

Task Number	Activity	Outcome
<p>103: Provide a continuum of training and credential opportunities that promote career advancement</p>	<p>Continue the work of the High School Career Coaches and Big Sky Pathways to increase the number of dual enrolled/credit students from the region.</p> <p>Develop marketing campaign and advising plan for the new 1+3 engineering articulation agreements. Holding two engineering information sessions in February for potential students and the public.</p> <p>Develop marketing and advising plan for the AS articulation agreement with the Jake Jabs College of Business at MSU Bozeman.</p> <p>Continue "roll-out" of stacked credentials for the SWAMMEI Welding/Fabrication program. Students leaving the first semester of a one-year semester program who have successfully completed the course work and demonstrated basic proficiency will earn a Certificate of Technical Studies. Students successfully completing the one-year program will earn a Certificate of Applied Science. Planning is occurring for additional stacked credentials for graduates and incumbent workers specializing in certain types of welds. Credentials for fabrication and fitting are also in the planning stages.</p> <p>Implementation of an Associate of Science degree in Nursing will begin Fall 2015 to meet the need for more registered nurses. This is the next step for graduates of the current Licensed Practical Nurse program. The TAACCCT IV Montana HealthCARE grant will support the addition of the RN program.</p> <p>Exploring through surveys and attendance at Economic Summit high demand industries and how we can better partner with the community in providing ready to work students for high employment needs.</p>	<p>Fall 2014: Fourteen students enrolled in a 1+3 Engineering option to MSU in Bozeman. 10 will be attending the MSU College of Engineering Transfer Day in February 2015.</p> <p>Fall 2014: Received completed articulation agreements for the remaining MSU engineering programs and have begun discussions with MSU-Billings regarding a 2+2 engineering technician articulation. Preliminary stages of creating an engineering advisory council have begun.</p> <p>Created an AS with accounting and business coursework for transfer to the Jake Jabs College of Business at MSU in Bozeman.</p> <p>Three Division Directors attended Montana Economic Summit in Great Falls, MT.</p> <p>Outreach and Enrichment sent a survey to all stakeholders asking for input regarding courses and interests in an attempt to collect data from students and the community on high need areas that are not currently being addressed.</p> <p style="text-align: right;">Community</p>
<p>104: Meet local/unique training needs for high demand industries such as healthcare, energy, and technology.</p>	<p>Develop, revise, or eliminate programs</p> <p>Continue development of the Strategic Enrollment Management Plan and use its research results, advisory board meetings, and other community meetings to determine what programs will strengthen the community and region. Develop a plan for modification of program offerings to match community needs.</p> <p>The CAO, CFO, HR Director, and a faculty member will attend an Academic Prioritization conference the end of March.</p>	<p>Outreach is developing an advisory board to consider high impact needs and community voice in planning. The advisory board has been selected and agreed upon. First meeting to be held in January or early February.</p>
<p>104: Meet local/unique training needs for high demand industries such as healthcare, energy, and technology.</p>	<p>TAACCCT-SWAMMEI grant (Rev Up Montana)</p> <p>A 13 two-year college (two of which are tribal) consortium will develop and deliver state-wide, stackable credentials in welding, welding fabrication, advanced manufacturing and energy; deliver online entrepreneurship endorsement; deliver diesel technology program; deliver oil & gas short courses; develop commercial driver license programs; provide comprehensive student support services; implement National Career Readiness Certification Plus; place Workforce Navigators at each campus to bridge between campus and local job service; implement emporium style math delivery; develop fabrication labs for industry use.</p> <p>Meeting to be scheduled for late February with the Dean of the MSU in Bozeman College of Engineering, the General Manager of ADF, International, and GFC MSU faculty and staff regarding designing and building a virtual fitter trainer.</p>	<p>Officially, more than 661 participants served in Year 1 of project through multiple training tracks</p> <p>Energy Technology and some Commercial Drivers License programs not initiated at all colleges</p> <p>An Industry Safety (slight focus on oil and gas industry) will be initiated this spring – expected to play significant role in preparing entry-level workers for jobs in the Montana and in the Bakken</p> <p>Marketing strategy prepared for spring implementation – public rebranding of SWAMMEI as "RevUp Montana", starting with unveiling of Website www.revupmontana.com</p> <p>Sector strategy activities aligned with timing of Main Street Montana KINs in manufacturing and energy - Woolsey Group retained to help coordinate effort. Montana Manufacturing Extension Center retained to help in implementation of manufacturing sector strategy.</p> <p>\$500,000 secured from private donor to support scholarships in RevUp manufacturing programs</p> <p>Some GFC MSU students have begun making use of informal apprenticeship training tracks</p> <p>Implementation of shared courses and some online course delivery has been delayed awaiting clarification from NWCCU, the accrediting organization of Montana's colleges and universities.</p> <p>Per ADF General Manager, Dan Rooney, 55% of ADF, International's Great Falls facility is employed by GFC MSU graduates.</p>

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<p>104: Meet local/unique training needs for high demand industries such as healthcare, energy, and technology.</p>	<p>TAACCCT-HealthCARE grant</p> <p>Through the \$15 million “Montana HealthCARE” (Creating Access to Rural Education) grant, which will be administered by Missoula College University of Montana, 15 Montana two-year, community colleges, and tribal colleges will partner with 39 healthcare providers—both public and private—to improve health care training opportunities in the state. Montana’s population is aging and leaving the workforce resulting in new demands on Montana’s healthcare industries. The industry is expected to add about 1,300 jobs each year until 2022. The grant is expected to result in the completion of nearly 2,500 new certificates and two-year degrees in allied health and nursing.</p> <p>A meeting with the Dean of the MSU in Bozeman College of Engineering, GFC MSU faculty and staff, and ADF General Manager is scheduled the end of February to discuss the design development, and building of a virtual fitter.</p>	<p>The GFC MSU Sim Hospital has been and is being planned for use with the following community events/presentations:</p> <ol style="list-style-type: none"> 1. College in a Day – faculty presented to groups of high school students interested in: Surg Tech, Resp. Care, Nursing, and EMS. 2. Leadership Great Falls – demonstration to the 30+ participants of Leadership Great Falls Respiratory Care faculty and students 3. Allied Health Career Fair – interactive stations for High School students to explore various health careers 4. Med Start Camp – during the summer 5. Special Emergency Medical Responder class for Malmstrom AFB airmen - Spring 2015 6. Nursing Labs – MSU-Northern nursing students 7. Dental Clinic: Project Homeless Connect 8. Dental Clinic: Sealant Day
<p>105: Increase involvement of employers in formal curriculum development</p>	<p>Continue strength and integrity of OTS, CAS, and AAS degrees</p> <p>Ensure program content of workforce degrees is relevant to employer needs and knowledge and skills of program graduates match job requirements.</p>	<p>Current SWAMMEI Advisory Committee Members: General Distributing, CTA Architects & Engineers, Anderson Steel Supply Inc., Loenbro, Specialty Iron Works, Bench Industries, Perfection Machine, Pacific Steel, ADF, Spika Welding & Manufacturing, Allied Steel, Wilray Manufacturing</p> <p>Actively involved with curriculum changes: Anderson Steel Supply Inc., ADF, Loenbro, Spika Welding & Manufacturing, Allied Steel</p> <p>Active Working Groups for SWAMMEI: CMMA Group: Spika Welding and Manufacturing, Century Companies Inc., HCR Inc., Allied Steel Applied Job Skills Training: Anderson Steel Apprenticeship: ADF</p> <p>General Education & Transfer Division held initial meeting with potential engineering advisory board members.</p> <p>Each Health Science program has advisory boards that meet once or twice each academic year. All HS advisory boards include members of the workforce and alumni. It is routine business for advisory boards to be asked to weigh in regarding possible curriculum changes (particularly competencies and clinical assignments) to evaluate effectiveness, comprehensiveness, and relevancy.</p> <p>A major focus of the MT HealthCARE grant is the Nursing curriculum redesign at the state level. A statewide team including the Board of Nursing, nursing educators, and healthcare providers have already begun meeting to move this work forward.</p> <p>The Nursing Directors met in Helena in January to explore an accelerated Practical Nurse curriculum option. GFC MSU is moving forward with the hiring of the Healthcare Transformation Specialist to oversee locally the Montana HealthCARE grant. The ASN program will be offered at GFC MSU starting in Spring 2016. The Pharmacy Technology program is exploring a curriculum revision to allow for programmatic accreditation.</p> <p>Every program in the Business, Trades, and Technology division has an active Advisory Committee. The Industrial Technician advisory board provided invaluable advice on how to change the former Sustainable Energy Technician program into Industrial Technician and Renewable Energy Technology programs. These programs are slated to be rolled out Fall semester 2015. The SWNMMEI Welding and Fabrication committee works closely with the Welding program in order to continue to build and sustain a relevant. Strong program that provides industry with a well trained workforce.</p>
<p>106: Support continued expansion of comprehensive two-year education mission across Montana’s two-year and community colleges with focus on workforce development, access and academic progression</p>	<p>Hosted a Transfer Fair with multiple colleges and universities on January 29, 2015 from 11 am to 3 pm.</p> <p>Proposed continuation of the transfer advising MOU with the four MSU Campuses.</p>	<p>Representatives from 11 four-year colleges participated in the very first GFC MSU Transfer Fair: University of Mary (North Dakota), UM Western, University of Montana, Montana Tech, Montana State University, University of Great Falls, MSU, Northern, MSU Billings, Carroll College, Park University, and the MSU College of Nursing in Great Falls. Approximately 35 students took advantage of the information the campuses had to offer.</p>

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106: Support continued expansion of comprehensive two-year education mission across Montana's two-year and community colleges with focus on workforce development, access and academic progression	Held a Higher Education in Great Falls celebration for the community the evening of January 29, 2015 to showcase the ability to continue education and earn degrees locally.	The 3rd Annual Higher Education Celebration brought approximately 250 community members to meet the representatives from the Transfer Fair held earlier in the day. Other community partners participating included the Great Falls Area Chamber of Commerce, Student Assistance Foundation, Great Falls Public Schools Adult Education, GFC MSU Weaver Library, Great Falls Job Service, GFC MSU Phi Theta Kappa Honor Society, Embark Credit Union, Rev Up Montana, GFC MSU Alumni, and Bright Beginnings Learning Center. Added five new courses to General Education offerings Fall 2014 in which a total of 59 students have enrolled.
106: Support continued expansion of comprehensive two-year education mission across Montana's two-year and community colleges with focus on workforce development, access and academic progression	Increase the number of students earning the Adult Ed/HiSET credentials moving into college programs. Expected outcomes are to work with GFPS Adult Ed to help their students matriculate to the College	The Academic Success Center is working with Adult Ed to provide a COLS 103, Becoming a Successful College Student Class, that will allow students the opportunity to prepare and get a mandatory graduation requirements waived upon enrolling at GFC MSU. The first cohort will be this summer. 66 Adult Ed contacts have matriculated from Fall 2013 through Fall 2014.
106: Support continued expansion of comprehensive two-year education mission across Montana's two-year and community colleges with focus on workforce development, access and academic progression	A meeting of the University Center Implementation Team was held in January to review information gathered over the past semester.	The Implementation team is in the process of writing a formal proposal.
111: Improve the visibility and strengthen partnerships between Montana's two-year colleges and training providers, the business community and workforce development entities	Through Contracted & Customized Training, work with the Central Montana Manufacturing Council to provide safety, manufacturing, and welding/fabrication training to member companies. Arranged for welding faculty to have internships with regional businesses over the 2014-15 holiday semester break to stay current on techniques and curriculum. Proactively secure contracted and customized training. Working with the Carpenter's, Iron Workers and Plumbers/Pipefitters Unions. Strengthening our relationship with these training partners by inviting them to discuss additional training opportunities with the welding students each semester. Exploring how to develop a formalized process which would grant a student who completed the welding program direct entry into an apprenticeship (Carpenters, Millwrights, Pile drivers, Iron Workers, or Plumber/Pipefitters) or a certain amount of time toward his/her apprenticeship. Exploring how we might be able to offer an apprentice credit towards a degree program utilizing prior learning assessments while staying conscientious of the NWCCU's policy of no more than 25% of transfer credits can be applied to a degree program. Discussed how we can improve the annual Trades Rodeo event to connect more college students with local apprenticeships and employers. Working with some of the non-union employers through the SWAMMEI Project to develop applied job skills training that will allow students in the welding and fabrication programs to complete some of their program work at the participating companies and gain valuable on the job training through the programs. ☒	Use the SWAMMEI/Rev Up Montana model to use expertise from several college and apprenticeships to develop a skilled workforce for members of the CMMA.
113: Provide opportunities for students to earn credit for prior experience, such as on-the-job and military positions	Council for Adult and Experiential Learning (CAEL) Prior Learning Assessment - Great Falls College MSU provides students with the opportunity to earn college credit through a prior learning assessment process through either taking an appropriate assessment or evaluation of a portfolio by faculty. Increase awareness of how to obtain credit for prior learning.	Great Falls College MSU has been already been awarding students college credit for proof of prior learning. Faculty evaluates students' knowledge either through direct assessment, or evaluating credentials such as industry standard certifications, and/or through faculty evaluation of a student prepared portfolio. Acceptable number of credits are limited to twenty-five percent (25%) of total program credits. Currently the number of students who take advantage of this service is minimal. Great Falls College participated in a statewide initiative on Prior Learning Assessment lead by the Montana Office of the Commissioner of Higher Education (OCHE) and the Council for Adult and Experiential Learning (CAEL). Deliverables includes a state wide policy along with student and campus guides on the process. Students receiving experiential learning credit: 2010.....33 2011.....14 2012.....9 2013.....18 2014.....12

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116: Continue implementing the recommendations in "Graduation Matters Montana"	Be active partners in the Great Falls and Montana Graduation Matters initiatives.	<p>CEO/Dean and CAO were active participants in the Great Falls Public Schools in review of current graduation requirements and recommendation to have three distinct high school diplomas to ensure that every student graduates with a diploma that matters to them.</p> <p>Representation from Academic Affairs attends Bridging Opportunities which is a community focused advisory committee with representation from the community, United Way, GFC MSU and GFPS.</p>
118: Ensure Montana Career Information System and Big Sky Pathways programs prepare students for seamless transition from high school to training to the workforce	<p>Create a Centralized, Coordinated Dual Credit/Pathways Model at GFC MSU.</p> <p>Big Sky Pathways and Dual Enrollment are being centralized under the High School Career Coaches' coordination with transition completion by March 1.</p>	One High School Career Coach is completing the Big Sky Pathways grant requirements. The other High School Career Coach is coordinating with Dual Enrollment partners.
119: Leverage state and local funds to expand opportunities for Montana's high school students to enroll in dual college/high school credit courses while in high school	Explore Early College model in conjunction with current dual credit program to increase number of high school students graduating with college credit. The GFC MSU Division Directors at have an upcoming meeting to discuss opportunities to expand our early college model.	<p>At present, enrollment data show that Early College is one of our fastest growing forms of dual enrollment. In general, we know dual enrollment students in Montana have a greater retention rate, higher GPA and more credits earned after their first year of college than those students who did not participate in Dual Enrollment.</p> <p>Spring 15 dual credit students - 136 FY 14 dual credit students - 296</p> <p>Dual credit students from the seven counties total and by county (AY 13-14) % from county service region versus total dual enrollment: 90.5%+C12</p> <ul style="list-style-type: none"> o Cascade County: 77% of total dual enrollment (85% of total service region) o Chouteau County: 1.4% of total dual enrollment (1.5% of total service region) o Judith Basin County: 4.7% of total dual enrollment (5.2% of total service region) o Pondera County: 1.7% of total dual enrollment (1.9% of total service region) o Teton County: 5% of total dual enrollment (5.6% of total service region) o Toole County: 0.34% of total dual enrollment (0.37% of total service region) <p>Dual credit welding students:</p> <ul style="list-style-type: none"> o AY 13-14 - 12 o Fall 14 - 10 o Spring 15 - 9 <p>Dual credit carpentry students</p> <ul style="list-style-type: none"> o Fall 14 - 4 o Spring 15 - 3 <p>The first dual credit, concurrent class of M121 College Algebra at Great Falls High School had 29 students enrolled in the course, and 27 passed with a C- or better.</p>
121: Continue efforts to reduce the time students take to complete their degrees	Evaluate Developmental Education pilots in Math and Writing for effectiveness and scalability. Received success rate data from IR. Met with IR, math and writing faculty to discuss data and develop ways to improve success.	It's too early to report on graduation rates for these classes, but the success rates for 2013-14 show the accelerated M098 course at 63%, above the developmental education math average of 59%, and the accelerated WRIT 098 pass rate at 69%, above the developmental education writing average of 55%. We are offering two sections of the accelerated math M098 and one section of accelerated writing WRIT 098 this spring.
121: Continue efforts to reduce the time students take to complete their degrees	Improve success rates of students enrolled in Developmental Math and Writing courses. Received success rate data from IR. Met with IR, math and writing faculty to discuss data and develop ways to improve success.	It's too early to report on graduation rates for these classes, but the success rates for WRIT 095 Developmental Writing increased from 52% in 2012-13 to 57% for 2013-14, and the success rates for our lowest developmental education math course, M065 Pre-Algebra, increased from 55% in 2009-10 to 65% for 2013-14.
121: Continue efforts to reduce the time students take to complete their degrees	Develop a comprehensive Strategic Enrollment Management (SEM) Plan. The use of data and depth of work being done will require a three-seven year commitment.	Internal department interviews were completed resulting in a completed report to the campus community. Mission and vision review sessions are being held during spring semester 2015. Data from the Economic Modeling Specialists International report are being incorporated into the SEM plan.