2.9% in 2010. This did not reach the College's goal of 3.5%.

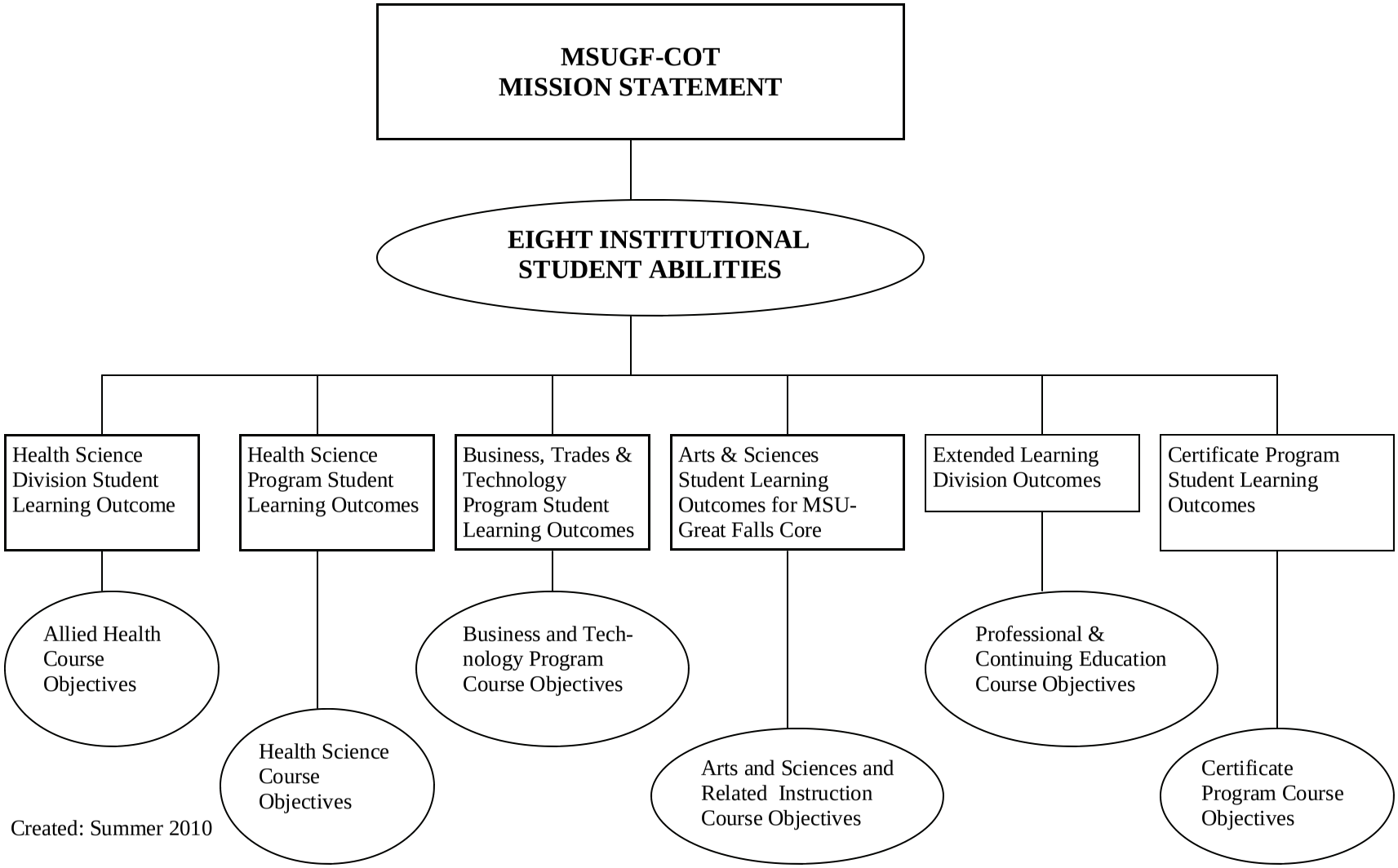
Strategic Plan FY2010

- MSU – Great Falls is actively involved in Bridging Opportunities, a community education initiative involving business and education, reached elementary, middle and high school students, their parents, high school counselors, teachers, faculty, and community leaders with the message that college is within reach of each and every individual.
- The College is affiliated with the Montana Digital Academy to deliver dual enrollment coursework to high school students statewide.
- For the first year, MSU – Great Falls was the college of choice for local high school seniors with more deciding to enroll here than at either the University of Montana or Montana State University.
- Business Management and Business Entrepreneurship programs are going completely online. A recent analysis by the Office of the Commissioner of Higher Education found that nearly 75% of the students enrolled in the College's online programs are adults.
- The number of formal dual enrollment agreements with Montana high schools doubled in the past year. There were 14 agreements in 2008-09 and 31 in 2009-10.
- Through a series of focus groups involving current and past adult students, the College identified many of the barriers that keep them from enrolling or persisting in college and will use this knowledge to improve the adult student college experience.
- In response to employer workforce need, the College established an online certificate program in pharmacy technician that accommodates flexibility in scheduling for adult students.
- Over 80 faculty at the College now possess licensure from the Montana Office of Public Instruction. The license allows MSU - Great Falls faculty to teach high school students either in classrooms or online. MSU – Great Falls has the highest number of Class 8 licensed faculty among the MSU campuses.

APPENDIX D

OUTCOMES ASSESSMENT OF STUDENT LEARNING PATHWAY

Outcomes Assessment of Student Learning Pathway



Created: Summer 2010

APPENDIX E

PHASE I

MSU-Great Falls - College of Technology
Align Program, Division, &/or Degree Outcomes to Abilities
Phase I- For Directors Use Only

As you review, revise, or develop your Division, Degree, &/or Program Outcomes keep in mind the necessity that they align with the Eight Institutional Abilities. Will your Division, Degree, &/or Program Outcomes lead the graduate to ultimately possess the College's Abilities?

Date:_____

Division, Degree, or Program: _____

ABILITIES	SKILLS	ALIGNMENT OF THE PROGRAM, DEGREE, OR DIVISION STUDENT LEARNING OUTCOMES	SKILL LEVEL I = Introduce, R = Reinforce, E = Emphasize *	ALIGNMENT WITH A COURSE AND SPECIFIC OBJECTIVE THAT ASSESSES THIS OUTCOME	SPECIFIC COURSE OBJECTIVE ASSESSMENT TOOL TO DETERMINE IF THIS OUTCOME AND THUS THIS ABILITY SKILL HAS BEEN MET
Communication	Speak		I		
			R		
			E		
	Listen		I		
			R		
			E		

	Write		**I**		
			R		
			E		
Quantitative Reasoning	**Quantitative Information**		**I**		
			R		
			E		
	Problem Solving		**I**		
			R		
			E		
Inquiry and Analysis	**Ethics**		**I**		
			R		
			E		

	Theory		**I**		
			R		
			E		
	Application		**I**		
			R		
			E		
Aesthetic Engagement	**Perceive/Observe**		**I**		
			R		
			E		
	Respond/Critique		**I**		
			R		
			E		

	Create/Perform		**I**		
			R		
			E		
Diversity	**Diversity in the Classroom**		**I**		
			R		
			E		
	Diversity in the Community		**I**		
			R		
			E		
Technical Literacy	**Personal Computer Technology**		**I**		
			R		
			E		

	Technical Literacy		**I**		
			R		
			E		
Critical Thinking	**Problems or Questions**		**I**		
			R		
			E		
	Supporting Data and Analysis		**I**		
			R		
			E		
	Patterns, Explanations, and Solutions		**I**		
			R		
			E		

	Conclusions, Implications, and Consequences		**I**		
			R		
			E		
Effective Citizenship	**Personal Engagement**		**I**		
			R		
			E		
	Personal Accountability		**I**		
			R		
			E		

***I = Introduce, R = Reinforce, and E = Emphasize. Refer to the criteria description for each of these levels in your program, degree, or division evidence of student learning notebook.**

Revized Summer 2010

APPENDIX F

PHASE II

MSU-Great Falls College of Technology
Assess Program, Division, &/or Degree Outcomes
Phase II- For Directors Use Only

Division, Degree, &/or Program Outcomes should be reviewed and evaluated to ensure they are in alignment with the Eight Institutional Abilities. The institutional evaluation schedule for the abilities and their respective skills is:

- **2011-2012** **COMMUNICATION (SPEAK, LISTEN, WRITE)**

  QUANTITATIVE REASONING (QUANTITATIVE INFORMATION, PROBLEM SOLVING)

  EFFECTIVE CITIZENSHIP (PERSONAL ENGAGEMENT, PERSONAL ACCOUNTABILITY)
- **2013-2014** **INQUIRY AND ANALYSIS (ETHICS, THEORY, APPLICATION)**

  DIVERSITY (CLASSROOM, COMMUNITY)

  TECHNICAL LITERACY (PERSONAL COMPUTER TECHNOLOGY, TECHNICAL LITERACY)
- **2014-2015** **AESTHETIC ENGAGEMENT (PERCEIVE, OBSERVE & RESPOND, CRITIQUE & CREATE, PERFORM)**

  CRITICAL THINKING (PROBLEMS OR QUESTIONS; SUPPORTING DATA & ANALYSIS; PATTERNS, EXPLANATIONS, & SOLUTIONS; CONCLUSIONS, IMPLICATIONS, & CONSEQUENCES)

Date:_____

Division, Degree, or Program: _____

Institutional Abilities/Skill	**Division, Degree, &/or Program Student Learning Outcomes remain in alignment with the Eight Abilities**	**Type of Skill Level aligns with the Ability level desired: *Introduce, Reinforce, Emphasize***	**Assessment tool used to determine if Division, Degree, &/or Program Student Outcomes provides evidence that Ability has been met or achieved**	**Evidence of Change that occurred due to the fulfillment of the course learning objective**	**Recommendations to continue or modify Student Learning Pathways to ensure the outcomes are aligning with the Abilities**
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Revized: Summer 2010

APPENDIX G

PHASE III

MSU-Great Falls College of Technology
Align Course Objectives to Program, Division, &/or Degree Outcomes
Phase III- For Faculty Use Only

As you start to develop, review, or revise your course syllabi to determine if the course objectives take into account the purpose of the course and how it relates to the future degree and Abilities the MSU-Great Falls College of Technology graduate will hold.

How will your course objectives align with and lead the graduate to hold the program, degree, or division's outcome and ultimately the College's Abilities?

Course Name/Number: _____ Semester taught: _____

Course Objective	**Aligns with which program, division, or/degree outcome**	**Type of Course Objective:** ***Introduce, Reinforce, or Emphasize***	**Assessment tool used to determine if Course Objective has been met or achieved**

Revised Summer 2010

Kinds of Learning Objectives-Basic Definitions

- **Introduce**
  The facts and concepts we want students to know
  (Introductory Objective verbs: knows, lists, names, identifies & recalls)

- **Reinforce**
  Students use what they know to reason and solve problems
  (Types of Reinforce Objective verbs: predicts, infers, classifies, hypothesizes, compares, concludes, summaries, analyzes, evaluates, & generalizes)

- **Emphasize**
  Students use their knowledge and reasoning to act skillfully
  (*Emphasize Objective verbs: demonstrates, exhibits, displays, proves & shows)*

References:

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006***)***. *Classroom assessment for student learning.* Oregon: Educational Testing Service.

Wehlburg, C. (2008). *Promoting integrating and transformative assessment.* San Francisco, CA : Jossey-Bass.

APPENDIX H

PHASE IV

MSU-Great Falls College of Technology
Assess Course Objectives
Phase IV- For Faculty Use Only

Course: _____ Term: _____

At the completion of the course it is important that instructors reflect back on the projected course objectives to determine if they were met by the majority of the students, aligned with the program/degree/division outcome and aligned with the type of learning hoped for. Did the developed assessments tools provide verification that the course objective was met? Was there anticipated change in the student due to the accomplishment of meeting the set course objectives?

Reviewing and gathering outcomes assessment data is not enough, it must come full circle. Utilizing outcome results to increase the quality of student learning gives outcomes a process not an end product.

Course Objectives	Aligned with the program, degree, or division outcomes	Aligned with type of learning objective striving for: *Introduce, Reinforce, Emphasize*	Course Assessment Tool utilized to provide verification that objective was met	Evidence of Change that occurred due to fulfillment of the course objective	Recommendations to continue or modify Student Learning Pathway

Additional Course Challenges with Recommendations for future course utilizing student feedback:

APPENDIX I

OPERATIONAL DEFINITIONS

OPERATIONAL DEFINITIONS – Outcomes Assessment of Student Learning Pathway

- **Abilities –** Learning that is central to the personal and professional success of all MSU-Great Falls COT students, e.g. institutional outcomes for student learning. The institutional abilities should align with the institutional mission statement.

- **Department and Division Outcomes –** The specific knowledge, skills, or developmental attributes that will be listed in the catalog that students experience during a course taught within a specific department or division. Department and division outcomes are linked to the College's abilities.

- **Program Outcomes –** The specific knowledge, skills, or developmental attributes listed in the College Catalog that students develop through their experience in a program. Program outcomes are linked to the College's abilities.

- **Course Objectives –** The specific measurable expectations that appear on course syllabi as to what an individual in a course will achieve. Course objectives are linked to program, department, or division outcomes.

- **Course Assessment Tools –** The instrument(s) developed by the faculty and used to gather information on student learning, development, or success in area (e.g., observations, quizzes, papers, presentations, portfolios, surveys, self-reflections, etc.).The purpose of utilizing these tools is to measure the students' accomplishments of the course objectives.

- **Evidence of Change (or Student Learning) –** Evidence of change or student learning is accomplished by analyzing the results of the course assessment tools. Evidence of change may include changes in knowledge, student behavior, attitudes, and their perception and engagement with their local and global environment. This evidence will be utilized to support continuing with the current steps of the Student Learning Pathway or to support making changes in the Student Learning Pathway.

Kinds of Learning Objectives – Basic Definitions

- **Introduce**
  Students learn the facts and concepts necessary for an introductory skill.
  (Introductory Objective verbs: knows, lists, names, identifies & recalls)

- **Reinforce**
  Students use what they know to reason and solve problems.
  (Reinforce Objective verbs: predicts, infers, classifies, hypothesizes, compares, concludes, summaries, analyzes, evaluates, & generalizes)

- **Emphasize**
  Students use their knowledge and reasoning to act skillfully.
  (*Emphasize Objective verbs: demonstrates, exhibits, displays, proves, & shows)*

Created: Summer 2010

OPERATIONAL DEFINITIONS – Assessment of Departmental Effectiveness

- **Strategic Plan** – The integrative framework central to institutional effectiveness at MSU-Great Falls College of Technology. The strategic plan is linked to the college mission.

- **Departmental Goal(s)** – The general expectations of individual departments articulated in the strategic plan (big-picture, vision statement, hopes). The departmental goal(s) is linked to the strategic plan.

- **Departmental Outcomes** – The specific tasks to be accomplished, e.g. what the department will *do*. The departmental outcomes are linked to the departmental goal(s).

- **Program/Area Objectives** – The specific measurable expectations about what an individual(s) in an area will achieve. Departmental objectives are linked to program outcomes.

- **Measures** –The instrument(s)used to gather information on effectiveness, growth, or success.

- **Evidence** – The information about the results of the process. Evidence is gathered through analysis and study of the measures.

OPERATIONAL DEFINITIONS – Assessment of Institutional Effectiveness

- **Strategic Plan** – The integrative framework central to institutional effectiveness at MSU-Great Falls College of Technology. The strategic plan is linked to the college mission.

- **Institutional Goal(s)** – The general expectations of the institution articulated in the strategic plan (big-picture, vision statement, hopes). The institutional goal(s) is linked to the college mission.

- **Institutional Outcomes** – The specific tasks to be accomplished, e.g. what the institution will *do*. The institutional outcomes are linked to the institutional goal(s).

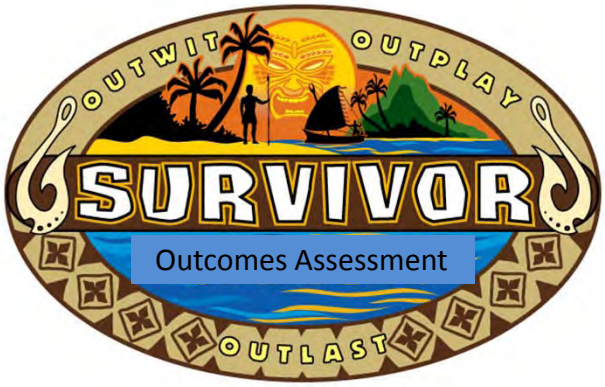
- **Departmental Objectives** – The specific measurable expectations about what an individual department will achieve. The institutional objectives are linked to institutional outcomes.

- **Measures** –The instrument(s)used to gather information on effectiveness, growth, or success.

- **Evidence** – The information about the results of the process. Evidence is gathered through analysis and study of the measures.

APPENDIX J

OUTCOMES ASSESSMENT TEAM POWERPOINT PRESENTATION

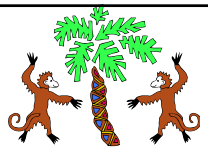


SURVIVOR NOTES

- Define Learning Outcomes Assessment Process
- The Past
- The Future
- And The Present

Defining Learning Outcomes Assessment Process

- Document our expectations (outcomes) for a student in a specific class, a program, a degree, a department, a division, or a graduate of our institution.
- Document our assessment of the student success at achieving these expectations.
- This process must be cyclic. We use this information to justify the current and/or to improve the learning process.



The Past

2006-2007 Created outcomes definitions and developed institutional abilities

2007-2008 Each faculty given Evidence of Student Learning Binder

The Past

2008-2009 Develop criteria for institutional abilities and timeline for assessing the abilities.

Kim and several other instructors piloted utilizing more outcomes assessment tools in their programs. Accrediting body approval.

Created a revised institutional pathway (map).

What did we learn from the past?

- Speaking the same language and using similar tools is important
- Faculty will always be at different levels with regards to outcomes assessment. Need ongoing education.
- Bi-annual All Faculty Tribal Council needed. What's the plan for the year? How did we do?
- Need a flexible institutional pathway (map) for the future

Future and Present

- Present-We're Here and Will Present Outline for 2010-11 in Division Meetings in Oct.
- Future - Let's look at the Flexible Map for the institution (See Handout)

Outcome Assessment Phases

- Phase I-Align Program/Degree/Division Outcomes to Abilities
- Phase II-Assess Program/Degree/ Division Outcomes
- Phase III-Align Course Objectives to Program/Degree/Division Outcome
- Phase IV-Assess Course Objectives

Faculty Survivor Kits for Completing Phase III

- Current Catalogue
- Hard copies and e-copies of your course syllabi
- A Educational Spirit!

Resources For Outcomes Assessment

- OAT Ladies-Donna Eakman, Mandy Wright, Susan Cooper
- Division Directors
- Program Directors/Department Chairs
- K-drive Outcomes Assessment 2010-11

Suggestions and Questions

APPENDIX K

SAMPLE SYLLABUS

INSTITUTION: **MSU-GREAT FALLS COLLEGE OF TECHNOLOGY**

COURSE TITLE: Personal Nutrition

COURSE NUMBER: BIO 205 70M, BIO 205 71M, BIO 205 72M

COURSE CREDITS: 3 (approximately 22 class hours and 22 online hours)

COURSE DAY & TIME: BIO 205 70M Wednesday 08:30-09:45, BIO 205 71M Wednesday 11:30-12:45, BIO 205 72M Tuesday 09:00-10:15 Spring 2011

INSTRUCTOR: Susan Cooper, MS, RD

OFFICE HOURS: R 230, by appointment or Tuesday 10:30-11:30 & 12:30-04:30; 771-4357

I. COURSE DESCRIPTION:

To understand the science of human nutrition and apply nutrition and food concepts to the individual during critical stages of the life cycle. To demonstrate the consumer skills needed to achieve optimal nutritional status. Prerequisites: None.

II. COURSE MATERIALS:

Text: Understanding Nutrition by Whitney and Rolfes,12th ed., online access to Diet Analysis

III. COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

a. Describe the functions of major and micro key nutrients in man.

b. Recognize foods categorized as appropriate sources of specific nutrients and foods that are inadequate sources.

c. Describe how food scarcity, availability and price affect the nutritional value of the diet.

d. List and discuss the psychological, cultural, and social factors that may influence the behavior selection of food.

e. Interpret and use the information in various nutrition "tools" such as D.R.I.s, Food Guide, food composition tables, computer dietary analysis etc... Recognize the limitations of these tools.

f. Determine through personal dietary evaluation whether nutrient needs are being met.

g. Assess the potential problems resulting from dietary (nutrient) imbalance, surpluses, and/or deficiencies.

h. Recognize the treatment of food such as food additives, irradiation, food safety may influence its nutritional content.

i. Develop an awareness of how nutritional needs are influenced by normal physiologic states of the life span.

j. Analyze nutrition information and advertising and render judgment on its soundness and validity based on accepted scientific information.

k. Develop an awareness of the current trends and contemporary nutritional problems such as eating disorders, sports nutrition, obesity, hunger, etc..., as they influence human nutrition, and acquire a foundation for further study.

IV. COURSE OUTLINE AND SCHEDULE

MEETING DATE	TOPIC	ASSIGNMENT
T-Jan 18 W-Jan 12	Making Food Choices	Chap 1
T-Jan 25 W-Jan 19	Planning a Healthy Diet/CHO	Chap 2 & 4
T-Feb 1 W-Jan 26	CHO/Water-Sol Vitamins	Chap 4 & 10
T-Feb 8 W-Feb 2	**Exam I (Chp 1,2,4,10)** /Lipids	Chap 5
T-Feb 15 W-Feb 9	Proteins/ Fat Sol Vitamins	Chap 6 & 11
T-Feb 22 W-Feb 16	Food Safety/ **Personal Assessment Part I due**	Chap 19
T-Mar 1 W-Feb 23	**Exam II (Chp 5,6,11,19)**/ Digestion & Absorption	Chap 3
T-Mar 8 W-Mar 9	Metabolism	Chap 7
T-Mar 22 W-Mar 23	Energy Balance/ **Personal Assessment Part II Pre-due date**	Chap 8 & 9
T-Mar 29 W-Mar 30	Water, Major Minerals/ **Personal Assessment Part II due**	Chap 9 & 12
T-Apr 5 W-Apr 6	**Exam III (Chp 3,7,8,9,12)**/Trace Minerals	Chap 13
T-Apr 12 W-Apr 13	Athletics & Fitness	Chap 14
T-Apr 19 W-Apr 20	Prenatal & Infancy	Chap 15 & 16
T-Apr 26 W-Apr 27	Infancy & Elderly	Chap 17
T-TBA W-TBA	**Final Exam (Chapters 13,14,15,16,17)**	

V. COURSE EVALUATION

POINT DISTRIBUTION BY ASSIGNMENT

ASSIGNMENT	POINTS
A. Read and discuss chapters as assigned.	
B. Personal nutrition assessment assignment	100
C. Three exams (worth 50 points each**)**	150
D. Mandatory final exam	50
E. In-class assignments	100
Total	400

GRADE DISTRIBUTION

LETTER GRADE	PERCENTAGE	POINTS
A	90-100	360-400
B	80-89	320-359
C	70-79	280-319
D	60-69	240-279
F	Less than 60	LESS THAN 240

VI ACCOMMODATIONS

Students with documented disabilities, whether physical, cognitive or psychological, are entitled to reasonable accommodations in their classes. If you would like to use accommodations for this class, please contact Kathy Meier, Director of Disability and Learning Support Services at 406-771-4311 or stop by the Disability and Learning Support Services office to make arrangements.

VII. POLICIES

Attendance: Attendance will be recorded at the beginning of each day. If a student is late to class, it is their responsibility to inform the instructor at the end of class. Otherwise the student will be marked as absent. Students who fail to attend class miss the opportunity to be awarded points for in-class assignments or bonus in-class application activities. The student **CANNOT** make-up these points outside of class.

Assignments: All assignments are due on their due dates at the beginning of class. Late papers will receive a zero. No exceptions. Students have the option to
to turn in their assignments early to the instructor.

Missed exams: Students can make-up only one exam. This does not include the final exam. It is the student's responsibility to contact the instructor in adequate time to arrange for a make-up exam. The make-up must be taken within one week after the original exam date. Make-up exams will be compromised of essay questions.

Assignments and exams: Students should not place their assignments in my mailbox or give it to the health sciences administrative assistant. The only exception to this rule will be for those students who are taking make-up exams.

This instructor is participating in a program called Save Our Students (SOS), designed to support students in their MSU-Great Falls COT experience. As a student, you may receive an SOS notice via email, phone call, or letter, at any point during the semester if the faculty member teaching the course has concerns about your attendance, academic performance, or any other issue related to your success as a student. You are also encouraged to approach your faculty member directly if you are experiencing any challenges related to the class or any other aspect of your college life.

VIII. OUTCOMES ASSESSMENT ALIGNMENT

Course Objectives	Aligns with the Following Program/ Degree/Division Outcomes	Type of Course Objective *Introduce, Reinforce, or Emphasize*	Assessment Tool Used to Determine if Course Objective Has Been Achieved	MSU – Great Falls Abilities	Aligns with the following ADA Competencies
Describe the functions of major and micro key nutrients in man.	Demonstrate the application of basic knowledge in anatomy, physiology, and chemistry in the practice of nutrition education.	**Introduce**	**Exam I, II, II**	**Inquiry and Analysis- application (introduce)**	DT KR 1.1,DT 1.1, DT 1.2, DT 5.1
	Understand basic principles of nutrition and trends in nutrition.	**Introduce**		**Inquiry and Analysis- application (introduce)**	DT KR 1.1, DT 2.3, DT KR 3.2, DT 3.3, DT 3.4, DT 5.1, DT 5.2
Recognize foods categorized as appropriate sources of specific nutrients and foods that are inadequate sources.	Demonstrate the application of basic knowledge in anatomy, physiology, and chemistry in the practice of nutrition education.	**Introduce**	**Exam I, II, III**	**Inquiry and Analysis- application (introduce)**	DT KR 1.1,DT 1.1, DT 1.2, DT 5.1
	Understand basic principles of nutrition and trends in nutrition.	**Introduce**		**Inquiry and Analysis- application (introduce)**	DT KR 1.1, DT 2.3, DT KR 3.2, DT 3.3, DT 3.4, DT 5.1, DT 5.2
Describe how food scarcity, availability and price affect the nutritional value of the diet.	Understand basic principles of nutrition and trends in nutrition.	**Introduce**	**Exam I, IV**	**Inquiry and Analysis- application (introduce)**	DT KR 1.1, DT 2.3, DT KR 3.2, DT 3.3, DT 3.4, DT 5.1, DT 5.2

List and discuss the psychological, cultural, and social factors that may influence the behavior selection of food.	Effectively utilize common nutrition and foodservice software programs.	**Introduce**	**Exam I**	**Inquiry and Analysis-application (introduce)**	DT 4.4
Interpret and use the information in various nutrition "tools" such as D.R.I.s, Food Guide, food composition tables, computer dietary analysis etc... Recognize the limitations of these tools.	Effectively utilize common nutrition and foodservice software programs. Understand basic principles of nutrition and trends in nutrition.	**Introduce/ Reinforce** **Introduce/ Reinforce**	**Personal Assessment, in-class assignments**	**Inquiry and Analysis-application (introduce/ reinforce)** **and** **Technical Literacy-technical literacy(introduce/reinforce/emphasis) for both program outcomes**	DT 4.4 DT KR 1.1, DT 2.3, DT KR 3.2, DT 3.3, DT 3.4, DT 5.1, DT 5.2
Determine through personal dietary evaluation whether nutrient needs are being met.	Prepare nutrition care plans for and provide counseling to clients from diverse socio-economic backgrounds and at each stage of the lifestyle that result in improved client nutritional status.	**Introduce/ Reinforce**	**Personal Assessment**	**Inquiry and Analysis-application (introduce/ reinforce)**	DT 1.5, DT KR 2.1, DT KR 2.2, DT 2.2, DT 2.3, DT 2.5, DT 2.6, DT KR 3.1, DT 3.1, DT 3.2, DT 3.5, DT 5.2
Assess the potential problems resulting from dietary (nutrient) imbalance, surpluses, and/or deficiencies.	Demonstrate the application of basic knowledge in anatomy, physiology, and chemistry in the practice of nutrition education. Prepare nutrition care plans for and provide counseling to clients from diverse socio-economic backgrounds and at each stage of the lifestyle that result in improved client nutritional status.	**Introduce/ Reinforce** **Introduce/ Reinforce**	**Personal Assessment**	**Inquiry and Analysis-application (introduce/ reinforce)** **Inquiry and Analysis-application (introduce/ reinforce)**	DT KR 1.1,DT 1.1, DT 1.2, DT 5.1 DT 1.5, DT KR 2.1, DT KR 2.2, DT 2.2, DT 2.3, DT 2.5, DT 2.6, DT KR 3.1, DT 3.1, DT 3.2, DT 3.5, DT 5.2

	Understand basic principles of nutrition and trends in nutrition . 	**Introduce/ Reinforce**		**Inquiry and Analysis- application (introduce/ reinforce)**	DT KR 1.1, DT 2.3, DT KR 3.2, DT 3.3, DT 3.4, DT 5.1, DT 5.2
Recognize the treatment of food such as food additives, irradiation, food safety may influence its nutritional content.	Apply knowledge of food safety and sanitation, menu planning, procurement, inventory, and quality control in food service operations. Understand basic principles of nutrition and trends in nutrition.	**Introduce/ Reinforce** **Introduce/ Reinforce**	**Exam II & in-class assignment**	**Inquiry and Analysis- application (introduce/ reinforce)** **Inquiry and Analysis- application (introduce/ reinforce)**	DT KR 3.4,DT KR 4.1, DT KR 4.4, DT 4.2 DT KR 1.1, DT 2.3, DT KR 3.2, DT 3.3, DT 3.4, DT 5.1, DT 5.2
Develop an awareness of how nutritional needs are influenced by normal physiologic states of the life span.	Prepare nutrition care plans for and provide counseling to clients from diverse socio-economic backgrounds and at each stage of the lifestyle that result in improved client nutritional status.	**Introduce/ Reinforce**	**Final & in-class assignment**	**Inquiry and Analysis- application (introduce/ reinforce)**	DT 1.5, DT KR 2.1, DT KR 2.2, DT 2.2, DT 2.3, DT 2.5, DT 2.6, DT KR 3.1, DT 3.1, DT 3.2, DT 3.5, DT 5.2
Analyze nutrition information and advertising and render judgment on its soundness and validity based on accepted scientific information.	Demonstrate the application of basic knowledge in anatomy, physiology, and chemistry in the practice of nutrition education. Identify the characteristics of reliable nutrition information and apply this knowledge to assess research and statistical data.	**Introduce/ Reinforce** **Introduce/ Reinforce**	**In-class assignment**	**Inquiry and Analysis- application (introduce/ reinforce)** **Inquiry and Analysis- application (introduce/ reinforce)**	DT KR 1.1,DT 1.1, DT 1.2, DT 5.1 DT 1.1, DT 1.2

MSU – Great Falls Eight Abilities:

The faculty and staff of MSU – Great Falls College of Technology have deemed the following abilities to be central to the personal and professional success of all graduates:

A1 – Communication: The ability to utilize oral, written, and listening skills to effectively interact with others.

A2 – Quantitative Reasoning: The ability to understand and apply mathematical concepts and models.

A3 – Inquiry and Analysis: The ability to process and apply theoretical and ethical bases of the arts, humanities, natural and social science disciplines.

A4 – 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.

A5 – Diversity: The ability to understand and articulate the importance and influence of diversity within and among cultures and societies.

A6 – Technical Literacy: The ability to use technology and understand its value and purpose in the workplace.

A7 – 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.

A8 – Effective Citizenship: The ability to commit to standards of personal and professional integrity, honesty, and fairness.

APPENDIX L

PERFORMANCE REPORT CARD

MSU-GREAT FALLS FY10
PERFORMANCE REPORT CARD

<----------- Performance ----------> <----------- Grading Rubric ----------->

Core Theme(s)	Core Indicators of Institutional Effectiveness	AY06	AY07	AY08	AY09	AY10	% Change	Goal	Exceptional Performance	Good Performance	Satisfactory Performance	Requires Attention Performance
All	CI 1: Enrollment (FTE)	1080	1069	1035	1144	1313	15%	1148	> 1149	1148 1103	1102 1056	1055 <
All	CI 1: Enrollment (Headcount)	2158	2163	2094	2228	2490	12%	2448	> 2449	2448 2393	2392 2337	2336 <
All	CI 2: Regional Market Penetration Rates (Credit)	N/A	1.9%	1.8%	2.1%	2.5%	19%	2.3%	> 2.4%	2.3% 2.1%	2.0% 1.9%	1.8% <
4	CI 2: Regional Market Penetration Rates (PCE)	N/A	0.8%	0.7%	0.6%	0.6%	0%	0.9%	> 1.0%	0.9% 0.8%	0.7% 0.6%	0.5% <
All	CI 3: Retention (First-Time, Full-Time Students)	45%	48%	41%	51%	57%	12%	50.8%	> 50.9%	50.8% 46.5%	46.4% 42.1%	42.0% <
All	CI 3: Retention (First-Time, Part-Time Students)	35%	49%	39%	37%	34%	-8%	41.3%	> 41.4%	41.3% 35.1%	35.0% 28.8%	28.7% <
All	CI: Graduation Rates (First-Time, Full-Time within 3 years)	22%	13%	10%	18%	18%	0%	17.3%	> 17.4%	17.3% 11.9%	11.8% 6.5%	6.4% <
All	CI: Graduation Rates (First-Time, Part-Time within 5 years)	N/A	15%	11%	14%	9%	-36%	12.4%	> 12.5%	12.4% 10.4%	10.3% 8.2%	8.1% <
All	CI 5: Demonstration of Abilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	> N/A	N/A N/A	N/A N/A	N/A <
3	CI 6: Success of Students in Remedial Courses (Math)	N/A	62%	53%	55%	56%	2%	57.9%	> 58.0%	57.9% 52.8%	52.7% 47.7%	47.6% <
3	CI 6: Success of Students in Remedial Courses (English)	N/A	71%	74%	58%	64%	11%	68.2%	> 68.3%	68.2% 59.7%	59.6% 51.0%	50.9% <
3	CI 6: Success of Students in Remedial Courses (All)	N/A	65%	57%	57%	58%	1%	61.0%	> 61.1%	61.0% 56.5%	56.4% 51.9%	51.8% <
3	CI 7: Success in Subsequent Coursework (Math)	N/A	57%	62%	60%	51%	-16%	61.8%	> 61.9%	61.8% 59.6%	59.5% 57.4%	57.3% <
3	CI 7: CI 7: Success in Subsequent Coursework (English)	N/A	56%	54%	54%	51%	-6%	59.9%	> 60.0%	59.9% 58.8%	58.7% 57.6%	57.5% <
1	CI 8: Workforce Degree Production (# of Degrees)	150	170	167	169	221	31%	167	> 168	167 158	157 147	146 <
1	CI 8: Workforce Degree Production (Rate)	26%	26%	26%	22%	26%	18%	25.5%	> 25.6%	25.5% 23.5%	23.4% 21.4%	21.3% <
1	CI 9: In-Field Job Placement Rates	76%	80%	85%	81%	80%	-2%	77.9%	> 78.0%	77.9% 74.5%	74.4% 70.9%	70.8% <
1	CI 9: Graduate Earnings	$14.91	$16.36	$13.71	$14.67	$14.45	-1%	15.90	> 15.91	15.90 14.93	14.93 13.96	13.96 <
1	CI 10: Licensure and Certification Pass Rates	87%	95%	95%	94%	92%	-1%	93.8%	> 93.9%	93.8% 89.8%	89.7% 85.8%	85.7% <
1,2	CI 11: Employer Satisfaction with Graduates	N/A	N/A	N/A	N/A	N/A	N/A	N/A	> N/A	N/A N/A	N/A N/A	N/A <

Performance
A
A
A
C
A
C
A
C
N/A
B
B
B
D
D
A
A
A
C
B
N/A

Core Theme(s)	Core Indicators of Institutional Effectiveness	AY06	AY07	AY08	AY09	AY10	% Change	Goal	Exceptional Performance		Good Performance		Satisfactory Performance		Requires Attention Performance		Performance
		<---------- Performance ---------->						<---------- Grading Rubric ---------->									
2	CI 12: Transfer Degree Production (# of Degrees)	35	30	53	55	70	27%	49	>	50	49	37	36	23	22	<	A
2	CI 12: Transfer Degree Production (Rate)	10%	9%	17%	17%	18%	6%	15.1%	>	15.2%	15.1%	10.8%	10.7%	6.3%	6.2%	<	A
2	CI 13: Transfer Rates	N/A	30%	34%	47%	42%	-11%	42.6%	>	42.7%	42.6%	35.0%	34.9%	27.2%	27.1%	<	B
2	CI 14: Performance after Transfer (MSUGF Bachelors Degree Grads)	N/A	64	79	72	76	6%	58	>	59	58	52	51	44	43	<	A
4	CI 15: Participation (PCE Headcount)	1319	1470	1404	1205	965	-20%	1410	>	1411	1410	1295	1294	1180	1179	<	D
4	CI 15: Participation (PCE Enrollments)	2119	2290	2233	1972	2241	14%	2631	>	2632	2631	2491	2490	2349	2348	<	A
4	CI 16: Contract Business Training (Participants)	381	486	178	346	559	62%	417	>	418	417	289	288	160	159	<	A
4	CI 16: Contract Business Training (Businesses)	18	18	25	24	18	-25%	23	>	24	23	19	18	15	14	<	C
2	SP 1: Increase Transfer Student Participation (FTE)	N/A	331	319	324	394	22%	327	>	328	327	322	321	315	314	<	A
2	SP 1: Increase Transfer Student Participation (Headcount)	N/A	645	601	621	722	16%	634	>	635	634	612	611	589	588	<	A
2	SP 1: Increase Transfer Student Participation (Degrees)	N/A	30	53	55	70	27%	51	>	52	51	37	36	22	21	<	A
All	SP 2: Increase Adult Participation (FTE)	N/A	546	514	575	685	19%	560	>	561	560	529	528	497	496	<	A
All	SP 2: Increase Adult Participation (Headcount)	N/A	1076	1071	1147	1280	12%	1123	>	1124	1123	1080	1079	1036	1035	<	A
All	SP 2: Increase Adult Participation (Degrees)	N/A	130	142	138	182	32%	139	>	140	139	133	132	126	125	<	A
All	SP 2: Increase Adult Participation (% Population)	N/A	50%	51%	51%	51%	0%	51.1%	>	51.2%	51.1%	50.2%	50.1%	49.2%	49.1%	<	A
All	SP 3: Increase High SchoolParticipation (FTE)	N/A	19	15	17	16	-1%	18	>	19	18	16	15	13	12	<	B
All	SP 3: Increase High School Participation (Headcount)	N/A	106	84	83	93	12%	99	>	100	99	86	85	72	71	<	B
All	SP 3: Increase High School Participation (% of Population)	N/A	5%	4%	4%	4%	0%	4.6%	>	4.7%	4.6%	3.9%	3.8%	3.2%	3.1%	<	C

Overall Institutional Grade = **B**