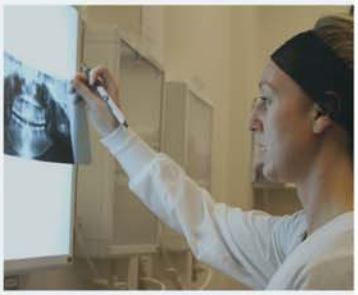
changing *lives* – achieving *dreams*



YEAR THREE REPORT

Northwest Commission on Colleges and Universities
March 1, 2012

MONTANA STATE UNIVERSITY - GREAT FALLS
COLLEGE OF TECHNOLOGY

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INSTITUTIONAL OVERVIEW

Montana State University – Great Falls (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. More than 70 percent of students in academic year 2010-11 were residents of Cascade County. Of the remainder, the largest numbers of enrollees were from neighboring Chouteau, Teton, Glacier, Pondera counties. 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 one of four campuses in the Montana State University family, and is now the largest stand-alone college of technology in the state.

The campus includes two primary buildings. The 134,650-square-foot main building houses the Weaver Library and eLearning Center; a bookstore and café; administrative offices; academic testing areas; Adult Basic Literacy Education; KGPR Public Radio; MSU-Northern Great Falls offices; state of the art science, computer and sustainable energy labs; classrooms; the Simulated Hospital; the Advising and Career Center; and centralized student services in Student Central. The second building, the 12,392 square-foot Skilled Trades Building, houses welding and carpentry programs. The campus occupies a 36-acre site in southeast Great Falls, a city with a population of approximately 60,000.

The College offers Associate of Applied Science degrees, Associate of Science or Arts degrees and Certificate programs in Health Sciences; Business, Trades and Technology; and General Education. Enrollment has shown steady but strong growth from 1,059 full-time equivalent (FTE) students in FY03 to 1,415 in FY11. With its workforce development, customized training, and outreach efforts, the College serves more than 5,000 individuals annually. MSU – Great Falls has 76 full-time administrative and support staff, 41 full-time faculty and 102 adjunct faculty. The College offers more health science programs than any other institution in Montana with 13 associate of applied science and five certificate programs.

In academic year 2010-11, American Indian students comprised about 7 percent of the student population. Great Falls is within 100 miles of the Rocky Boy Reservation (Chippewa-Cree tribe); the Ft. Belknap Reservation (Assiniboine and Gros Ventre tribes); and the Blackfeet Reservation (Blackfeet tribe). Great Falls also is home to the Little Shell tribe, which does not have a designated reservation in Montana.

PREFACE

INSTITUTIONAL CHANGES SINCE THE MARCH 2011 YEAR ONE REPORT

The last report from the College, the *Year One Report,* was submitted in March 2011. Since that Report, the College has undergone a number of organizational changes in addition to some changes in academic programming.

- In September 2011, the College's Operational Plan for 2011-2016, *Common Ground*, was kicked off during campus convocation.

- The dedication of the Simulated Hospital, a 10,000-square-foot facility providing patient care replications of emergency, surgical, intensive care, radiological, and examinations areas, was held on November 29, 2011. Health Science programs have begun incorporating the technology into their coursework. Local healthcare facilities have generously donated a variety of equipment and consumable products.

- The MSU – Great Falls Advising and Career Center went into operation Sept. 6, 2011, to help students plan their educational future.

- The Department of Arts and Sciences was renamed and restructured to be more focused on its mission of successful student transfer and college preparation. It is now the Division of Developmental Education and Transfer.

- The MSU – Great Falls Learning Center is undergoing a restructure that will result in more faculty involvement in its day-to-day operations. Immediate changes involve offering tutoring with no appointments necessary and expanding services to a more accessible area to the new Advising and Career Center.

- The MSU – Great Falls Testing Center has been expanded and staffed by dedicated test proctors. The creation of the center now accommodates eLearning testing, as well as services to disabled students and make-up examinations.

- The College received approval for a distance education fee in March of 2011. That fee allowed the College to fully staff the Division of eLearning so as to provide adequate support to students and to faculty. All hires have been made and that division is fully staffed.

- Two important new partnerships with the Great Falls Public Schools were forged:
    - Two pathways advisor positions were created (one in each high school) to help students choose a pathway in high school that steers them into a college program.

- *Nitecap* courses formerly offered by Adult Basic Education are now offered as Community Enrichment courses at MSU – Great Falls.

- Active Student Government and AmeriCorps student volunteers established a Veterans Hospitality Center and a non-profit food bank, the EAT-in Food Pantry.

- Wind Montana climb safety training was held in Great Falls and at the Glacier Wind Farm by world-class safety trainer, Altezza Global.
- Carpentry students broke ground for the third College House in partnership with *Neighbor Works*, a local non-profit group that creates homeowner opportunities for low income citizens. Interior Design students volunteered their time to stage a *Neighbor Works* house for the 2011 Great Falls Homebuilders Association *Parade of Homes*.

- More than 200 K-12 teachers from around the state attended the 8th Annual Montana Institute on Educational Technology (MIET).

- The CEO established the MSU – Great Falls Development Board, an active group of donors and community supporters who participated in the College's first major fundraising to benefit the Child Development Center.

- Two new Health Sciences programs were developed and approved:
  - Associate degree RN program that will start in Fall 2012
  - Dietetic Technician will start Fall 2012

- The Division of Health Sciences excelled in programmatic accreditation:
  - Re-accreditation:
    - Physical Therapist Assistant and Dental Hygiene
  - Initial Accreditation**:**
    - Emergency Medical Technician Paramedic
  - Candidacy for Accreditation**:**
    - Dietetic Technician Program
    - Medical Assistant Program (awaiting final word on Initial Accreditation)
  - Exemplary Licensure Pass Rates:
    - Dental Hygiene
    - Practical Nurse
    - Physical Therapist Assistant
    - Radiologic Technology
    - Respiratory Care
    - Surgical Technology

- In January 2012, Dean/CEO, Dr. Joe Schaffer, accepted the presidency at Laramie County Community College and resigned his position. The College is, at this writing, involved in

a search for a new dean/CEO and under the interim direction of Gwendolyn Joseph, Ph.D.

Fiscal Year 2011 was the third year of the College's strategic plan. (Please see Appendix 1) 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*. An additional goal regarding student success in developmental coursework was added this year. The goals are as follows:

1. Increase the rate at which students succeed in developmental coursework (primarily math and English) enroll in and successfully complete their first college- level courses in the same disciplines.
2. Increase the number of students participating in and completing programs that result in their successful transfer to a bachelor's degree program.
3. Increase the number of adult students participating in postsecondary education and earning a credential.
4. Increase the number of high school students participating in early college activities leading to college credit.

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 and is embodied by the campus operational plan, *Common Ground*.

The strategic plan is a living document reviewed each year to ensure the College's efforts are innovative, adaptable, and relevant to identified needs. The strategic plan guides the annual budgeting process in that those proposing initiatives are asked to relate them to a strategic goal. This provides a foundation for a better future for the students of MSU – Great Falls, its communities, and the state of Montana.

TOPICS REQUESTED BY THE COMMISSION

ADDENDUM I: UPDATE ON RECOMMENDATION 1 OF THE YEAR ONE REPORT OF MARCH 2011

Introduction

To update the Commission on the progress on Recommendation 1 of the Spring 2011 Year One Peer-Evaluation Report, evidence that the College has refined data collection methodology and developed effective assessment measurements for core indicators will be presented in this section of the Year Three Report.

The recommendation is stated:

1. The evaluation panel recommends that the College refine data collection methodology and develop effective assessment measurements for core indicators of achievement to ensure that results are measureable for evaluating the accomplishment of the objectives for each core theme (Standard 1.B.2).

Background

The Year One Peer Evaluation Report confirmed that the College's core themes were clearly defined and appeared to adequately capture the Institution's mission. That said, the Evaluators were concerned about Core Indicators 5, 10, and 11 not having clearly identified assessment measurements.

As of this writing, the College has assessment measures in place for each and every one of the core indicators. Further, the College has refined the data collection methodology for Core Indicator 10 and developed an assessment instrument for evaluating the accomplishment of Core Indicator 11 (as expressed in the Year One Peer-Evaluation Report of 2011: Report on Standard 1.B Core Themes).

Progress on Recommendation 1 of the Year One Peer-Evaluation Report of Spring 2011

With the establishment of the Office of Institutional Research in early 2011, a thorough review of each of the core indicators of institutional effectiveness was conducted. More specifically, the following changes were made:

- Core Indicator 5: Demonstration of Abilities - This indicator is now being measured using items from the Community College Survey of Student Engagement (CCSSE) as proxy measures of attainment of the College's Eight Abilities.
- Core Indicator 10: License and Certification Pass Rates - This indicator is now being measured using a survey of academic program directors who track and report the licensing and certification pass rates of their students.

- Indicator 11: Employer Satisfaction with Graduates - This indicator is now being measured using an annual survey to the membership of the Great Falls Area Chamber of Commerce and the Great Falls Development Authority, a public-private partnership whose mission it is to lead local economic development efforts to promote growth, diversification, and the creation of high wage jobs.

Additionally, changes were made in measurement techniques for some of the indicators to ensure that comparisons to national peer data are valid. Please see Appendix 2 for a complete description of the methodology, measurements, and rationale for each of these indicators.

ADDENDUM II: UPDATE ON RECOMMENDATION 2 OF THE YEAR ONE PEER-EVALUATION REPORT

Introduction

To update the Commission on the College's progress on Recommendation 2 of the Year One Peer-Evaluation Report, evidence that students achieve identified course, program, and degree learning outcomes will be presented.

The recommendation is stated:

2. While the College has documented a faculty-driven, comprehensive system of assessment of student achievement, the evaluation panel recommends that the College provide evidence that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes (Standard 4.A.3 and 4.B.2).*

   *This Recommendation is in response to Recommendation 1 of the Spring 2010 Regular Interim Evaluation Report as reported in the addendum to the College's Year One Self-Evaluation Report, and thus, the Standards cited in this Recommendation reflect the conversion to the 2010 Standards.

Background

The use of classroom assessment to improve teaching and learning, as well as the use of institutional assessment to identify skill-based strengths and weaknesses to inform institutional planning, are foundational to creating evidence that students have achieved identified course, program and degree learning outcomes. Further, employing a college-wide system for storing and tracking student data over the long-term is key to the process.

MSU – Great Falls is midway through a decade of transformative change that began in 2005, after the completion of the 2005 Self Study and accompanying visit. This transformation is

centered on the common ground on which we all stand – that of student success. The College will finish this decade guided by a strong operational plan, appropriately titled *Common Ground* (see Appendix 3). *Common Ground* is a campus-wide effort designed to elevate every student who walks through the doors and strengthen the 21st Century learning experience by bringing about deep change in the beliefs, norms, and structures of interactions between faculty, staff and students.

More specifically, Goal 2 is focused on "closing the loop" on the assessment of student learning and states:

> "We will systematically align institutional/instructional expectations, instructional activities, and the assessment of student learning, and institutionalize a process for capturing and analyzing student learning data."

Goal 2 involves five tasks:

1. Finalize/verify the establishment of common student learning outcomes (course objectives) for all courses at the College.
2. Identify and/or design common assessment protocols for measuring student learning on the established learning outcomes.
3. Utilizing an institutionally adopted format (e.g., the Phase IV Form), create rubrics for assessing the various levels of student learning on common learning outcomes for every course and program offered at the College.
4. Research, identify, and employ a college-wide system for storing student learning outcomes data and longitudinally tracking those data to guide instructional improvement and target needed interventions to improve student learning and success.
5. Implement the process for conducting assessments, recording student achievement of learning outcomes, and reporting those results.

In terms of producing evidence of the assessment of student learning, the College's first half of the decade of transformative change since the *2005 Self-Study Report,* 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 by articulating goals for student learning, gathering evidence through direct and indirect measures, and using all information gathered for improvement.

At MSU – Great Falls, the assessment of student learning outcomes is implemented in a four-phase process that allows for a systematic and consistent approach to evaluating student performance and faculty teaching (see Appendix 4). At the time of the Interim visit of 2010, and the writing of the 2011 Year One Report, it was noted by the Commission that the College had a comprehensive system of the assessment of student achievement in place, however, it

needed to focus more on “closing the loop” and providing the evidence that students have achieved identified course, program, and degree learning outcomes.

Progress on Recommendation 2 of the Year One Peer-Evaluation Report: Evidence of Student Learning

As outlined in the Year One Report submitted in March 2011, there has been an intensified focus at the College on the assessment of student learning outcomes (at the course, program, and institutional level) since 2005. An essential part of this process has been “closing the loop.” Identifying a mechanism to align program- and institutional- level quality improvement processes that enhance learning has also been a priority for the campus.

Faculty members at the College have become well versed in the assessment process, are clear on what is required by accreditation, are prepared to close the assessment loop on all levels, and can work collaboratively with others on campus. Faculty members have the primary role in defining appropriate assessment, interpreting the results, and using those results to guide teaching.

Additionally, the College is researching, identifying and employing a college-wide system for storing student learning outcomes data and longitudinally tracking those data to guide instructional improvement and target needed interventions to improve student learning and success, e.g., WEAVE.

Since the 2005 Self Study, the faculty has been involved in developing curriculum that is driven by outcomes assessment. The process requires the faculty to clearly define what they expect of students and utilize tools such as exams, performance, presentations, etc., that measure their achievement of those outcomes. The rationale for clearly defining the outcomes and the assessment tools for measuring the achievement of these outcomes is to assure that the students’ experiences in the classroom and in their community work is meaningful.

UPDATED CHAPTER ONE

STANDARD ONE: MISSION, CORE THEMES, AND EXPECTATIONS
EXECUTIVE SUMMARY OF ELIGIBILITY REQURIEMENTS 2 AND 3

Section I: Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2. Authority
MSU – Great Falls is authorized to deliver certificates and degrees by the Montana Board of Regents of Higher Education, the state's seven-member public higher education governing board.

Eligibility Requirement 3. Mission and Core Themes
MSU – Great Falls' mission and core themes epitomize the mission of the comprehensive community college, and were adopted by the Montana Board of Regents, the College's governing board, in May of 2009. As a community college, MSU – Great Falls' primary purpose is to serve the students and community through a focus on teaching and learning, and to award these students with recognized post-secondary credentials aligned with their educational goal. The College allocates all of its resources to this end.

STANDARD 1.A: MISSION

Introduction

Section II of this *Year Three Report* clarifies and outlines the mission, vision, and values of the College and provides an interpretation of the fulfillment of that mission via the College's Core Indicators of Institutional Effectiveness.

Mission, Vision and Value Statements

The Mission of MSU – Great Falls 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 lives the mantra, *"Changing Lives, Achieving Dreams."*

The College articulates its vision for a future of increasing contribution to the betterment of its community through achievement of its mission. Thus, the College's vision statement reads: *"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."*

To guide these efforts, the Campus community has identified a set of values that epitomize who MSJ – Great Falls is 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 community's needs.
- Student Success-We are dedicated to student success and achievement; we strive to meet the educational needs of our students and their communities.

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 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's shared governance group (the College Planning and Budget Analysis Committee or "CPBAC") and helped provide the clarity of shaping the campus culture and future through the development of a new mission, vision and values statements. 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.

The Board of Regents unanimously approved these changes at their May 2009 meeting in Great Falls. Notably, Regent Lynn Hamilton expressed her support of the changes and emphasized the mission statement demonstrated the intent of the College in fulfilling its role as a comprehensive community college. Montana Commissioner of Higher Education Sheila Stearns commended the work that went into the formation of the mission statement. It was evident by their feedback the College had established mission, vision and values statements fitting of its role in the Montana University System and yet unique to the institution's own culture.

The College widely publishes the mission statement – through printed material, in electronic communications, letterhead and stationary, through "Mission Cards" (small business cards that

are distributed), in institutional documents and plans, etc. With this promulgation, the College's mission statement keeps the focus on the learning needs and aspirations of its students and community. Thus it drives the College's efforts in regards to resource allocation, planning, and assessment of institutional effectiveness.

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 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:

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 into a four-year degree program;
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, Extent, or Degree of Mission Fulfillment

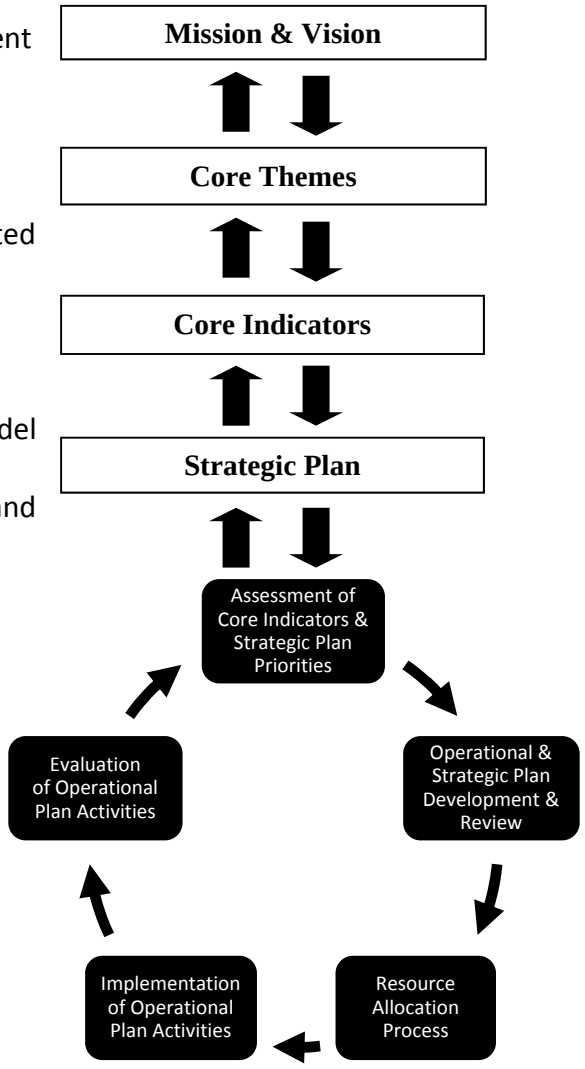
The College has adopted a culture of continuous quality improvement. In an effort to become more performance-based in the allocation of resources, the College has created an integrated, mission-centric model of assessment, planning and resource allocation. As a component of this model, the College established a set of measures to assess the achievement of the College's core theme objectives. These measures, titled Core Indicators of Institutional Effectiveness, support everyday operations and assist the campus in continuous improvement toward mission attainment. Core Indicators will be discussed in more detail later in this section.

The Core Indicators of Institutional Effectiveness demonstrate the College's commitment to the evaluation of institutional effectiveness and assessment of 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 and operational plans.

Figure 1.1 illustrates the framework of the College's integrated model of assessment of institutional effectiveness, planning 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 core indicators, further guided by strategic plan priorities. The resource allocation and operational planning processes run in tandem as they are intricately connected. Implementation of operational 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. Those that have been satisfied are removed and new strategies may be added. The cycle repeats.

Figure 1.1
Integrated Model Framework



To effectively measure institutional effectiveness towards mission attainment, the College utilizes an Institutional Performance Report Card (Appendix 5). Each year the College establishes targeted goals for performance on each core indicator based on average performance over 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.

STANDARD 1.B: CORE THEMES

Introduction

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 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 16 core indicators of effectiveness for community colleges, and MSU – Great Falls has utilized the authors' framework and adapted their core indicators into 17 core indicators for itself. Table 1.1 lists the College's 17 Core Indicators of Institutional Effectiveness; specific indicators are described within the Core Theme narratives below. More detail on the core indicators, including 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 2.

Table 1.1. Core Indicators of Institutional Effectiveness

Core Theme(s)	Core Indicators
1,2,3,4	CI 1: Participation and Enrollment
1,2,3,4	CI 2: Regional Market Penetration
1,2,3	CI 3: Retention/Persistence
1,2,3	CI 4: Graduation Rates
1,2,3	CI 5: Demonstration of Abilities
3	CI 6: Success of Students in Remedial Courses
3	CI 7: Success in Subsequent and Related Coursework
1	CI 8: Workforce Degree Production
1	CI 9: Graduate Earnings
1	CI 10: Licensure and Certification Pass Rates
1,2	CI 11: Employer Satisfaction with Graduates
2	CI 12: Transfer Degree Production
2	CI 13: Transfer Rates
2	CI 14: Performance after Transfer
4	CI 15: Professional and Continuing Ed Participation
4	CI 16: Business and Industry Training
1,2,3	CI 17: Success of Students in College Coursework (new in 2012)

Core Theme 1: Workforce Development

Within the community college philosophy, 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 its 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 be measured only 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 satisfied they are with graduates' preparation provides an additional perspective on the quality of the College's programming.

CI17: Student Success in College-Level Coursework (NEW in 2012)
Rationale: Most students mark their path to the achievement of their educational goals by completing individual courses. Monitoring and assessing the overall success rate of students in individual courses at the College provides an indication of how well we are doing in helping students move along this path. It also shines the light on courses that may need different methodology to help student succeed.

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; finally, how satisfied local employers are with the quality of the College's graduates; and how students are faring in individual courses.

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 – 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 its 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 to take a only 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.

CI7: Student Success in College-Level Coursework (NEW in 2012)
Rationale: Most students mark their path to the achievement of their educational goals by completing individual courses. Monitoring and assessing the overall success rate of students in individual courses at the College provides an indication of how well we are doing in helping students move along this path. It also shines the light on courses that may need different methodology to help student succeed.

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 at MSU – Great Falls 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.

Core Theme 3: Academic Preparation

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 developmental and preparatory coursework.

Therefore, the objective of the College's core theme of academic preparation 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 – 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. The College's mission is 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 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 in 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.

CI7: Student Success in College-Level Coursework (NEW in 2012)
Rationale: Most students mark their path to the achievement of their educational goals by completing individual courses. Monitoring and assessing the overall success rate of students in individual courses at the College provide an indication of how well the College is helping students move along this path. It also shines the light on courses that may need different methodology to help student succeed.

These indicators are meaningful measures of the core theme of academic preparation. Policies for mandatory placement testing into math and writing assist 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 by 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 be outside 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.

As the community's college, the objective of the College's core theme of community development is to support social and economic development through outreach, lifelong learning, and active partnership.

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 and 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 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 development. 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.

Reference:

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

CHAPTER 2

STANDARD 2: RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements 4 through 21

4. Operational Focus and Independence

MSU – Great Falls is one of eight independently accredited institutions within the MUS, organized under two "flagship" research universities – Montana State University and the University of Montana. MSU – Great Falls functions as an autonomous college of technology under the Montana State University System.

The College offers associate of applied science degrees, certificates of applied science and associate of arts and associate of science degrees intended for transfer. The College is organized into four academic divisions: Developmental Education and Transfer; Health Sciences; Business, Trades and Technology; and eLearning and Library Services. The departments of Student Central, Community Relations and Administration/Finance support these divisions and the overall mission and strategies of the College.

MUS is governed by the state Board of Regents, which delegates broad authority to the College, including developing and implementing instructional programs and ensuring that those programs, as well as its general operating procedures, meet the requirements of the Commission. It expects the College to meet all accreditation requirements.

5. Non-Discrimination

The College is an open admissions institution, admitting students without regard to race, age, gender or religious beliefs. The College's mission centers on fostering student success "for people of all ages, backgrounds, and aspirations." Programs that have enrollment caps have admissions procedures based on college performance, community service and work experience. The admission requirements for these programs are published in the Academic Catalog and on the College website.

The College also adheres to all federal and state requirements to ensure that non-discriminatory hiring and employment practices are followed and are clearly communicated to employees and job applicants.

6. Institutional Integrity

MSU – Great Falls strives for the highest integrity in all its dealings by delivering the highest academic programming possible; by fully informing students about the College, its programs, the costs, their rights and responsibilities, and faculty and administrators; by fostering academic

freedom; by providing a fair and safe work environment; and by operating in a manner that follows Commission, Board of Regents and Montana University System policies and procedures.

7. Governing Board

The Montana Board of Regents, a seven-member board appointed by the governor, is the governing body for the Montana University System. Board members come from outside the university system, with the exception of one student member, and have no contractual relationship with MUS.

8. Chief Executive Officer

The dean/CEO of MSU – Great Falls is appointed by the Board of Regents on the recommendation of the president of Montana State University. Neither of these individuals chairs the Board of Regents, as the chair and vice-chair of the board are appointed board members elected by the other members.

9. Administration

The dean/CEO of MSU – Great Falls is supported by six key administrators who make up the Dean's Cabinet: associate dean of academic affairs/chief academic officer, associate dean of administration and finance/chief financial officer, assistant dean of student affairs/chief student affairs officer, executive director of human services, executive director of community relations and executive director of institutional research and planning. All other divisions and departments are represented through these Cabinet members.

10. Faculty

MSU – Great Falls employs 41 full-time and 102 adjunct faculty members to serve its 1,415 FTE students. All faculty meet or exceed the minimum educational and/or work experience qualifications set by the state Board of Regents. Faculty members hold one or more of four types of state licenses. The qualification minimums and required licenses are set according to the type of course they are teaching. All new faculty and adjunct faculty are evaluated in their first semester on teaching effectiveness and student learning, professional development and achievement, and service; existing faculty are evaluated every three years on the same criteria.

Faculty members are responsible for developing and maintaining programs according to industry standards and accrediting/licensing agency requirements and recommendations. New curricula and changes in courses and curricula are overseen by the faculty Curriculum Committee.

11. Education Programs

Students can earn certificates of applied sciences, associate of applied science degrees or professional certificates in 15 Business, Trades and Technology programs and 18 Health Sciences programs. Each program has an advisory board of industry professionals who give input about program courses and appropriate learning outcomes. In most Healthcare programs, content and learning outcomes are set by accrediting/licensing bodies. When available, students are prepared to sit for industry-recognized licenses or certificates.
Regular internal program review is conducted on a rotating cycle to enhance the alignment of the College's academic programs and their quality with community and state needs.

12. General Education and Related

The College offers, and actively promotes, the Montana University System Core, a statewide recognized foundation of education that includes communication, math, humanities/fine arts, natural science, social sciences/history, cultural diversity and cultural heritage of American Indians. The student learning outcomes include understanding major findings; understanding methods, skills, tools and systems; understanding historical, theoretical, scientific, technological, philosophical and ethical issues; using technology; critical analysis and evaluation; understanding diversity; understanding and applying mathematical concepts and models; and communicating effectively.

The Associate of Arts and Associate of Science degrees are designed as transfer degrees and are based on the MUS core. The Associate of Arts degree includes additional credits in arts, humanities and social sciences; the Associate of Science degree includes additional credits in math and science.

Applied programs include related instruction that ensures students acquire skills and knowledge in communications, math, writing and computers.

13. Library and Information Resources

The holdings of the Weaver Library are driven by the patrons to ensure they support the programs offered at the College. The holdings include print and eBooks, audio/visual, print journals and online journals.

A collection development policy governs acquisitions. Additionally, the Weaver Library Committee (student, faculty from each division and online faculty) meets monthly. The library will be conducting a student and faculty library use survey and has purchased Desk Tracker software to gather data on the frequency and types of questions answered by library staff.
The library's extensive online collection serves both on-campus and distance students and faculty. To further engage the community, staff members maintain a Facebook presence and provide online assistance through a chat widget embedded on the main library web page.

14. Physical and Technological Infrastructure

The MSU – Great Falls campus consists of one main building and a smaller Trades and Industry building. The buildings include regular classrooms, computer classrooms, one large lecture hall, science labs, health care practical labs, trades workshops, study areas, cafeteria, bookstore and student support and administrative and faculty offices.

Information Technology Services (ITS) supports the campus network resources (including wired and wireless systems, server services and telecommunication infrastructures. Most classrooms are equipped with interactive whiteboard technology and have networked instructional computers available to faculty. The campus provides access to general word processing, spreadsheet and database software, as well as specialized software required in some programs.

15. Academic Freedom

The College ensures an atmosphere of academic freedom both through Board of Regents policy and the faculty collective bargaining agreement. Faculty members have full freedom in research and publication, freedom of discussion in the classroom with appropriate prudence in controversial matters, and freedom from instructional censorship or discipline. The Board of Regents reminds faculty that they must work to ensure accuracy in their communications and respect for others' opinions. Other policies protecting students and employees from discrimination and harassment also serve to promote academic freedom.

16. Admissions

MSU – Great Falls is an open admissions institution for students who have a high school diploma or GED or who score high enough on COMPASS testing to qualify for admission. The Academic Catalog details regular admission procedures and expectations, as well as admission procedures and expectations for programs with enrollment restrictions. Requirements for restricted enrollment programs are posted in the Academic Catalog, on the program application, on the program recruiting card and the program specific website, if one is available.

17. Public Information

The College's mission and core themes are published in the Academic Catalog (available in an indexed version on the web site) and on its web site, as well as numerous other documents intended to show how various initiatives are driven by them. Academic programs are outlined in the Academic Catalog and on recruiting materials. Faculty and administrative information is published in the Academic Catalog. Rules, regulations, rights, responsibilities, tuition, fees, program costs, refund policies and procedures, financial aid information and the academic calendar all are documented in the online Academic Catalog, on the web site and in other publications available to students, potential students and the general public.

18. Financial Resources

The primary sources of revenue during fiscal year 2011 were student tuition and fees, state general funds, auxiliary revenue, federal student financial aid funds, federal stimulus funds and grants/contracts. Despite tuition freezes and lagging state general fund support, cash balances have been healthy over the past 10 years and cash flows have been, generally, positive. The College maintains a reserve fund for unexpected revenue shortfalls or unanticipated expenditures.

19. Financial Accountability

The Montana Legislative Audit Division conducts an annual audit in accordance with generally accepted standards. Audit reports are considered by the Legislative Audit Committee in a public meeting shortly after the results are released.

20. Disclosure

MSU – Great Falls is committed to fulfilling the requirements of the Commission and fully discloses all information necessary for the Commission to make its recommendations.

21. Relationship with the Accreditation Commission

MSU – Great Falls, both in following the policies of the Montana Board of Regents and because of its own determination to maintain accreditation, accepts the standards and policies of the Commission. The College is committed to complying with these standards and policies and agrees that the Commission's actions should be made public.

STANDARD 2.A: GOVERNANCE

MSU – Great Falls is one of eight independently accredited institutions within the Montana University System (MUS). The system's institutions include two "flagship" research universities, four regional universities, and two autonomous colleges of technology. MUS is governed by the Montana Board of Regents of Higher Education, which is supported administratively through the Office of the Commissioner of Higher Education (OCHE).

In 1994, the Board of Regents voted to restructure the MUS, creating a dual university system of two flagship campuses (Montana State University and The University of Montana) and multiple campuses affiliated with one of these two entities. The University of Montana System includes the research university as flagship, two smaller universities, and one autonomous college of technology; the Montana State University System includes the research university (also the state's Land Grant institution); two smaller universities in Havre and Billings; and one autonomous college of technology, MSU – Great Falls).

The College has an effective and widely understood shared-governance structure that allows for consideration of the views of all campus' constituents. Although the executive leadership (the dean/CEO and the executive administrators) is ultimately responsible for overall operations, the College has vested the primary decision-making and governance processes to a shared governance body. In 2005, the College formally established the College Planning, Budget and Analysis Committee, or CPBAC (pronounced "sip-back"). The committee represents all major constituencies on campus, is institutionalized to ensure the work needed to achieve the College's mission is on target, tracked, and is appropriately funded.

The CPBAC is charged with shared governance throughout the budgeting, planning and assessment process by (1) communicating the process to the campus stakeholders and constituencies, (2) gathering and interpreting institutional data to evaluate performance and effectiveness at the institutional, divisional and departmental levels, (3) leading the development and aggregation of budget projections, strategic and operational goals and objectives, and (4) working with the College's leadership to allocate resources strategically to improve overall institutional effectiveness and achieve the goals set forth by the strategic plan. More information on the CPBAC is available at http://www.msugf.edu/about/CPBAC/index.html.

In 2008, the CPBAC formed three standing subcommittees to better conduct its work and ensure broad representation, participation, and support for individuals and areas engaged in analysis, budget and planning. The analysis subcommittee collects and assesses data associated with the Core Indicators of Institutional Effectiveness. The budget subcommittee facilitates budget development of individual areas on campus, providing support for those areas in completing required forms, examining areas for efficiency or needs, and initially forming the College's complete budget. The planning subcommittee works with divisions and departments to craft annual and strategic initiatives as well as the appropriate budgetary requests to fund them. Collectively, these subcommittees, in concert with the CPBAC, form a process quite similar to a state citizen legislature. They own dual roles as facilitators of their respective processes as well as educators of the campus community who are thus engaged in the total planning, budget and analysis process.

Other College committees charged with decision making responsibilities have appropriate representation from all campus constituency groups. Table 2.A.1 summarizes the various decision-making groups on campus. Groups have formal intra-group communication processes and expectations as well as expectations for individual members to communicate with the constituencies they represent.

Table 2.A.1 Governance and Decision-Making Groups

Group	Meets	Focus
Dean's Cabinet	Weekly	Led by the dean/CEO, campus executives discuss and act on operational issues such as personnel issues; final approval for new or modified campus policies; ratification of annual budget, strategic and annual plans; and other time-sensitive issues relating to the overall campus operations.
College Planning, Budget & Analysis Committee (CPBAC)	Monthly/ As Needed	Led by the dean/CEO, serves as the shared governance group for the College. Representatives from all constituencies decide on the allocation of new resources; set the annual budget; develop the College's strategic and operational plans; assess institutional effectiveness; decide on major changes to the organizational structure; and, as necessary, evaluates the mission, vision and values of the College.
Curriculum Committee	Biweekly	Led by the chair of the Academic Senate, and staffed by the associate dean/CAO's office, it is the faculty-led, decision-making body on curriculum and academic programs, policies and procedures.
Faculty Senate	Biweekly	This group was formally organized and its charter signed in December of 2008. It oversees and coordinates all faculty-led committees on campus, and provides a unified faculty voice in decisions directly impacting faculty.
Division Directors	Weekly	This group, led by the CAO, addresses ongoing divisional issues and focuses on the implementation of the campus operational plan and the goals of each of the academic divisions.
Joint Directors	Monthly	The Joint Directors include administrators of all departments within each division. They focus on implementing the campus operational plan and departmental goals.
Division/Department Meetings	Varies	Led by the division or department head, faculty and staff in each division or department discuss ongoing operations and needs for the unit.
Associated Students	Weekly	As the student government on campus, its voice impacts decisions on student policies and its leaders act as liaisons for students with administration and faculty. Members serve on College committees that decide on the allocation of student fees.
College Committees	Varies	Led by a committee chair, each group makes decisions and/or advances recommendations based on the committee's focus area.
Advisory Committees	Biannual	Industry/professional representatives, former students and/or subject matter experts serve the College through advising professional and technical programs' faculty on current industry standards and future workforce needs.

(2.A.1)

Stated previously, the College is part of the multi-unit Montana University System (MUS). Its governing body, the Board of Regents, functions under a traditional model of governance, and as such has adopted system-wide policies and procedures that are clearly defined and administered equitably across all institutions within the MUS. A complete listing of MUS policies and procedures can be accessed at http://mus.edu/borpol/default.asp. More detail pertaining to the Board of Regents and its authority and responsibility is provided later in this section.

MSU – Great Falls has authority for all campus day-to-day activity; strategic planning; budgeting; hiring except the dean/CEO; purchasing up to a total contract value of $25,000 (MSU-Bozeman has authority for contract values from $25,000 to $500,000 and the state has authority for contract values exceeding that amount); executing contracts pertaining to the MSU – Great Falls campus (subject to the purchasing authority guidelines); construction to up $75,000 (Office of the Commissioner of Higher Education $75,000 to $150,000; the state has authority for construction valued more than $150,000). The Montana Board of Regents grants the dean/CEO authority to grant degrees and certificates. (2.A.2)

The Board of Regents Policy 320.2 requires all institutions under its governance to maintain accreditation from the Commission. The policy also outlines the requirements for documentation, monitoring and reporting accreditation status and activities. To accomplish this, the College has appointed the chief academic officer as the accreditation liaison officer (ALO), holding representative positions on key groups and functions to stay abreast of changes to collective bargaining agreements, legislative outcomes and actions, and other external mandates affecting the campus. The ALO is charged with reviewing and monitoring these aspects and others of the College's operations to ensure they comply with the Commission's standards. Where appropriate, the ALO engages the assistance of various groups or committees of the College to share in this work (e.g. Curriculum Committee, Labor/Management group, etc.). (2.A.3)

Governing Board

The MUS governing body, the Montana Board of Regents comprises seven members appointed by the Governor. Not more than four may be from one congressional district and not more than four may be affiliated with the same political party (Policy 201.7). One seat is held by a student who is registered fulltime at a unit of higher education under the jurisdiction of the board. The current board members and their respective term expirations are listed in Table 2.A.2.

Table 2.A.2. Montana Board of Regents

REGENT	RESIDENCE	TERM EXPIRATION
Todd Buchannan (Vice Chair)	Billings	February 1, 2014
Jeffrey Krauss	Bozeman	February 1, 2015
Angela McLean (Chair)	Anaconda	February 1, 2017
Major Robinson	Billings	February 1, 2018
Joseph Thiel (Student Regent)	Bozeman (MSU)	June 30, 2012
Paul Tuss	Havre	February 1, 2013
Pat Williams	Missoula	February 1, 2019

The Board of Regents has full power, responsibility and authority to supervise, coordinate, manage and control the MUS. Board members are confirmed by the State Senate to seven-year overlapping terms and are not compensated for their services, nor do any of them have contractual, employment, or financial interest in the institutions they govern. The officers of the board consist of a chair, vice-chair and secretary. The secretary is an ex-officio role of the Commissioner of Higher Education. The chair and vice-chair are elected from the appointed membership of the board and serve one-year terms. (2.A.4)

The board's bylaws require a quorum of a majority of the board to be present at meetings, which under Montana's stringent open-meetings law are open to the public. Executive sessions that comply with constitutional and statutory provisions may be held after the chair announces the rationale that forms the legal basis for the session. (2.A.5)

Noted previously, the Board of Regents has adopted system-wide policies and procedures that are clearly defined and administered equitably across all institutions within the MUS. A complete listing of MUS policies and procedures can be accessed at http://mus.edu/borpol/default.asp. The review and revision of these policies is predominantly delegated to staff in the Office of the Commissioner of Higher Education, although it often occurs in board subcommittees or within other groups and settings across the system. (2.A.6)

The dean/chief executive officer of MSU – Great Falls is appointed by the board, upon recommendation from the President of Montana State University who functions as the CEO's direct supervisor. The board also delegates the responsibility for annual review of the CEO to the President. The CEO is given the authority and the responsibility for the administration and oversight of board policies and procedures relating to the operations of the College. (2.A.7)

Board of Regents Policy 705.5 describes the periodic self-study of the board's performance, which occurs at three-to-four-year intervals, or as determined by the board. The purpose of this review is to enable the board to strengthen its performance and identify; to reach a consensus on its goals; to ensure that the board has a clear grasp of its responsibilities; to strengthen relationships among board members and with the Commissioner of Higher Education and other system leadership; and to clarify expectations among board members and with the Commissioner. It is

the responsibility of the Commissioner of Higher Education and board chair to plan a special workshop devoted entirely to reviewing the board's work. (2.A.8)

Leadership and Management

MSU – Great Falls is organized under the leadership of its dean/chief executive officer and a six-member executive leadership team, the Dean's Cabinet. Divisions and departments are organized under individual division and department directors. In its commitment to shared governance, the College has charged CPBAC with strategic planning, budgeting and assessment.

The College has made some substantive changes in its administrative organizational structure over the past six years. In 2006, based on recommendations from the Commission's findings during the decennial accreditation process, the College hired an independent consultant to review its administrative structure. The findings of that review suggested the administrative structure was problematically lean. Since that time, the College has split the responsibilities of academic affairs and student affairs into the associate dean of academic affairs/chief academic officer and an assistant dean of student services/chief student affairs officer. To accommodate for this change and for growth in its academic divisions, the College placed three full-time administrators as the directors of the Divisions of Developmental Education and Transfer; Business, Technology and the Trades; and Health Sciences.

Currently, the College's executive leadership comprises the dean/CEO and six key administrators who make up the Dean's Cabinet. They are the associate dean of academic affairs/chief academic officer, the associate dean of administration and finance/chief financial officer, the assistant dean of student affairs/chief student affairs officer, the executive director of human resources, the executive director of community relations, and the executive director of institutional research and planning. Each member of the Dean's Cabinet is given the authority and responsibility for the major functions of the institution – academics, student affairs, finance and administration, communication and outreach, and institutional research and planning.

Although the Dean's Cabinet members, and ultimately the dean/CEO, are responsible for ensuring the College's efficacy, the institution utilizes the leadership of all major constituencies to manage key processes of the campus. The CPBAC, whose membership includes every member of the Dean's Cabinet, also engages major faculty, student, divisional administrative, and employee classification representatives to guide institutional planning, resource allocation, and assessment of institutional effectiveness. Thus executive leadership remains strong, while also engaging leadership from other constituency groups on campus. The result has proven to be incredibly effective. In fact, during the 2007 Regular Interim Visit by the Commission, the evaluators provided the following two commendations:

1. Montana State University – Great Falls College of Technology leadership has influenced the increased communication across campus, promoted stronger coordination within and among organizational units, and built a culture that supports data-driven decision making (Standard 6.C.6).

2. The College Planning, Budget, and Analysis Committee (CPBAC) adheres to its role in the governance system; uses effective communication strategies, including their web site; and has established an open, transparent budgeting process that is aligned with the College's mission and strategic plan and is representative of all constituencies at Montana State University – Great Falls College of Technology (Standards 6.A.2, 6.A.3). (2.A.9)

The College employs a dean/CEO as its chief executive officer, whose full-time responsibility is to the College as head of its leadership structure and its representative within the communities it serves and within the MUS. At the writing of this report, the College is in transition between CEO's. Dr. Joe Schaffer, who has served as the institution's dean/CEO since 2008 has taken the position of President of Laramie County Community College in Cheyenne, WY. Dr. Gwendolyn Joseph has been appointed interim dean/CEO while a national search for a permanent dean/CEO is conducted. (2.A.10)

The College's redesigned administrative structure is proving to be effective for managing the complex operations of the institution. The College has purposefully staffed mid-level administrative positions in areas such as the academic divisions, library and eLearning, financial aid, admissions, and others to meet the needs of a growing campus. To strengthen cross-functional collaboration, the campus has also established a joint meeting of these directors (called the Joint Directors) where administrative challenges are addressed to help the campus achieve its mission and accomplish its core theme objectives. (2.A.11)

Policies and Procedures

MSU – Great Falls adheres to policies and procedures set by the state through the Montana Board of Regents and MSU-Bozeman. Additionally, the Cabinet, with input from the campus community, sets campus policies regarding academics, students, human resources, its dealings with the public, academic freedom and its financial operations. Proposed policies are distributed to the campus for comment before coming to Cabinet for final approval. Adopted policies are published on the MSU – Great Falls web site at:
http://www.msugf.edu/about/PoliciesProcedures/index.php

Policies on Academics

Academic policies are available to the entire campus community in two locations: The Policy and Procedures web site for faculty and staff located at:
http://www.msugf.edu/about/PoliciesProcedures/200Policies.php
and the Academic Catalog for students located at:
http://www.msugf.edu/catalog/Academics/index.htm.

To make sure all concerned can find these policies, new employees receive a policy outline during orientation which lists the location for the policies. Additionally, new faculty members attend an additional faculty orientation coving instructional topics. Students are provided information

about the location of the catalog web site formally during orientation, as well as less formally during admissions and advising meetings. (2.A.12)

The library is a key component of academics. The Weaver's Library's operation is governed by policies that cover borrowing by students, faculty, community members and graduate students, access to library computers and checkout of laptops and access to group study rooms. They are linked from the main MSU – Great Falls website as well as the main library web page and can be found at http://www.msugf.edu/about/PoliciesProcedures/900Policies.php. The Weaver Library Committee regularly reviews and suggests revisions regarding library policy as needed. To ensure ease of physical access, library hours are posted on the web site and on the building doors. Online materials are available at all times. The Library Procedure Manual helps clarify library practices and guides acquisitions. (2.A.13)

Transfer is another important issue governed by policy. The Board of Regents has system-wide transfer policies at http://mus.edu/Transfer/policies.asp. These policies cover general education transfer; outdated coursework; minimum course grades; math proficiency for students transferring from a two-year to a four-year program; writing proficiency requirement; requirement that admissions files be transferred to another Montana University System unit rather than requiring a separate admissions file; an appeals process; designation of Associate of Arts and Associated Science degrees as transfer degrees to four-year institutions; establishment of system controls on deadlines, documentation and evaluation records; and establishment of an assessment plan to monitor effectiveness of the transfer policies.

The College's transfer policy for incoming students is listed in the online catalog at: http://www.msugf.edu/catalog/Admissions/TransferFromOtherInstitutions.html. It is a simplified version of the Board of Regents' policies and provides directions for students to request an evaluation of credit. Transfer to another institution is outlined in the online Academic Catalog at http://www.msugf.edu/catalog/Admissions/TransferToOtherInstitutions.html.
The catalog also lists 14 specific transfer programs from MSU – Great Falls to a four-year institution (i.e, Accounting and Business to MSU-Billings BS in Business Administration). The information for each transfer program lists the MSU – Great Falls courses that will transfer to the four-year program.

These transfer agreements and policies were developed after careful review by faculty at each institution or, in the case of system-wide transfer, teams of faculty from throughout the system, to ensure equivalency of learning outcomes.
(2.A.14)

Policies on Students

MSU – Great Falls physically distributes the Student Handbook to all new students, and makes it readily available at HelpDesks, Student Central, and other Student Services areas. The Student Handbook also is at http://www.msugf.edu/students/pdf/PoliciesProceduresBooklet_web.pdf.

The handbook is updated annually and contains all policies and procedures that pertain to students, Clery Act information, and references to the College's website. Policies and contacts for complaints, and student code of conduct (including academic dishonesty), are all in the handbook and on the website. The handbook is part of the curriculum in the Navigating MSU – Great Falls course, with a handbook quiz being one of the graded assignments in the course. Contact information for the assistant dean of student services, the main contact for conduct code violations, is readily available in the handbook and on the website.

Students with disabilities are referred to the disability services office; that service also has a web page containing its procedures and other helpful information. The director of disability services meets with every student interested in receiving accommodations for a disability. The director assists students with disabilities in navigating the College's processes and policies for accommodations. Disabilities Services information is at http://www.msugf.edu/students/DisabilityServices/index.html.

The following language is required on all course syllabi: *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 (F261) to make arrangements*. (2.A.15)

MSU – Great Falls is an open admission institution and, as such, students are required to have a high school diploma or GED, or obtain base scores on the COMPASS placement test to be fully admitted as a regular student. Students in most degree programs are required to have placement test scores or appropriate college transfer work in math and writing before registering for classes in their first semester. The College accepts ACT, SAT, or COMPASS test scores for student placement or transfer work in math and writing.

Faculty in the specific discipline areas create course work and determine which level from the standardized tests would be acceptable based on standards published by ACT, the College board and the State of Montana. The placement or pre-requisite course requirements are detailed in the course description portion of the catalog. Students who have the required placement scores are reasonably ready to succeed in the course work. Placement is currently required for math, writing, biology, chemistry, and accounting.

MSU – Great Falls has programs that have limited selective entry based on students' prerequisite coursework and other published guidelines. These prerequisite courses are selected by the program directors and guided by accreditation standards for each program. Requirements for program entry are posted in the Academic Catalog, on the program application, on the program recruiting card and on the program specific website if one is available.

Each year MSU – Great Falls publishes the Academic Catalog, which details expectations for students to continue in programs. Students who are in programs that require activities other

than academic coursework are provided with a program handbook or guidelines by the program director, which detail the student expectations.

If students are asked to leave or withdraw from a selective entry program, they are given information on how to reapply for the program if they are eligible and to appeal the decision if necessary. Academic appeal procedures are outlined in the catalog as well as the student policy and procedure manual. (2.A.16)

The College supports and encourages student participation in co-curricular activities. Specific information is in the student handbook on page 20: http://www.msugf.edu/students/pdf/PoliciesProceduresBooklet_web.pdf. The student services staff works closely with newly created student groups, which are formally recognized by the College's Associated Students each year. The constitution and bylaws of each group are reviewed annually; the president/spokesperson also verifies contact information and advisors. Each student group or organization is required to have a college faculty or staff member as an advisor prior to being officially recognized. Student groups/organizations are asked to follow the College's marketing and posting policies listed at http://www.msugf.edu/campuslife/StudentGovernment/pdf/SOAP.pdf. (2.A.17)

Policies on Human Resources

The policies and procedures governing human resources are developed in a manner to ensure they are consistent, fair and equitably applied to all employees. The policies are reviewed through a campus-wide review process and vetted with legal counsel as necessary. The College Personnel Policies are published on the MSU – Great Falls website at http://www.msugf.edu/about/PoliciesProcedures/400Policies.php. (2.A.18)

Employees are apprised of their work responsibilities and conditions of employment through the initial vacancy announcement and position description. Upon hire, employees rights, work assignments, criteria and procedures for evaluation, retention, promotion and termination and related information are provided by a variety of means including supervisors, collective bargaining agreements, policy discussions, evaluations, training opportunities and state and federal laws and regulations. The employee handbook is at: http://www.msugf.edu/about/PoliciesProcedures/400/EmployeeHandbookFeb2006.pdf

In addition, faculty receive notice of tenure eligibility in accordance with their collective bargaining agreement (http://mus.edu/hr/cba/015_CBA.pdf). Probationary periods are discussed with applicable new hires (classified and tenure-track faculty). (2.A.19)

Personnel records are kept in a fireproof vault that only human resources department staff can access. The vault is located in the director's office. Electronic records are maintained in SCT Banner, a SunGard software product, for maintaining electronic records. The servers are located at the Montana State University (MSU) campus in Bozeman, Montana, and are maintained and backed up by information technology services at MSU-Bozeman. (2.A.20)

Policies on Institutional Integrity

The Community Relations staff at MSU – Great Falls is responsible for external news releases and announcements. The Community Relations Division is to be kept fully and promptly informed about events, incidents and developments in which there is current or potential media or public interest. In the event of controversy, as well as in routine matters, it is the responsibility of the Communications staff to work closely with those involved to coordinate release of news items, respond to inquiries and to offer counsel as requested or required. If employees are contacted directly by a media representative for an interview, they are required to inform and/or refer the media representative to the department staff – specifically the executive director of Community Relations or the director of outreach and marketing to ensure accuracy and consistency in all external College contacts with print and broadcast media. Information with reference to students will not be released unless the information qualifies as "Directory Information" as legally authorized under the Family Education Rights and Privacy Act of 1974 (Buckley Amendment).

The Communications staff within the Community Relations Division coordinates appropriate release information relative to college events, activities, and employee recognition with departments and/or officials. Releases are designed as the initial contact for media to use as reporting background and/or to be filed as articles for publication: subjects to include faculty, staff, students, events, other newsworthy items. All news items or leads are to be reported to the Community Relations Division to be reviewed for appropriate dissemination for internal and external distribution.

Academic programs and services are communicated in detail through the College's website and its online Academic Catalog. Additional information on programs and services is available on printed program cards, produced annually using catalog content and job opportunity information from the Montana Department of Labor. Program information in the catalog and on the program cards includes a semester-by-semester plan for completing academic programs in a timely fashion.

The registrar ensures the Academic Catalog is reviewed and updated annually by asking program directors and faculty to review the information and suggest changes. Once the Academic Catalog is published, the registrar's office works closely with the Division of College Relations to ensure all information is accurate and consistent. (2.A.21)

MSU – Great Falls adheres to high ethical standards in the management and operation of the College. As reflected in the campus mission, core themes, and values, the entire campus community is dedicated to student success and achievement. This foundational devotion to students is led by the Dean's Cabinet, a highly effective team collectively dedicated to embodying that mission across campus. As reported in the Regular Interim Report of 2010, the Dean's Cabinet adheres to a shared interpretation of the College's vision statement, which can be found posted in each Cabinet member's office and throughout the campus.

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

Overall, College leadership ensures that decisions are data-informed and grounded in student success and completion. To that end the campus uses information to guide decisions; communicates to create transparency; commits to the consensus of the team; and values honesty and openness.

As a community, MSU – Great Falls values civic responsibility, high academic standards, ethical practices, and the courage to act. The College is focused upon its mission and those it serves. Members engage in open, honest communication tempered with compassion and civility. And, the community arrives at decisions that match its intent and engages in courageous conversations in a clear and transparent manner through a variety of shared governance venues.

Processes for resolving grievances and complaints are defined by policy and accessible to all via the campus website. Employees whose complaints cannot be resolved by working with the immediate supervisor can request involvement from the next level supervisor or the executive director of human resources. If informal problem solving is not successful, employees covered by a collective bargaining agreement can file a formal grievance. Grievance procedures are described in the collective bargaining agreements for covered groups of employees.

Student Equal Opportunity complaints, academic complaints and student conduct complaints are handled by the assistant dean of student services/chief student affairs officer. Procedures are outlined in the Academic Catalog, including documents to be submitted, timelines for responses and decisions and procedures for appeal.

The College values differences and members are expected to treat others with civility, encouraging open and honest communication. The campus is committed to the organizational goals and processes (e.g., operational plan, *Common Ground*), and does not usurp them to meet individual, personal agendas. As conflict is encountered and then resolved, individuals focus on solutions and positive beginnings.

Further, the College supports community partners. The campus is home to Great Falls Public Radio, KGPR; the Great Falls extension of Montana State University-Northern; the Great Falls Public Schools' Adult Basic Literacy Education Program (ABLE); an outreach office of the Student Assistance Foundation; a student-run and oriented food bank (the Eat-in Food Pantry); and the Great Falls Education Opportunity Center. The College is a primary partner of the Great Falls Public Schools, the City of Great Falls, Great Falls development Authority, and the Great Falls Area Chamber of Commerce.

Finally, since 2005, changes in the Faculty Senate, the Curriculum Committee and the CPBAC have put transparency and shared governance at the forefront of all its interactions. The CPBAC maintains a website where all meeting minutes and information are posted for the campus community's review. Additionally, minutes from the Dean's Cabinet meetings and the Division Director's meetings are available. Both the Faculty Senate and the Curriculum Committee are supported by administrative assistants who help with scheduling, disseminating meeting minutes to the campus community, and the organizing meetings. The campus distributes weekly news bulletins and, since 2010, MSU-Bozeman also forwards weekly updates to all MSU – Great Falls employees. (2.A.22)

MSU – Great Falls follows both clearly defined Board of Regents and College Conflict of Interest policy that requires administration, faculty and professional staff to submit a Conflict of Interest Disclosure Statement Form annually. These policies are intended to enable employees to recognize potential conflicting interests and, thus, to protect themselves and the College from such conflicting interests through disclosure, evaluation and, if required, management or elimination of conflicts of interest.

The Board of Regents Conflict of Interest policy is at http://mus.edu/borpol/bor700/770.pdf
MSU – Great Falls Conflict of Interest policy is at:
http://www.msugf.edu/about/PoliciesProcedures/400/402_4_CONFLICT_OF_INTEREST_AND_FORM.pdf

In addition, the employees are subject to the College's standard of conduct policy, which outlines the expectation that all employees serve students and the public with courtesy and professionalism and to contribute to an atmosphere of institutional harmony that allows each employee to work productively. The Standards of Conduct are locate at:
http://www.msugf.edu/about/PoliciesProcedures/400/407.1_EmployeeStandardsOfConductFINAL.pdf. (2.A.23)

The Community Relations Division coordinates photography to capture college events and activities. Digital and print photos are the property of the College and are housed in the Community Relations Division. Photo releases are required prior to publication. The use of content and images that are purchased from an external vendor are used as agreed and credit given where required.

Montana Board of Regents issued Policy 1901.1 to address software and intellectual property rights. This policy speaks to respect for intellectual labor and creativity as vital to academic discourse and applies to works of all authors and publishers in the media. The policy may be found at http://mus.edu/borpol/bor1900/1901-1.pdf.

MSU – Great Falls has campus copyright policy that is based upon the Montana Board of Regents policy, outlined at:
http://www.msugf.edu/about/PoliciesProcedures/200/201_1_COPYRIGHTED_MATERIALS.pdf.
(2.A.24)

Accreditation statements used in publications are as follows:

1. Montana State University – Great Falls College of Technology is accredited by the 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.
   Or short form: Accredited by the Northwest Commission on Colleges and Universities

2. All educational programs offered by the College of Technology are approved by the Montana Board of Regents, United Stated Department of Education, United States Department of Veterans' Affairs, and Montana Department of Vocational Rehabilitation Services.

In addition, information about programs that have been individually accredited may be released with the wording required by the specific accrediting agency for their profession as approved by the U.S. Department of Education. The College maintains an accreditation web page at http://www.msugf.edu/about/Accreditation/index.html. (2.A.25)

The associate dean for academic affairs is responsible for ensuring that all written and approved academic agreements, such as those dealing with articulation of programs or transfer of course credit, maintain the integrity of the institution, support its mission and goals, adhere to institutional policies, and comply with the Commission's Standards for Accreditation.

The College's Purchasing Guidelines (An addendum to Policy 500: http://www.msugf.edu/about/PoliciesProcedures/500Policies.php) guide the College in contracting with external entities. The scope of work with roles and responsibilities is stipulated according to the College's policies and compliance with various government regulations pertaining to purchasing. Contracts are reviewed for compliance by MSU – Great Falls purchasing staff. (2.A.26)

Policies on Academic Freedom

The College adheres to Board of Regents Policy 302 as it addresses academic freedom. The policy may be found at http://mus.edu/borpol/bor300/302.pdf.

Additionally, all MSU – Great Falls policies may be found on the campus website at http://www.msugf.edu/about/PoliciesProcedures/index.php

In summary, policy allows for full freedom in research and publication for faculty members, freedom in research and publication for faculty members, freedom of discussion in the classroom but with prudence applied to controversial matters and freedom from institutional censorship or discipline. The Montana Board of Regents reminds faculty members their special position in the community imposes special obligations, which include accuracy in communication and respect for others' opinions.

Further, the Board of Regents issued Policy 1901.1 to address software and intellectual property rights. This policy speaks to respect for intellectual labor and creativity as vital to academic discourse and applies to works of all authors and publishers in the media. The policy may be found at http://mus.edu/borpol/bor1900/1901-1.pdf.

Article 4.15 of "Collective Bargaining Agreement Between Montana Board of Regents of Higher Education and Vocational-Technical Educators of Montana #4610, MEA/MFT, AFT, AFL-CIO" addresses academic freedom while recognizing that academic freedom is accompanied by a corresponding responsibility of the faculty members to their colleagues, the Montana University System, and students to maintain the highest standard of academic integrity and scholarship. The article may be found at http://mus.edu/hr/cba/015_CBA.pdf.

Other MSU – Great Falls policies on equal opportunity, protection against harassment, discrimination, disability, as well as disciplinary, complaint and grievance policies serve to reinforce an environment that encourages freedom to share scholarship and intellectual ideas without fear of harassment, discrimination or retaliation. (2.A.27, 28, 29)

Policies on Finance

MSU – Great Falls strives to maintain fiscal stability through sound financial practices which incorporate generally accepted accounting principles issued by the Governmental Accounting Standards Board (GASB). The College adheres to guidelines established by the Board of Regents and to legislative authority. As is true of many other states, Montana is faced with shrinking resources, therefore, higher education often faces the challenge of spreading limited resources across institutions at a time when there are ever-increasing demands from both a community and a system perspective.

The goal of the fiscal office is to ensure that financial resources are provided and utilized effectively in accomplishing the College's mission. Long-range considerations within the budget process are:

- Expenditure of resources to maintain institutional stability.
- Examination of options for expansion and support to new programs in light of fiscal resources and institutional mission.
- Increased personnel, provision of on-going faculty and staff development, and meeting new demands for student services.

Fiscal administration is directed by the associate dean for administration and finance, who reports directly to the dean/CEO and is a member of the Cabinet.

Policies and Procedures for fiscal operations and budget activities are described at: http://www.msugf.edu/about/PoliciesProcedures/500Policies.php. If not addressed in these policies, the College follows MSU-Bozeman policies at: http://www2.montana.edu/policy/business_manual/. Overall, the policies must fall within the

guidelines of the Board of Regent Policy or follow those policies, which can be found at http://mus.edu/borpol/bor900/bor900.asp. (2.A.30)

STANDARD 2.B: HUMAN RESOURCES

MSU – Great Falls employs 76 full-time administrative and support staff, 41 full-time faculty and 102 adjunct faculty. Although the administrative staff has increased slightly in the past several years, the College has a lower student/staff ratio than its peers in all but two personnel categories (instructional and technical/paraprofessional), as reported by the Integrated Postsecondary Education Data System (IPEDS).

TABLE 2.B.1 FTE Students per FTE Employee (as of 11/1/2010)

		MSU – GF	Peer Median	% Difference
Instructional Personnel	Count	16	18	-13%
Other Personnel				
Other professionals (support/service)	Count	53	44	19%
Technical/paraprofessional	Count	59	133	-56%
Clerical and secretarial	Count	83	55	51%
Skilled Crafts	Count	598	398	50%
Service Maintenance	Count	143	102	40%
Total Other Personnel	Count	16	14	14%
Total Personnel	Count	8	8	1%

Role descriptions for classified staff and position descriptions for all other employees are reviewed to determine duties, responsibilities and qualifications required for each prior to the recruitment and hiring process. Vacancy announcements available in printed form and on the College website clearly identify duties, responsibilities and both minimum and preferred qualifications for positions. Hiring authorities are provided with recruitment and selection guidelines prior to and during the recruitment process. (2.B.1)

The Human Resources Department notifies employees about and tracks compliance with the performance evaluation process for classified, professional and administrative employees. Classified staff members are evaluated and role descriptions updated annually in May. Professional and administrative staff are evaluated each year in June. Administrators and directors are provided with 360-degree feedback from the campus annually. (2.B.2)

MSU – Great Falls provides all employees with the opportunity for a variety of training and professional development opportunities in support of their professional growth and development. In the past, professional development funds were one of the first resources cut when budgets were lean, but the College has since changed its approach. CPBAC (the planning and budget committee) has designated and identified a professional development pool of funds. These funds are budgeted and released when enrollment goals are met. Training opportunities

are identified through the goal setting that takes place during each employee's performance evaluation. Professional development requests are prioritized within the department, then, as funds become available, employees are enrolled in professional development and training opportunities in order of their priority.

In many of the Health Science programs, certain faculty professional development or certification is required for program accreditation. These requirements are considered an operating expense and are not part of the professional development process outlined above. (2.B.3)

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

Faculty members are active agents supporting the delivery of quality education at the College. They play a key role in institutional governance as is reflected through the Faculty Senate and representation on CPBAC, as well as other special initiative teams. Since 2005, 14 have earned tenure. In total, 23 of the 41 full-time faculty members hold tenure, 14 are on a tenure track and 4 are on a non-tenure track.

Faculty members are creative in their approach to teaching and scholarship and active in campus governance and the community at large, as evidenced by national recognition. Since 2005, eleven faculty have received national recognition by the National Institute for Staff and Organizational Development (NISOD). All have been recognized and received professional development at a NISOD annual national conference. In 2010, a student success initiative for the biology courses – Anatomy and Physiology Night – was published as one of NISOD's teaching innovation newsletters. In 2011, MSU – Great Falls joined the North American Network of Science Labs Online (NANSLO) as a project partner. Three of the College's faculty members are involved as members of the NANSLO discipline panels in this project, which will allow distance students to conduct real-time lab experiments remotely.

Faculty Recruitment

MSU – Great Falls continues to be challenged in the area of recruitment of well-qualified full- and part-time faculty, due to salary competition from the service sector and business and industry. Healthcare faculty salaries are supplemented with stipends to aid in retention. Science and mathematics instructors are becoming more and more difficult to recruit, even with allowable recruitment stipends.

Faculty Minimum Qualifications Policy

Montana specifies minimum qualifications for two-year faculty, based on whether they are teaching in transfer programs/disciplines, career/technical program or professional and continuing education. The requirements include formal education, graduate credits in the field, work experience and specialty training. The Montana Board of Regents policy governing two-

year faculty teaching requirements may be viewed in its entirety at: http://mus.edu/borpol/bor700/730.htm.

College Faculty Licensure

The State of Montana has four different classes of licensure for post-secondary faculty. In 2008, the Montana Board of Public Education adopted an additional mandate for the licensure of college instructors teaching courses that offer dual credit. MSU – Great Falls has more dual-credit licensed faculty than any campus in Montana. Table 2.B.2 shows a breakdown of the license classes and the number of faculty holding those licenses.

TABLE 2.B.2. License Class and Requirements

License Class and Requirements	No. of Faculty
Class 1	**26**
Hold a Class 2 Standard Educator License or meet the qualifications of the Class 2 Standard Educator License; and A master's degree in professional education or an endorsable teaching area(s) from an accredited college or university; and Verification of three years of successful K-12 teaching experience as a licensed teacher.	
Class 2	**9**
Hold a bachelor's degree; and Verify completion of an accredited professional educator preparation program in an area approved for endorsement in Montana; and Successfully complete a supervised teaching experience either as part of an accredited professional educator preparation program or successfully complete one year of teaching experience in a state accredited elementary and/or secondary school district	
Class 4	**13**
For those with work experience in career and technical areas, but without degrees in education. Must demonstrate 10,000 hours of work experience in each area they wish to teach. Degrees, licenses and industry standard designations may be substituted for some of the work experience requirement.	
Class 8	**33**
For those college instructors who teach university courses in which high school students enroll and receive both college and high school credit for completion. Eligible instructors must verify employment at a university and eligibility for licensure	

(2.B.4)

Faculty Salaries and Benefits/Changes in the Faculty Workload

Since the 2005 Self-Study and site visit, and as outlined in the 2010 Interim Report, salaries for faculty have increased by 3.5 percent in FY06, 4 percent in FY 07, 3 percent in FY 08; 4 percent in

FY 09, 0 percent in FY10 and FY11, and 1 percent in FY12. The employer portion of the insurance has increased from $506/month in 2005 to $733/month in 2012, an increase of 45 percent.

The collective bargaining agreement between the Board of Regents and the faculty designates the guidelines for workload and faculty responsibilities for the fall and spring semesters and the parameters of faculty salaries and salary levels. The agreement may be viewed in its entirety at: http://mus.edu/hr/cba/015_CBA.pdf.

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

Two 16-week semesters, each including one week for final examinations.
Up to ten pre-semester duty days each semester (formerly referred to as faculty orientation and advising days (FOA days) to be used in providing orientation, professional development, and information to faculty and in ensuring faculty have time to advise students and prepare for instruction.

In Spring 2010, the College implemented changes to reduce the number of FOA days a faculty member was required to be on campus. Effective Fall 2011, FOA days were renamed pre-instructional days. Faculty, though on contract ten days prior to the start of classes, are required to be present on campus only three days. Additionally, with the advent of the College's centralized advising model, faculty workload has been adjusted to allow them more time to focus on teaching and student success. A thorough exploration of the new advising model is addressed in section 2.D.10 of this report. (2.B.5)

Faculty Evaluation

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

In 2010-2011, an ad-hoc committee reviewed and updated the full-time faculty performance evaluation process at MSU – Great Falls. Expectations for faculty are outlined in the collective bargaining agreement and are highlighted in the Faculty Evaluation Handbook. Expectations fit well with the College's mission, vision, and values statement and indicate that the faculty, as a body, is committed to student success and completion. The handbook is available from the division directors and is distributed to faculty who are scheduled for evaluation in the coming year.

Faculty evaluation is conducted by the division director annually for non-tenured faculty and once every three years for tenured faculty. The evaluation is focused upon the goals of individual faculty members and the vision, mission, and values of the College. There are three performance indicators:

- Teaching effectiveness and student learning
- Professional development and achievement
- Service

The evaluation components are:

- Faculty goals
- Faculty self-evaluation
- Administrative evaluation
- Student evaluation
- Peer observation (optional)
- Student evaluation of advising

All new part-time faculty members teaching in the academic divisions are evaluated during their first semester of teaching. The adjunct faculty evaluation protocol is tailored to the expectations the College has for its part-time faculty members. After the first evaluation, returning adjunct faculty members are evaluated at least once every three years. The adjunct faculty protocol consists of a classroom observation, student evaluation, self-assessment, and the submission of a course syllabus. The Adjunct Faculty Handbook with the evaluation protocol and forms for evaluation can be found in its entirety at
http://www.msugf.edu/facstaff/Adjuncts/pdfs/AdjunctHandbook%202011-2012.pdf

As part of the Community Relations Division, the Outreach Department offers hundreds of courses annually including classes on the latest computer applications as well as a wide variety of business and personal enrichment courses for both students and community members. Each spring and fall semester Outreach holds required orientations for new adjunct faculty and covers evaluation in that orientation. As with adjunct faculty, all new Outreach faculty members are evaluated during their first semester and at least once every three years after the first semester. The Outreach faculty evaluation protocol consists of a classroom observation, student evaluation, self-assessment, and the submission of a course syllabus.
(2.B.6)

STANDARD 2.C: EDUCATION RESOURCES

Introduction and Overview

MSU – Great Fall offers 21 associate degrees and 12 certificate programs, as well as general education courses that allow students to transfer to any four-year campus within the Montana University System. This means that MSU – Great Falls could be the foundation for any academic

or career venture a student may have. Whether an individual wants to pursue nursing, accounting, carpentry, or even ultimately become a physician, MSU -- Great Falls provides the tools to get there.

Educational programs at MSU – Great Falls are distributed among the three academic departments: Business, Trades and Technology; Developmental Education and Transfer; and Health Sciences. The associate dean for academic affairs/CAO, reporting directly to the dean/CEO, oversees the operation of the three academic divisions and the Division of eLearning and the Weaver Library. Each division is supervised by a director, with the Division of Developmental Education and Transfer also having an assistant director.

In the Divisions of Health Sciences and Business, Trades, and Technology, there are directors for each academic program. The Division of Developmental Education and Transfer has four department chairs: English and communications; social sciences and humanities; natural and physical sciences; and mathematics. The program directors and department chairs assist the division directors with oversight of the programmatic areas, scheduling, and programmatic accreditation as necessary. Additionally, they assist with the coordination of the part-time instructors in their areas.

Distance delivery of academic courses and programs is a component of many of the programs offered at the College and is managed by the director of eLearning and the Weaver Library, who reports directly to the associate dean for academic affairs/CAO. The director works closely with the other division directors, program directors and department chairs and all faculty members delivering courses online.

The College offers continuing education opportunities to community members in the form of workshops and customized training. This component of educational programming at the College is under the supervision of the executive director of Community Relations and Outreach, who reports directly to the dean/CEO.

Faculty at MSU – Great Falls are dedicated to providing a learning environment for students that is engaging, rewarding, and compelling. Since 2006, the faculty has been involved in the development of curriculum that is outcomes-assessment driven. In general, the College's curriculum requires the faculty to clearly define what is expected of students (outcomes) and to utilize evidence that assesses their achievement of those outcomes. (2.C.5)

All courses and programs have program and degree outcomes. The faculty have designed course curricula including course objectives and assessment tools for achieving these program and degree outcomes. The Operational Plan for 2011-2016 includes a focus on closing the loop and using evidence gathered to improve student learning and completion.

Faculty identified qualities they agreed were important to the success of all MSU – Great Falls graduates. The Eight Abilities were the result of a number of collegiate discussions. Faculty then

created tools for measuring the success of graduates' achievement of the Eight Abilities; those are identified in Core Indicator 5: The Demonstration of the Abilities (see Appendix 2).

The assessment of student learning is a cornerstone to the operational plan. MSU – Great Falls builds on the Community College Research Center's (CCRC) Assessment of Evidence Series, which provides important recommendations that the College deems crucial. In summary, those involve engagement of faculty, the alignment of course curricula by defining common learning outcomes and assessment, and collecting and utilizing data to improve practices. (2.C.1-5)

Division of Business, Trades, and Technology

The Division of Business, Trades, and Technology offers the following Certificate of Applied Science (CAS) and Associate of Applied Science (AAS) programs:

- Accounting (AAS)
- Business Administration – Entrepreneurship (AAS)
- Business Administration – Management (AAS)
- Business Fundamentals (CAS)
- Carpentry (CAS)
- Computer Assistant (CAS)
- Computer Information Technology – Microcomputer Support (AAS)
- Computer Information Technology – Network Support (AAS)
- Computer Information Technology – Web Design (AAS)
- Computer Network Infrastructure (CAS)
- Computer Server Administration (CAS)
- Graphic Design (AAS)
- Interior Design (AAS)
- Sustainable Energy Technician (CAS) (New since the 2010 Regular Interim Report)
- Sustainable Energy Technician (AAS) (New since the 2010 Regular Interim Report)
- Welding Technology (CAS)

Since the 2010 Regular Interim Report, the Division no longer offers the following programs due to low demand:

- Collision Repair and Refinishing (CAS)
- Carpentry (AAS)

All Business, Trades, and Technology programs have advisory boards that contribute information on skills, industry trends, and employment needs to ensure the curriculum has appropriate breadth, depth, and synthesis of learning. Additionally, all programs participate in the College's internal program review process.

The Sustainable Energy Technician CAS and AAS programs require additional applications. In order to be admitted into one of the SET programs, students must provide documentation of admission to the College with good academic standing, provide proof of math competency by either completing M090 or have a math placement score that places them in M095 (or higher), and sign a statement of understanding about the physical requirements and demands of working as a sustainable energy technician.

All other Business, Trades, and Technology Division programs are open enrollment. Any student who meets the College's admissions requirements is allowed to enroll in Accounting, Business Administration, Carpentry, Computer Assistant, Computer Information Technology, Computer Network Infrastructure, Computer Server Administration, Graphic Design, Interior Design, or Welding. (2.C.1-3)

The Division of Developmental Education and Transfer

The Developmental Education and Transfer Division oversees the general education courses at the College. The division underwent a name change in Summer 2011 to better represent the focus of the division: the "developmental education" courses needed to prepare students for their college-level courses, particularly math and writing, and the transfer courses needed to move students into a specific program or onto a four-year university or college.

The general education courses offered at the College provide an integrated course of study based on the Montana University System's General Education Core (MUS Core). As stated in the College's Academic Catalog, the purpose of the general education courses is as follows:

> In our world of rapid economic, social, and technological change, students need a strong and broadly-based education. General education helps students achieve the intellectual integration and awareness they need to meet challenges in their personal, social, political, and professional lives. General education courses introduce great ideas and controversies in human thought and experience. A solid general education provides a strong foundation for the life-long learning that makes career goals attainable. The breadth, perspective, and rigor provided by the core curriculum helps students become educated people.

The MUS Core comprises 6 credits in communication (3 writing and 3 verbal), 3 credits in college-level math, 6 credits in humanities/fine arts, 7 credits in natural science (must include 1 lab course), 6 credits in social sciences/history, 3 credits in cultural diversity, and 3 credits in cultural heritage of American Indians for a total of 31 semester hours.

The student learning outcomes for the MUS Core demonstrate a breadth and depth of intellect. As stated in the catalog, after completing the MUS Core, students will be able to do the following:

- Demonstrate understanding of major findings and ideas in a variety of disciplines.

- Demonstrate understanding of methods, skills, tools and systems used in a variety of disciplines, and historical, theoretical, scientific, technological, philosophical, and ethical bases in a variety of disciplines.
- Use appropriate technologies to conduct research on and communicate about topics and questions; to access, evaluate and manage information; to prepare and present their work effectively, and to meet academic, personal, and professional needs.
- Demonstrate critical analysis of arguments and evaluation of an argument's major assertions, its background assumptions, the evidence used to support its assertions, and its explanatory utility.
- Understand and articulate the importance and influence of diversity within and among cultures and societies.
- Understand and apply mathematical concepts and models.
- Communicate effectively, through written and oral communication and through other forms as appropriate.

The College expands upon the MUS Core's outcomes and provides additional student learning outcomes specifically in the following areas: communication (English composition and oral communication), mathematics, humanities/fine arts, natural science, social sciences/history, cultural diversity, and the cultural heritage of American Indians. Those specific outcomes can be found in the Academic Catalog at: http://www.msugf.edu/catalog/Programs/Montana%20University%20System%20Core%202011-2012.pdf.

The general education core is also part of the coursework for the College's applied degrees and certificates, with specific courses and student learning outcomes in communication, computation, and human relations. For example, the Business Fundamentals Certificate of Applied Science is a 1-year, 32-credit program that includes WRIT 101 College Writing I for communication, M108 Business Mathematics for computation, and COMM 135 Interpersonal Communication for human relations. Please see Business Fundamentals at: http://www.msugf.edu/catalog/Programs/Business%20Fundamentals%20%202011-2012.pdf.

Another example is the Carpentry Certificate, a 1-year, 30-credit certificate, which includes WRIT 104 Communication Skills in the Workplace for communication, M111 Technical Mathematics for computation, and COMM 120 Interpersonal Skills in the Workplace for human relations. The related instruction is geared toward the workplace but the general education areas of communication, computation and human relations are clearly evident. Please see Carpentry CAS at: http://www.msugf.edu/catalog/Programs/Carpentry%20CAS%202011-2012.pdf.

An example from an AAS program is the general education courses required for the Accounting Associate of Applied Science Degree, a 2-year, 60-credit program. The coursework includes WRIT 101 College Writing I for communications, M121 College Algebra for computation, and COMM 135 Interpersonal Communication for human relations. Please see Accounting at: http://www.msugf.edu/catalog/Programs/Accounting%202011-2012.pdf.

Each course has student learning outcomes that align with the program's outcomes and the College's outcomes. A chart showing the alignment is included in the syllabus for each course. (2.C.9)

The Developmental Education and Transfer Division provides the coursework needed to earn an Associate of Science (AS) or an Associate of Arts (AA) degree, which are transferable to a four-year university for a baccalaureate degree. The courses in the AS and AA degrees provide an integrated course of study based on the MUS Core. Both degrees include 31 semester credits of the MUS Core, general education courses offered online and on campus that include 6 credits in communication (3 writing and 3 verbal), 3 credits in college-level math, 6 credits in humanities/fine arts, 7 credits in natural science (must include 1 lab course), 6 credits in social sciences/history, 3 credits in cultural diversity, and 3 credits in cultural heritage of American Indians. Both also include 3 credits of Computer Skills/Usage. The Associate of Arts Degree includes an additional 9 credits in arts, humanities, and social sciences plus 17 elective credits for a total of 60 credits. The outcomes for the specific degree include those of the MUS Core and those set by the College. The Associate of Science Degree includes an additional 9 credits in math and science, as well as 17 credits of electives for a total of 60 credits. Similarly, the student learning outcomes for the Associate of Science Degree include those of the MUS Core and those set by the College.

Again, each course has student learning outcomes that align with the degree's stated outcomes and the College's outcomes. A chart showing the alignment is included in the syllabus for each course. (2.C.10)

The Developmental Education and Transfer Division also provides the related instruction courses for the applied degrees and certificates, with identifiable and assessable learning outcomes for the courses aligned with the program and degree outcomes, the MUS Core outcomes, and the College's outcomes, as discussed and demonstrated in section 2.C.9. The content of the course is described in course descriptions found in the catalog. For example, the course description for WRIT 101, College Writing I, a course commonly required in applied and certificate programs for the communication component, is stated in the Academic Catalog as follows:

> College Writing I is designed for transfer-level students or for those who want to develop competence in college level reading and composition. In this course, students read, analyze, discuss, think critically, and write essays within a variety of patterns of writing, including narration, description, example, comparison and contrast, process analysis, causal analysis, and argument. The goal of the course is effective, logical, and precise expression of ideas in writing. Emphasis is placed on pre-writing skills, organizational techniques, development of ideas, narrowing and expanding topics as appropriate, and research and referential skills. Competence in basic sentence structure and writing skills at the paragraph and short essay level is assumed.

The course syllabus for each course, with its stated student learning outcomes, course description, and requirements, further conveys the content of the course.

The courses are taught by faculty, both full-time and adjunct, who have at least a master's degree in the content area or a master's degree in a different area plus nine (9) graduate credits in the content area of the course. The division director is responsible for reviewing a teaching candidate's credentials and transcripts to verify that the candidate meets the requirements. (2.C.11)

The College does not offer graduate degree programs. (2.C.12-15)

Division of Health Sciences

The Health Sciences Division offers the following Professional Certificate (PC), Certificate of Applied Science (CAS) and Associate of Applied Science (AAS) programs:

- Dental Assistant (CAS)
- Dental Hygiene (AAS)
- Emergency Medical Technician Paramedic (AAS)
- Emergency Medical Technician Intermediate-99 (CAS)
- Fire and Rescue Technology (AAS)
- Health Information Coding Specialist (CAS)
- Health information Technology (AAS)
- Healthcare Informatics Technician (PC)
- Medical Assistant (AAS)
- Medical Billing Specialist (AAS)
- Medical Billing and Coding Specialist (AAS)
- Medical Transcription (AAS)
- Medical Transcription (CAS)
- Practical Nursing (AAS)
- Pharmacy Technician (PC)
- Physical Therapist Assistant (AAS)
- Radiologic Technology (AAS)
- Respiratory Care (AAS)

The majority of the above programs hold programmatic accreditation, providing annual reports to those commissions. (http://www.msugf.edu/about/Accreditation/index.html.)
All programs maintain individual advisory committees that meet annually. The advisory committees review program goals and outcomes, course content and sequencing to determine the appropriateness of the offerings. The course content also is driven by employer surveys and national board exams. Many faculty are involved in professional associations at the state and national level, giving them up-to-date program content and access to national educators.

Since the 2010 Regular Interim Report, the division is in the process of adding the following programs:

- Dietetic Technician (AAS)
  - This program has moved through the accreditation process offered by the Commission on Accreditation for Dietetics Education (CADE).
  - Montana Board of Regents has approved this program for Fall 2012 admission.
- Associate of Science in Nursing (ASN)
  - The program has worked through the accreditation process via the Montana Board of Nursing.
  - The Montana Board of Regents has approved the offer of this program for Fall 2012 admission.
- Veterinary Technician (AAS)
  - The program is being submitted to the Montana Board of Regents.
  - The target date to admit students is Fall 2012.
  - This will be a fully online program.

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

The design and sequencing of a health program content and structure are achieved with input from the program advisory committee, program accreditation requirements, professional association input, program student feedback, faculty input and an analysis of the content that is being tested on the national boards. When a change is being considered in a program it is assessed to determine if those changes trigger a submission to the College Curriculum Committee. (2.C.1-3)

Most Health Science programs admit students based on a well-designed and documented admission process. These programs have a program application that is posted on the program website. A hard copy can also be obtained from the program faculty or the administrative assistant. Health Information programs presently have open admission. The College catalog, student orientation handbook, program advisement sheet, program application, and program card clearly define the requirements for admission, as well as completion requirements for graduation. During advising sessions, the student is reminded about the application process and encouraged to apply at the earliest qualifying date.

As an example, the PTA Program Application is at:
http://www.msugf.edu/webs/PhysTherapistAsst/pdfs/PTA%20application%202012.pdf.
(2.C.4)

Outcomes, Degree Programs, Structures and Processes

All programs have clearly identified outcomes, are aligned with the College's Eight Abilities and are published in the Academic Catalog and listed in each course syllabus. They are reviewed with students at the beginning of the course and referred to throughout the course. General graduation requirements as well as programmatic-specific completion requirements are published in the catalog as well. Following is a link to the AA degree as an illustration: http://www.msugf.edu/catalog/Programs/Associate%20of%20Arts%20Degree%202011-2012.pdf. (2.C.2)

The academic divisions also list program outcomes in the program-specific student handbooks that student receive during program orientation. The outcomes support not only the College's mission, vision and values but also the division's mission. For example, the Division of Health Sciences identifies itself as a student-centered division providing quality care in health science education that is responsive to community health care needs. Each program creates a student handbook that clearly outlines all outcomes and requirements. (2.C.2)

More specifically, for most programs, students must pass all required courses in the program of study and have an overall grade point average of 2.0 to graduate. Graduation information is clearly outlined in the Academic Catalog. Graduation requirements are consistently applied by the College in verifying the attainment of a certificate or degree.

Additionally, all faculty members, as appropriate, have assessed the content of their courses based on the programmatic accreditation competencies and recommendations. These competencies have been embedded in the program and course outcomes and are used to assess and document student achievement. The student must complete the course competencies at an acceptable level to achieve proficiency of the material and or procedure (2.C.5).

Students in all courses receive a course syllabus at the beginning of each class which clearly delineates title, course number, credits, expected learning outcomes and grading criteria for tests, assignments, projects and/or skill performance for the course. Institutional policies for grading are available in the College catalog. Faculty members submit grades to the Registrar's office at mid-term and at the end of the semester. Credit for each class is awarded each semester, and posted in a secure environment on Banner for easy access to students. Students are awarded one credit for:

- 15 hours of didactic instruction or
- 30-45 hours of laboratory instruction (most courses at 30, science courses 45) or
- 45 hours of clinical education

(2.C.1-2)

The academic complaint policy describes the process a student must follow in the event of a grade being grieved or challenged. This procedure is found in the Academic Catalog.

Faculty have added Phase III outcomes assessment information to every Fall 2012 course syllabus which shows how course objectives align with program objectives and the eight institutional abilities. Phase IV outcomes assessment forms, which include evidence of change that occurred due to fulfillment of course objectives and recommendations to continue or modify the student learning pathway, were completed on selected courses at the end of the Fall 2012. Faculty will use Phase IV forms for all courses in future semesters to ensure continuous improvement in teaching and learning in all courses. (Based on 2005 self-study standards 3.C.1 and 3.C.2.) (2.C.3)

By involving program advisory committees (led by faculty program directors) and submitting programs to review by the College's Curriculum Committee and the State Montana Board of Regents, the College ensures that programs are well-designed to best prepare graduates for their chosen profession. Admission and graduation requirements are published with program materials and are readily available to students and the general public.

New courses developed and changes involving course credits and potential impact on academic programs and students are reviewed by the faculty-led Curriculum Committee, a committee of the Faculty Senate, to ensure credit and degrees awarded are consistent and appropriate. Curriculum Committee meets biweekly and is led by the chair of the Faculty Senate and is the decision making body on curriculum and academic programs, policies, and procedures. (2.C.1, 2.C.5)

One of the committee's criteria is involvement and approval of an advisory committee in the program development or change. A suggested sequence of courses is listed in the Academic Catalog. New degree programs also are submitted to the Board of Regents for review and approval.

The College is an open admissions institution, which will attempt to admit all individuals who complete the admissions requirements. Admissions requirements are outlined in the Academic Catalog and in each admissions application packet. The Montana Board of Regents Policy 301.6 states that the community colleges shall admit all persons who are high school graduates or eighteen years of age. A person under 18 years of age shall be admitted upon the recommendation of his/her high school principal. The College adheres to this admissions policy and others as stated in the Academic Catalog. (2.C.7, 2.C.8)

Although a student may be admitted to the College, admission does not guarantee acceptance into the selected program of study. Many academic programs require students to demonstrate required skills or take a semester or more of prerequisite courses to be accepted. Certain programs have a selective admissions process due to program demand and specific requirements. These requirements are clearly spelled out in the Academic Catalog, program marketing materials and are emphasized by the recruiter and advisors.

Curriculum Committee of Faculty Senate

Faculty membership on the College's Curriculum Committee of the Faculty Senate, on hiring committees to screen faculty applications, and their involvement as program directors ensures that they have a major role in the curriculum and in hiring faculty.
(2.C.5)

Faculty members participate in academic planning and curriculum development and review specifically through their participation on the Curriculum and Program Review Committees.

The voting membership of the Curriculum Committee is all faculty and is currently divided equally among faculty from the three academic divisions. All faculty members who are responsible for curriculum development and revision in their respective programs or academic area have an important role in academic planning, for it is at the faculty level that courses are created and revised. Curriculum Committee meets twice monthly to review submissions for course and curriculum changes. Academic planning is made with the three touchstones of the institutional mission in mind:

- High-quality educational opportunities
- Student-centeredness
- Responsive to community needs

Members of the Curriculum Committee determine that proposals for curriculum changes are in alignment with the institutional mission. The impact on human, physical, and fiscal resources at the College is a significant consideration in these discussions and the process of decision-making is reflected in the Curriculum Committee minutes.

All are involved in curriculum design, implementation, and revision process for the program that they instruct. Decisions are guided by the program advisory committee, program accreditation requirements, professional association input, program student feedback, and an analysis of the content that is being tested on the national boards. The faculty will work through the suggestions to determine the appropriate revisions of the curriculum. This is an annual event to provide the most up-to-date content for students. Faculty members are encouraged to attend professional educational workshops sponsored by the national educational community for their discipline. Many health faculty are on educational listservs where content questions are discussed. As the content experts, health faculty members are given full approval to make changes in the course content. These changes are brought to the advisory committee and, if significant, moved forward to the curriculum committee for final approval.

The faculty is responsible for the development and assessment of course and program outcomes. Assessing student achievement is accomplished and documented by using the outcomes and assessment Phase I-IV forms, which guide the development, assessment and continuous improvement for all courses. Many of the health programs have clinical and lab competencies that rely on direct faculty observation and immediate feedback. Some health programs are

closing the assessment loop for all aspects of their program where other programs are still working through the process. At present, workshops and one-on-one training are being conducted to assist all faculty in this area. (2.C.5)

Integration of Library and Information Resources

The library staff provide an information literacy instructional session for all face-to-face and hybrid sections of College Writing I and for many of the development writing and interpersonal communication courses. Information literacy instruction is also promoted and provided upon request from faculty. Instruction was provided to courses in the following discipline areas over the last fiscal year (2010-2011): education, college studies, nursing, dental hygiene, business, chemistry, biology, writing, communication, and graphic design. The library staff are collaborating with the writing faculty to develop short information literacy instructional videos to be used in online sections of writing courses, and have designed a series of online research guides using LibGuides. This will significantly expand library instruction services to students enrolled in online and hybrid courses. (2.C.6)

Experiential Learning

MSU – Great Falls has an experiential learning policy, which allows for credit to be granted for prior learning. The policy can be found at: http://www.msugf.edu/about/PoliciesProcedures/300/306_1_EXPERIENTIAL_LEARNING_-_Updated.pdf.

The policy, adopted in June 2007 and revised in July 2010, follows all the NWCCU requirements that such credit is awarded only at the undergraduate level to enrolled students; is limited to a maximum of 25 percent of the credits needed for a degree; is awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and is granted only upon the recommendation of appropriately qualified teaching faculty. This policy specifically addresses how the College evaluates and awards credit for prior learning and outlines the points noted above. The experiential learning credits if awarded are posted clearly on the student's transcript as Experiential Learning with the grade of P for pass.

The checklist and form students and faculty complete can be found at: http://www.msugf.edu/admissions_records/pdf/ExperientialLearningForm.pdf.

Students and the appropriate faculty are required to work through the process together, identifying the method of evaluating the experiential learning (portfolio, proof of competency, or challenge exam). The form is signed by both faculty and student and submitted to the registrar, who alerts Student Accounts to assess the fees. When the evaluation documents are submitted or testing is complete, the faculty evaluates it and, if approved, submits it to the division director. If all agree to the award of credit, the registrar posts the award on the student transcript and notifies the student. (2.C.7)

Transfer Credit

Requests for transfer credits are handled by the registrar's office, which reviews official transcripts. The office will evaluate credits that apply to the student's declared program of study. A copy of the office's evaluation of credits is placed in the student file, a copy is mailed to the student and the evaluation also is posted in the Banner software system.

Most of the transfer questions in the Montana University System have been managed system-wide through the common-course number policy which dictates that equivalent courses at different campuses have the same title, number and prefix and that they all will be accepted in transfer. Those courses have been evaluated by faculty committees throughout the state and been determined as equivalent. The information is contained in an online transfer table at: http://mus.edu/Qtools/CCN/ccn_default.asp

For courses that have never been evaluated, the registrar's office forwards the request to the program/course faculty or program director for review. The office may also request a course description and syllabus of the requested transfer course. The final decision about accepting a course rests with the faculty.

Montana Board of Regents policy does not allow transfer credit for grades less than a "C-" or for courses taken more than 5 years prior to transfer request (for specific required classes in a major, minor, option or certificate) or more than 15 years (for general education coursework). Some MSU – Great Falls programs have more rigorous transfer requirements (i.e. dental hygiene and practical nurse have minimum grades of C or higher instead of the C- or higher as outlined in the above policies). Those exceptions have been recorded with the Board of Regents and are also located on the Academic Catalog curriculum pages. (2.C.8)

Continuing Education and Non-Credit Programs

The College offers continuing education and non-credit courses directed at meeting the educational needs and personal enrichment goals of the citizens in MSU – Great Falls' service area. These offerings are consistent with the mission and goals of the College, providing access to the College for the citizens of the Great Falls area, upgrading skills for current or future jobs, and providing opportunities for cultural enrichment as well as physical and emotional well-being.

An integral component of the College mission to provide "innovative, flexible learning opportunities for people of all ages, backgrounds, and aspirations" are those outreach activities termed professional and continuing education and community enrichment. These non-academic learning opportunities provide workforce preparation, employee training or re-training, business support, and personal enrichment. Courses offered through the Community Relations Division (Outreach) provide flexible learning opportunities for people of all ages. (2.C.16)

Continuing education offerings are integrated into the existing instructional divisions on campus. All continuing education courses and programs undergo the same approval and monitoring

process as other academic offerings. Program directors and faculty members develop and lead the approval processes for program specific courses. Workforce offerings have additional approval processes and requirements, which include an advisory committee and state board approval (i.e. nursing). Community Relations Division's (Outreach) program development staff and faculty are responsible for maintaining appropriate standards and achievements. (2.C.17)

For quality assurance purposes and record keeping, all activities must adhere to the continuing education approval policy. The purpose of this policy is to provide clear guidelines and supporting forms for the development of the continuing education activities. The policy outlines criteria for the educational activity, the types of suggested CEU applications, learning activities that are not eligible as CEU and the procedure for review and approval. All CEU activities are reviewed by the Joint Directors and Curriculum Committee.

These policies and procedures are provided to each participant in writing or an alternative format at the beginning of the class. All continuing education courses use the same standards and processes to assign grades and Continuing Education Units (CEUs). These are based on written learning outcomes and grading policies for each offering. Pass or fail grades are given based on the participants satisfactorily completing all course requirements. Participants who satisfactorily complete non-credit course will be awarded CEUs. (2.C.18)

All non-credit Continuing Education activities are automatically eligible for Continuing Education Units (CEUs). This adheres to the Continuing Education Unit (CEU) Policy at: http://www.msugf.edu/about/PoliciesProcedures/800/801_4_PCE_AWARDING_OF_CONTINUING_UNITS.pdf

Participants who satisfactorily complete an approved PCE activity are awarded CEUs. All non-credit Continuing Education activities are recorded in the Banner records system and appear under the Continuing Education portion of the student's transcript. (2.C.19)

Internal Program Review Committee of the Faculty Senate

In accordance with the Board of Regents of Higher Education Policy 303.3 – Program Review, internal program review is conducted for Certificate of Applied Science, Associate of Applied Science, Associate of Arts, and Associate of Science degrees.

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

Internal program review is based on a cycle of self-inquiry, review, and improvement. The basic components of internal program review include the following:

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

More information about program review can be viewed in the program review narrative and rubric at: http://www.msugf.edu/about/assessment/Program. (2.C.1)

STANDARD 2.D: STUDENT SUPPORT RESOURCES

Introduction

Teaching is central to MSU – Great Falls' mission, and thus it plays the largest role in whether students succeed. Student support to meet learning needs is a top priority at MSU – GF. In this section of the Report, an overview, by academic division will be presented.

Student Learning Support in the Division of Developmental Education and Transfer

The Developmental Education and Transfer Division has been restructured to provide more academic support for students. Specifically, an assistant director position was created to manage three key components to student success: the Learning Center, articulation agreements, and adjunct and affiliate faculty support.

The Learning Center has undergone significant changes in its operations. To increase frequency of use and improve access, it is now a drop-in facility. Students no longer are required to make appointments, allowing them to seek and receive assistance when they need it. Hours have been expanded to include Friday afternoons. The center also is using Homework MT, a product purchased by the State of Montana, to facilitate online tutoring.

Additionally, a tutor is now present in Anatomy and Physiology open labs. This further facilitates student success by ensuring students in open labs have access to a knowledgeable tutor, in addition to lab instructors. The Learning Center has also partnered with the accounting faculty to hire a tutor to assist students enrolled in Accounting Procedures I and II. Accounting Procedures I was identified as a course with low success rates, so adding tutoring services for this course and its subsequent course is one of many steps being taken to improve student success.

Future plans focus on further professionalizing the Learning Center by pursuing tutor training certification through the College Reading and Learning Association (CRLA) and creating a staffing model that involves faculty in training tutors. Tutors previously selected and hired by the Health Sciences Division will be assumed by the Learning Center to ensure consistent training and best practices are used by all tutors. An administrative assistant will be hired to provide support for scheduling, running reports, and other general clerical duties. Finally, the College is exploring plans for better utilizing available space and possibly expanding the Learning Center to provide students with more opportunities for success. Part of the expansion could include the creation of a "Student Success Center," which would encompass the Learning Center, Disability Services and the Advising Center, thus reinforcing the connections between these student services.

Regarding articulation agreements, the division conducted an audit to make sure the required courses were being offered, particularly in the General Education core. The audit led to a review of the Academic Catalog; subsequently, catalog changes for AY 2012-2013 were made to accurately reflect the offerings. In addition, the assistant director is creating an Articulation Advisory Council which will include an advisor from the Advising Center and representatives from each division to develop additional articulation agreements to increase transfer opportunities for students.

Also, providing support for adjunct instructors is crucial to student success. The Developmental Education and Transfer Division currently has 67 adjunct instructors and 14 full-time faculty, so many students receive instruction from adjunct instructors. To ensure the quality of instruction, the assistant director created a timeline for contact, identifying key points in a semester in which adjunct faculty may need support. Those key times for contact include the day before classes begin, during the first week of class, before the 15th day of class, the week before midterm, the week before the final withdrawal date, the week before finals week, and during finals week before final grades are due. The contact serves to distribute necessary information, to make sure the adjunct instructors have the materials and resources they need to successfully serve students, to connect the adjunct instructors to the division, and to give the adjunct faculty an opportunity to ask questions and let the division know what they need. Working together, the director and assistant director will also observe adjunct instructors during their first semesters and subsequently every third semester to assess the learning occurring in the classroom or online. The director and assistant director will also be meeting with affiliate instructors who teach dual credit classes in the high schools to assess their needs and keep them abreast of the College's required instructional practices, such as using assessment tools to measure student learning outcomes.

In order to create effective learning environments, both online and on-campus, faculty are being required to complete a basic training course in Desire2Learn (D2L), the College's online learning system. This includes full-time and adjunct instructors.

In addition, through the College's operating plan *Common Ground*, several initiatives are underway, including the redesign of the developmental math classes, which have been identified as some of the classes with the lowest success rates. In addition, institutional data show that

students who pass their developmental math course in their first term have a 31 percent higher retention rate than those students who do not. So, several changes are being implemented to improve student success rates in the developmental math courses. M065 Pre-Algebra is the lowest math course taught on campus. Students who score between a 0 and 46 in pre-algebra on the COMPASS test are enrolled in the course. However, institutional data show that only one-third of the students who score below a 27 are successful in the course. Above a 27, the success rate jumps to 50 percent. A survey of M065 placement scores for other colleges in and out of Montana show a range of between 23 and 27. The College is considering a required pre-algebra placement score of 25 or 26 for M065. Students who score below that point will be required to work with adult basic education to improve their skills and then retake the COMPASS test to gain entry to the course. In addition, the M065 course is being redesigned to reconfigure how the four credit hours are taught. Instead of four hours of lecture, a pilot is being developed to shift the instruction to three hours of lecture and one hour of supervised lab time. Even within the three hours of lecture, instruction will change from a lecture format to a more collaborative, hands-on model with students engaged in completing problems on whiteboards.

As for M090 Introductory Algebra and M095 Intermediate Algebra, a pilot is being developed to modularize the content and incorporate mastery learning so that students could complete both classes in one semester instead of two, enabling students to enter their programs of study sooner and reduce the number of potential "exit points" for students. The courses already incorporate computer-aided instruction through MyMathLab. However, a diagnostic component at the beginning of the semester will be added to the pilot.

In addition, more face-to-face sections of math will be added. Institutional data show that student success rates in face-to-face sections of M065, M090, M095 and M121 College Algebra are approximately 20 percent higher than online sections. The data are supported by student feedback. Students have voiced their concerns to instructors that more face-to-face sections are needed because they are more successful in face-to-face math courses.

In order to support more face-to-face classes and in light of the institutional data showing the importance of math success in relation to retention, the College Planning, Budget, and Analysis Committee (CPBAC) approved the hiring and funding of two additional math faculty for Fall 2012.

Student Learning Support in the Division of eLearning

Two full-time eLearning staff, a Student Support Coordinator and an Instructional Technology Specialist provide training and technical support for students attending MSU – Great Falls. Training on the Desire2Learn (D2L) learning management system is offered in a variety of ways. New students are required to register for a D2L orientation session, which is offered in person or online. During orientation, students create a password, log into a practice course and are instructed in various D2L tools and navigation. Students may also add this practice D2L Student Resource course to their list of online courses in D2L. The D2L practice course includes a set of eight videos which replicate the face-to-face orientation. Training sessions are available in person, online, through email and by phone.

The eLearning staff also provides continued technical support for students throughout the semester by phone, walk-in, email and through an online chat. The online chat is available from noon until 9 p.m. Monday through Thursday which allows students to receive help in the evening. In addition, students can submit a help request form that is distributed to all members of the eLearning department. Staff respond to these requests within one business day. eLearning provides limited technical support for other software utilized in online courses. The eLearning office is open with extended hours into the evening and on weekends based on need.

eLearning offers three courses in online instruction and use of our Learning Management System. These range from the mandatory Basic D2L class to the optional Online Instructional Leader Course. Each course can be taken for one CEU or, if all three are completed, participants can earn graduate credit through MSU-Northern.

Basic D2L Instructor Course: Mandatory for all faculty members. Focus is on the application and integration of the D2L tools that are available to create online courses and to support face-to-face courses. Current instructors are required to meet this basic level competency by May 4, 2012. All new instructors are given one semester to complete this course.

Mastering D2L Instructor Course: Optional for all faculty members. Focus is on the more advanced tools in the Learning Management System and incorporating them in accordance with best practices. Participants in this course review Bloom's Taxonomy and andragogy.

Online Instructional Leader: Optional for faculty members. Focus in this course is how to best support the online learning environment. Participants will peer review online courses for quality and ease of student understanding, as well as evaluate their own courses.

The justification for making the basic level course mandatory is student success. Providing consistent course design and an online course quality rubric across the board will ensure the College is giving students the best possible learning environment designed with their success in mind. This will also mean the College adheres to the 'Best Practices for Electronically Offered Degree and Certificate Programs' developed by the eight regional accrediting commissions: http://www.itcnetwork.org/component/content/article/48-library-articles-abstracts-research/356-best-practices-for-electronically-offered-degree-and-certificate-programs.html .

There are currently two instructional designers supporting the faculty at MSU – Great Falls. Together they provide the trainings listed above, as well as specialized trainings on other applications. Brown bag lunches on technology applications and andragogy, technology videos, an interactive website, and simple instructional cards are just a few examples of methods the instructional designers are using to keep faculty up to date on trends in eLearning. The instructional designers are available to faculty through walk in office hours, online chat, web conferencing, appointments, email, phone, and evening and weekend hours.

Student Support for Learning in the Division of Health Sciences

The Division of Health Sciences supports student learning by making resources available to all health science students. The division works off of the educational belief that the information is presented in various didactic formats while learning continues by providing laboratory experiences. Almost all of the health science programs have designated labs that are incorporated into an open lab time for additional practice and training. The student then moves from the lab setting into the clinical setting or simulation learning.

Clinical learning is also incorporated into the majority of health science programs. This provides students with an opportunity to learn and practice in the healthcare setting on real patients. The Simulation Hospital fills a possible void between lab and clinical experience. Once the student has learned through didactic instruction and hands-on lab experience, instructors can simulate the learning that will take place in the hospital setting without the stress of working on real patients. More importantly, they can now expose all of the students to clinical procedures that are limited in the hospital setting. All students are now given the opportunity not just the few that happened to be in the right place at the right time in clinic. It becomes an ideal learning experience after the simulation as the students are debriefed as to the event and what did or didn't occur.

Faculty in the health science division provide special learning sessions to assist the students, often prior to examinations. Students also can meet with paid tutors in the Learning Center for their specific program of study. Special learning sessions can be arranged around the students' schedules.

Student Learning Support in the Division of Business, Trades, and Technology

The Division of Business, Trades, and Technology provides a variety of student learning support activities. Welding students are able to sign up for Outreach courses at no additional tuition charge which gives them access to extra welding lab time. The Graphic Design, Computer Information Technology, Interior Design, and Sustainable Energy Technician programs offer open lab times where students have access to program specific equipment and software. The division works with the Learning Center to provide tutors for accounting, computers, and business writing. (2.D.1)

Campus safety and security is addressed in the Academic Catalog at: http://www.msugf.edu/catalog/GeneralInformation.html. The document discusses the College's policy to offer students a safe educational environment. Students are asked to report any criminal activity, to secure personal possessions, and to have an awareness of personal safety when entering and exiting the campus buildings. Brochures are available in student services that include campus crime prevention information and statistics on incidence of campus crime. The campus files the annual Campus Safety and Security Survey as required by the U. S. Department of Education. Summary statistics can be viewed at: http://ope.ed.gov/security/.

Students are asked to report any unsafe conditions on campus to faculty, staff, or other campus personnel. The College's safety committee, which includes a student member, identifies campus safety needs and acts to improve overall campus safety. There is a crisis team in place, and a crisis guide is posted in each classroom containing specific instructions for emergency events. In addition, each classroom is provided an emergency evacuation map for the campus and has been equipped with a telephone capable of making outgoing emergency calls directly to the local 911-dispatch center.

The campus contracts with a local security company to provide services five evenings a week. A guard patrols on foot in and around campus, is readily available to respond to emergencies and can be reached by cell phone or two-way radio. (2.D.2)

MSU – Great Falls actively recruits students who will benefit from the courses and programs that are offered. Prospective students are encouraged to visit campus and be in contact with the recruitment program coordinator to learn about the academic offerings at MSU – Great Falls. The recruitment program coordinator visits high schools around the State of Montana to deliver information to potential students. These visits can happen as a part of a college fair, individual visit, or by request of the high school or specific students who have expressed interest. Visits are also made bi-weekly in conjunction with the campus outreach representative from Student Assistance Foundation (SAF) to the Great Falls Job Service to talk about MSU – Great Falls and the offerings available for potential students who are utilizing other resources.

Adult Basic Literacy Education (ABLE) is also located on the MSU – Great Falls campus and their faculty and staff refer interested students to find out additional information. MSU – Great Falls employs two pathway advisors to help students in the transition from high school to college as well as those students who are enrolled with the ABLE program. These advisors have offices at Great Falls High School and CM Russell High School, and float to Paris Gibson Alternative High school in Great Falls as well as in the ABLE Department on the MSU – Great Falls campus. Students are encouraged to use the information that the pathway advisors have for them and to gather additional information on programs and financial aid from the staff in Student Central.

All new, transfer or readmitted students are required to attend a registration session conducted by the Admissions Department. During check-in, students receive materials including a student field guide, program advising sheet, and registration worksheet. Students learn about the policies and procedures of the school, campus resources, placement test scores or transfer work, as well as program specific information. Advisors also assist students with specific course questions, course selection and other program relevant academic requirements. Students are advised to take courses in their first semester of classes that will set a foundation for an educational path that will lead them to graduation. Students who plan to apply to or enter a selective entry program are advised about that program's application requirements and where to find the specific program application. Students entering the AA or AS programs are advised to complete the Montana University System CORE requirements before transferring to their bachelor degree granting institution and are encouraged to research specific program requirements at that institution.

At the time of admission, students are assigned an academic advisor in the Advising and Career Center and are required to meet with this advisor every semester before registering for classes. This advisor will serve as the students' advisor from entry to graduation. Even students who transfer programs will keep their assigned advisor for the entire time they are at MSU – Great Falls. The advisors in the Advising and Career Center are current on all program requirements and any specific academic or program related information as it leads to graduation.

The competitive entry programs have slightly different procedures. Like other students, prior to admission to competitive entry programs, they are assigned to an advisor in the Advising and Career Center. However, upon admission to these programs, a program faculty member becomes their primary advisor and the advisor from the Career and Advising Center becomes the secondary advisor.

During the transition from faculty advising to the Advising and Career Center model, faculty were given the option to continue advising current students with whom they have built a relationship. This provides advising continuity for these students. It is anticipated that the number of students with faculty advisors will decrease over the next several years as these students graduate.

Students are encouraged to attend the orientation events that are held during the week prior to the first day of classes. Orientation events include information sessions on relevant student success pieces. Students are asked to attend four mandatory sessions on student e-mail and network access, distance learning (D2L) training, financial literacy, and basic student success. These events are scheduled for the students' convenience and have shown to increase students' comfort in attending classes in the first few days of the semester. (2.D.3)

In responding to community and workforce needs, it is sometimes necessary to change the academic requirements of a program or eliminate it from campus offerings. Any decision leading to a change in a student's future is not conducted lightly. Information about changes in an academic program or program requirements is given to students using a variety of methods. The specific program director or division director sends an initial notification (by mail) to all currently enrolled students. This notification is also sent to any prospective students and to previous students who did not complete the program requirements. Students are advised about the changes and what they must do to either continue in the current program or adjust to the new requirements. Students also are encouraged to meet with the program director individually about any other questions or concerns that they may have.

In the event of a program elimination or termination, the same student population as above is notified and students are given the opportunity to complete their program with either the courses that are still being offered or course substitutes appropriate for the field. (2.D.4)

The College publishes an annual online Academic Catalog. The office of the registrar works with each department to make sure all material is up-to-date and accurate. It is archived after being

published in the spring and any changes from that archive are noted in red. Prior to the new catalog being published, the final version is archived online with all changes. The catalog's online Table of Contents hyperlinks to each section, including those listed above.

The Academic Catalog and Student Handbook include the following information:

- Catalog: http://www.msugf.edu/catalog/index.htm
- Student policy and procedure handbook: http://www.msugf.edu/students/pdf/PoliciesProceduresBooklet_web.pdf
- The College's policies can be found at: http://www.msugf.edu/about/PoliciesProcedures/index.php
- The institutional mission and core themes can be found at: http://www.msugf.edu/catalog/MissionStatement.html
- The entrance requirements and procedures can be found at: http://www.msugf.edu/catalog/Admissions/index.htm
- Grading policies can be found at: http://www.msugf.edu/catalog/Academics/Grading.html
- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings can be found at: http://www.msugf.edu/catalog/index.htm#Programs. Each program has its own catalog page reflecting completion, outcomes, course sequencing, etc.
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty can be found at: http://www.msugf.edu/catalog/FacAdminStaff.html.
- Rules, regulations for conduct, rights and responsibilities can be found at: http://www.msugf.edu/catalog/GeneralInformation.html and http://www.msugf.edu/catalog/StudentInformation/index.htm
- Tuition, fees, and other program costs can be found at: http://www.msugf.edu/admissions_records/TuitionFees.html
- Refund policies and procedures for students who withdraw from enrollment can be found at: http://www.msugf.edu/catalog/Academics/Withdrawal.html and http://www.msugf.edu/catalog/Admissions/TuitionAndFeesPolicy.html
- Opportunities and requirements for financial aid can be found at: http://www.msugf.edu/catalog/FinancialAid/index.htm
- Academic calendars can be found at: http://www.msugf.edu/academics/AcademicCalendar.html

(2.D.5)

Each year the registrar's office at MSU – Great Falls asks program directors and faculty members to review the catalog information for accuracy before it is finalized in April. From that publication the registrar's office works closely with the marketing, admissions and recruiting offices to ensure that all information is accurate. Together the online catalog and published printed program cards

reflect specific licensure and/ or unique requirements for the career field. In the program areas, students are given any other related materials that will prepare them for entry into the workforce. (2.D.6)

The office of the registrar is responsible for maintaining student paper and electronic academic files. The paper files are located in a secure, fire-proof vault in Student Central. In the last year the half-time records manager position became full time. The manager is responsible for file management, including maintaining admissions, records and financial aid files and materials, and archiving and purging records based on a retention schedule. Student code of conduct or disciplinary records are maintained by the assistant dean of student's office in a separate location.

The College uses the American Association of Collegiate Registrars and Admissions Officers file management and record retention recommendations as guidance for current academic and admissions records retention schedule. The financial aid office uses the Department of Education federal financial aid regulations and Montana state recommendations as guidance for the records retention, archiving and purging schedule.

MSU – Great Falls uses SCT Banner, a SunGard product, for maintaining electronic admissions, academic and financial aid records. The servers for Banner are located at the MSU – Bozeman (MT) campus and are maintained and backed up by information technology services there.

All employees, including student workers, who have access to the electronic or paper records are required to watch a Family Educational Rights and Privacy Act (FERPA) training video and sign a confidentially statement. The office of the registrar is creating a system for an annual update of FERPA for all employees on campus or at a distance.

New, transfer and readmitted students are notified of FERPA regulations during new student registration and orientation. Currently enrolled students are given a registration worksheet every semester prior to registration for their courses which includes the campus FERPA policy. The online catalog and online and printed Student Handbook also have the College's FERPA policy. Students can find forms to release or restrict FERPA information on the College's website or obtain the form from any of the desks in student central.

Resources:

- Blank registration worksheet with FERPA language:
- Hard copy and online student handbook: http://www.msugf.edu/students/pdf/PoliciesProceduresBooklet_web.pdf
- Online catalog: http://www.msugf.edu/catalog/StudentInformation/FERPA.html
- Form to release FERPA: http://www.msugf.edu/admissions_records/pdf/ReleaseOfInformationForReference.pdf http://www.msugf.edu/admissions_records/pdf/ReleaseOfInformation.pdf
- Form to restrict FERPA: http://www.msugf.edu/admissions_records/pdf/Restriction%20of%20Release%20of%20Information.pdf

(2.D.7)

The mission of the Financial Aid Office focuses on service to students and stewardship of funds. The financial aid office assumes primary responsibility on behalf of the institution for compliance with government requirements. Many aspects of financial aid are mandated by federal and state entities that define the parameters within which institutional programs must operate. Therefore, the Financial Aid Office develops and reviews cost of attendance budgets that reflect student needs and packaging policies to extend the limited amount of funding to reach the maximum number of students. The office disseminates financial resources to students to assist them in achieving their educational goals from pre-enrollment through graduation while working with all constituents in a manner consistent with the goals of the institution. Information about available financial aid programs, student eligibility requirements and procedures for applying for financial aid is published on the College website at www.msugf.edu/catalog/FinancialAid/index.htm.

The college offers federal and state aid to include the federal Direct Student Loan program, Pell grants, SEOG grants, federal work-study, state work-study, Montana Baker Grant (MTAP), Montana Higher Education Grant, and Governor's Postsecondary Need Based Scholarships. The College also offers scholarship assistance from various sources and provides information on its website about scholarships administered by external entities. In 2010-2011, 71 percent of the student population received some form of financial aid.

To maintain accountability, in accordance with federal regulation, the Financial Aid Office submits two reports. The first is a state report, due October 1, addressing any state funding received by the College such as the Baker Grant, Montana Higher Education Grant, and state work-study. The financial aid office is also required to complete the Fiscal Operations Report and Application to Participate (FISAP) by October 1. In addition, the financial aid office is responsible for contributing required information to the Department of Education via the Integrated Postsecondary Education Data System (IPEDS) report submitted by the College annually. The Financial Aid Office is also subject to internal audits performed by the state as well as federal program reviews. (2.D.8)

Students receiving financial assistance are informed of repayment obligations that arise due to loan borrowing and/or return of Title IV calculations.

In loan borrowing, students are informed of their repayment obligations formally in three ways: student loan entrance counseling, the master promissory note, and student loan exit counseling. In accordance with federal regulations, all student loan borrowers are required to complete student loan entrance counseling and the master promissory note prior to receiving student loan funds. The student can meet entrance counseling requirements by attending a face-to face entrance counseling session or by completing an online counseling session at www.StudentLoans.gov. The College offers several "in person" entrance counseling sessions at the beginning of each term where college staff or a representative from Student Assistance Foundation (SAF) reviews the repayment requirements, as well as deferment and forbearance options. If the student chooses the online option, the repayment information is presented in written format and the student is quizzed on its content. Once the student submits the online form, the information is sent electronically to the College and logged into the computer system as satisfied. The master promissory note is also completed electronically online at www.StudentLoans.gov. The promissory note explains, in detail, the repayment obligations associated with borrowing student loan funds. Finally, students who end enrollment are also required to complete an exit counseling session. Again, this session can be completed online or in person. Several face-to-face sessions are scheduled at the end of each semester where college staff or SAF personnel remind students of their repayment options, as well as deferment and forbearance opportunities. The students may also complete this requirement by visiting www.StudentLoans.gov, where the exit counseling is available similar to the entrance counseling described earlier.

Students can incur repayment obligations if they completely withdraw before establishing eligibility for the full amount of their financial aid in a semester. Federal regulations require the financial aid office to monitor complete withdrawals and unofficial withdrawals to determine if a student has attended classes sufficiently to have "earned" their federal financial aid. If a student completely withdraws prior to 60 percent of the semester or receives all "F" grades at the end of the term due to nonattendance, the Financial Aid Office must perform a return of Title IV funds calculation. Depending on the results of that calculation, a student may owe a repayment of grant and/or loan funds that they were not eligible to receive that semester. A student who must replay aid is sent (by certified mail) a letter explaining the calculation and their requirement to repay funds.

The Financial Aid Office regularly monitors the College's Cohort Default Rate (CDR). Although the national trend shows that the CDR is on the rise, the College has enjoyed low default rates in the most recent years as shown in Table 2.D.1.

Table 2.D.1: Cohort Default Rate

2006	4.2
2007	3.1
2008	4.1
2009	7.1

The College's CDR is consistently lower than the national CDR. However, changes in the United States economy, as well as the shift to direct lending and a new three year calculation versus a two year calculation beginning next year, contribute to the expectation of increased CDR. To monitor the students going into default and institute actions for default prevention, the College has signed a memorandum of understanding with the Montana Guaranteed Student Loan Program (MGSLP) whereby the College provides borrower information to MGSLP so that they may help resolve delinquencies, provide financial literacy education services, and provide administrative services necessary and related to default prevention. (2.D.9)

On September 6, 2011, the Advising and Career Center (ACC) was opened to provide advising services to all degree and non-degree seeking students at the College. The ACC is designed to provide holistic advising services including course registration, referral to college and community resources, academic and career goal setting, academic planning, major exploration, problem solving with students, and general student support. The ACC comprises the director, , three full-time professional advisors, and one full time advisor with a primary focus on advising students transferring to MSU - Northern programs. Advising at this time is in a transitional period in which all new students for Fall 2011 were transferred to an ACC advisor. Currently, the three professional advisors are serving approximately 200 advisees each, the director serves 125 advisees and the Northern transitions advisor serves approximately 200 advisees. In Spring 2012, the majority of the remaining students with faculty advisors are being transitioned to the ACC. Students are assigned to an advisor who will advise them until graduation regardless of program of study. This creates continuity in advising for the student.

Academic advising is a strong focus at the institution as a means to support student development and success. In order to achieve and maintain this focus, advisors in the ACC began training immediately, focusing on curriculum, program and graduation requirements, and campus resources. Training has included review of all admission requirements including COMPASS testing and completing the online STAR (STudent Advising and Registration) program; use of resource manuals which include catalog pages, program documents, and placement information for math, writing, and science; program information from each program director; workshops with program directors to explain their program; advising training specific to science coursework; and use of Banner, D2L, and Banner web programs. In addition, advisors are assigned as academic division liaisons, participating in division meetings and receiving important division email information in order to remain up-to-date with program changes and other important information.

As part of the ACC design process and fulfillment of the College's *Common Ground* goals, a group was formed to focus specifically on advising at the College in addition to serving as an advisory

board for the ACC. This group is called the Career and Advising Board (CAB). Within this process, the CAB has developed an advising syllabus which outlines the definition of advising, an advising mission statement, student learning outcomes (SLOs), goals of the ACC, responsibilities of the advisor and advisee, contact information for the ACC, and college resources. The syllabus is provided to students at advising sessions, while electronic copies are sent to online only students. Student learning outcomes to be measured for the first year of the new advising program are 1) development of an academic plan for each degree-seeking student, and 2) students' understanding of how to access resources on the College campus.

As an adjunct to the new advising process, the College developed an extended orientation class called COLS 102: *Navigating MSU – Great Falls*. The course was developed with a cross-campus group of individuals from both academic divisions and student affairs. This contributes to student development and success by introducing advising to students through course assignments including "Meet Your Advisor" and creating an academic plan in which the student conducts assignments focusing on career and major exploration followed by the development of an academic map outlining the student's academic courses through graduation. The course is in its third semester and currently serves approximately 275 new, returning and transfer students to the College.

Each advisor in the ACC is in the early steps of developing an online advising room shell utilizing the D2L learning management system. The advising shell allows all students, particularly students who are attending the College only online, to connect with their advisor and access advising information, such as the advising syllabus, catalog information, and academic planning forms. Also, the advising rooms allow students to deposit their academic plans for advisors to review and to use email and chat rooms. This is a supplementary means for defining, publishing and increasing the availability of advising requirements and responsibilities to students. (2.D.10)

The College's co-curricular activities follow student interests, as well as tying closely with the mission and core values of the institution. A list of active clubs and contacts is kept by the assistant dean of student affairs, and the Associated Students of MSU – Great Falls to help students connect with clubs they are interested in. Most programs of study also have student groups associated with them that support the curriculum and professional connections students can make while they are still students.

The overarching organization for student involvement is the Associated Students of MSU – Great Falls, also called student government. Web site is located at: http://www.msugf.edu/campuslife/StudentGovernment/index.html. This body has authority over the student activity fee and donates money to student clubs and organizations for activities and projects. The clubs and organizations must provide student government with a current roster of their members and advisors annually in order to receive funds from the activity fee. Faculty advisors play key roles in the clubs and in ensuring all students have the opportunity to get involved outside of the classroom.

Student government and the program-associated clubs form the core of the clubs available consistently to students every year. Other clubs are a Christian Bible study group, a Japanese anime' group, a food bank, and a veteran's center. The food pantry and the veteran's center are also supported through Campus Corps as work sites for volunteers. These two entities are new to campus and have a heavy service element to them, which lends them to the Campus Corps program of student volunteerism and leadership. The Campus Corps program has been part of campus life for some time, and has expanded student awareness of community needs, as well as the opportunities they have to make a difference. These interest-based clubs and organizations connect with the core theme of community development through the interactions and contributions they make to not only the campus community but also the local community. (2.D.11)

As the campus auxiliary operations, the COTtage Bookstore and the cafeteria have been combined into a single operation under common management. During 2011, the former separate cafeteria was remodeled and combined as a food court accessible through the bookstore. Extended hours provide evening students access to books, supplies, food, snacks and drinks. During the academic year, hours of operation are from 8 a.m. to 8 p.m. Monday through Thursday, and until 5 p.m. on Friday. Summer hours are 8 a.m. to 4 p.m. The bookstore and food court are closed weekends.

Bookstore management works directly with the academic departments and faculty each semester to determine education material needs and ensure necessary books and supplies are available to students at the beginning of each semester. Online ordering is available for all students at http://www.thecottagebookstore.com. Students may purchase their books and supplies by charging to their financial aid accounts at the checkout stand. Both mandatory and non-mandatory books and supplies are available to enhance the learning environment. The bookstore, food court, and attendant lounge areas are centrally located destination points where students meet to relax and discuss topics that enhance the intellectual climate on campus.

The College has no intercollegiate athletics/co-curricular programs. (2.D.13)

MSU – Great Falls uses physical proof at the time of enrollment to establish the identity of each enrolling student, whether campus-based or online. In addition, each student's identity is confirmed using the student integration system (Banner) prior to establishing password security for all online interactions. All students have unique, secure usernames and passwords to access the campus learning management system for online courses (Desire2Learn) and other necessary services. There are not any current or projected charges to students associated with the identity verification process. (2.D.14)

STANDARD 2.E: LIBRARY AND INFORMATION RESORCES

Since the Regular Interim Report, the Weaver Library has merged with the former distance learning department to form the Division of eLearning and Library Services. As part of the broader campus *Common Ground* reorganization plan, the newly hired director of library

services' position was modified to incorporate supervision over eLearning in addition to the Weaver Library. The new division houses both the Weaver Library and eLearning Departments and falls under the supervision of the director of eLearning and Library Services and the chief academic officer.

The eLearning and Library Services staff meet weekly and are in the process of planning collaborative division goals and outcomes. The goals for the Weaver Library implemented following the completion of the Interim Report are as follows:

- Begin reviewing and revising the Weaver Library mission statement, strategic plan, policies and procedure manual/task list.
- Evaluate, de-select, and update the library's complete collection (print, audio/visual and online) to better meet the curricular needs of students and faculty at MSU – Great Falls.
- Increase Weaver Library's visibility online (Web 2.0 presence) to promote and extend library services to the online community via social networking, chat reference, and other services.

The Weaver Library holds and provides access to library and information resources with an appropriate level of currency, depth and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered. Following the hire of the director of library services in May 2010 (now director of eLearning and Library services) the library staff embarked on a comprehensive review of the library's complete print and online collections. Overall, this project spanned six months and resulted in a significant update to the total library collection. The goal was to convert the collection into a relevant, fresh and timely working collection where items on the shelf are regularly used and circulated. This collection review process incorporated regular opportunities for student, faculty and staff feedback and review of items to be removed from the collection. Library collection development liaison areas are divided evenly between two full-time staff positions – the librarian and the director of eLearning and Library Services. Collection development efforts follow a patron-driven acquisition method in order to adequately support academic programs and faculty. Collection data as of October 2011 is as follows:

Total number of print volumes:	8,813
Total number of eBooks:	22, 465
Total number of AV items:	972
Total number of active print journal subscriptions:	72
Total number of active online full-text journal subscriptions:	43,130

Increasing the Library's Visibility and Services Online

Another major goal since the completion of the Interim Report was to increase Weaver Library's visibility online (Web 2.0 presence) to promote and extend library services to the online community via social networking, chat reference, and other services. The library staff created the

eLearning and library Services Facebook page. All eLearning and Library Services staff are required to update this page so daily information is available.

The library staff also started providing virtual reference services online via an embedded chat widget available on the main library web page. All library staff were trained on providing assistance via this service. Faculty may request the chat widget to be embedded in their online course shells as well. This makes library research assistance available to online students from multiple locations. (2.E.1)

The library staff incorporates student, faculty and staff feedback and database usage statistics as well as desk support statistics in the goal planning process. The Library Procedure Manual is updated as necessary and the library staff is undergoing a review and update to all library policies affecting students, faculty, and staff. This review should be completed by Fall 2012. Both the Library Conduct and Reserve Materials policies were recently updated. The Weaver Library Committee typically meets monthly throughout the academic year and membership includes student representation as well as faculty members from each academic division, adjunct, and online faculty. In the next year, this committee will create a new student and faculty library use and satisfaction survey to better inform planning and services at the Weaver Library.

The library recently purchased Desk Tracker software to enable library staff and student workers to better track the frequency and types of questions answered at the library desk. This will provide accurate data regarding the busiest times of day for certain services provided via the library desk and will be helpful in planning hours and staffing.

The director of eLearning and Library Services regularly attends the Faculty Senate and Faculty Senate Curriculum Committee meetings. Currently, the new curriculum request forms do not require feedback or a signature from the director of eLearning and Library Services, but the division is working to include this provision in 2012. (2.E.2)

The Weaver Library provides appropriate instruction and support for students, faculty, staff, and administrators to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services. Four full-time library staff is available to answer questions and instruct users face-to-face, over the phone, or online via the online chat-messaging platform during operating hours, which includes evening and weekend hours.

The library staff provide an information literacy instructional session for all face-to-face and hybrid sections of College Writing I and for many of the Development Writing and Interpersonal Communication courses. Information literacy instruction is also promoted and provided upon request from faculty. Instruction was provided to courses in the following discipline areas over the last fiscal year (2010-2011): education, college studies, nursing, dental hygiene, business, chemistry, biology, writing, communication, and graphic design.

Library staff provide presentations during new student orientation sessions and the library has a presence with promotional materials during many campus events. The director of eLearning and Library Services provided a 'Google for Researchers' professional development session to the campus faculty and staff during the Fall 2010 and 2011 semesters.

The library added an annual subscription to Libguides pages software to facilitate creation of research by topic pages via the library and also created a 'Library 101' D2L self-registration course for housing library research information for students/faculty and also electronic reserves. This page includes the Library Meebo chat widget and will be developed more throughout the next academic year with a launch in Spring 2012. (2.E.3)

The Weaver Library keeps usage statistics and inventory. The library has a Collection Development Policy and a comprehensive Library Procedure manual in place. Database and full-text journal usage statistics are used to inform purchasing decisions for additional resources or replacement of current resources with more appropriate tools. The library has added two new major online database collections in the last year in order to support instruction.

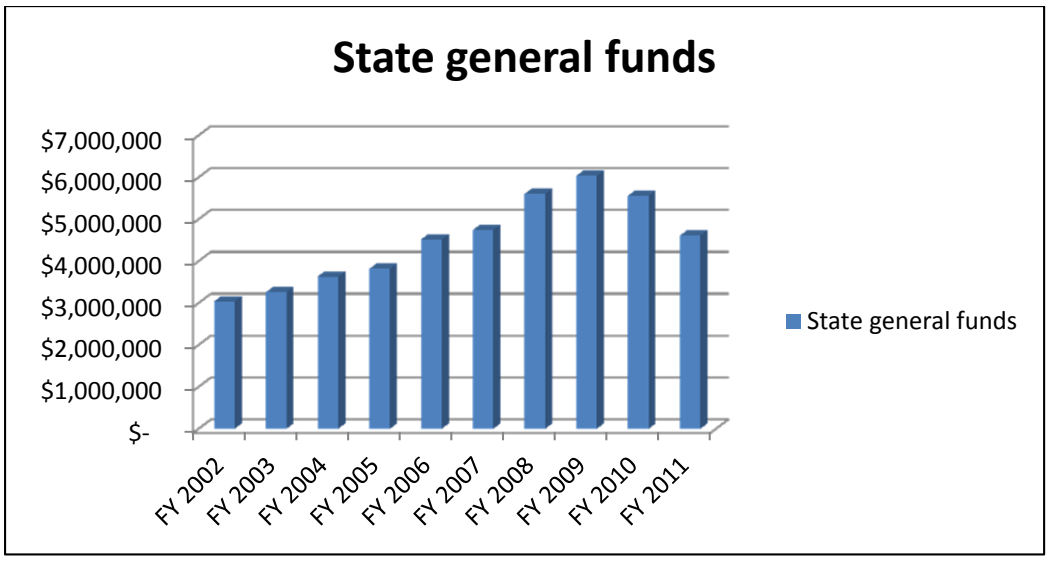
The Weaver Library maintains strong cooperative database purchasing agreements with the other academic libraries in the Montana State University system. The director of eLearning and Library Services meets monthly via phone with the other MSU library directors to discuss consortial purchases and agreements. Online access to Weaver Library resources is routed through the proxy server at MSU-Bozeman, so this necessitates regular and clear communication with the library staff at MSU-Bozeman. The Weaver Library also continues to provide access to resources provided by the Montana State Library. (2.E.4)

STANDARD 2.F: FINANCIAL RESORCES

MSU – Great Falls' revenues are monitored by senior-level administrators for adequacy and stability. Total fiscal year 2011 revenues amounted to $18.8 million compared to expenses of $18.4 million. Primary sources of revenue during fiscal year 2011 were student tuition and fees ($3.6 million), state general funds ($5.1 million), auxiliary revenue ($1.4 million), federal student financial aid funds ($4.7 million), federal stimulus funds ($1.4 million), and grants and contracts ($1.5 million).

Over the 10-year period fiscal years 2002 through 2011, state general fund contributions have increased more than 51 percent. As in most other states, the 2008 financial crisis has taken its toll on the State of Montana's ability to fund all its constituencies. State general funding at Montana State University-Great Falls College of Technology decreased significantly in fiscal years 2010 and 2011. See Table 2.F.1.

Table 2.F.1. State General Funds



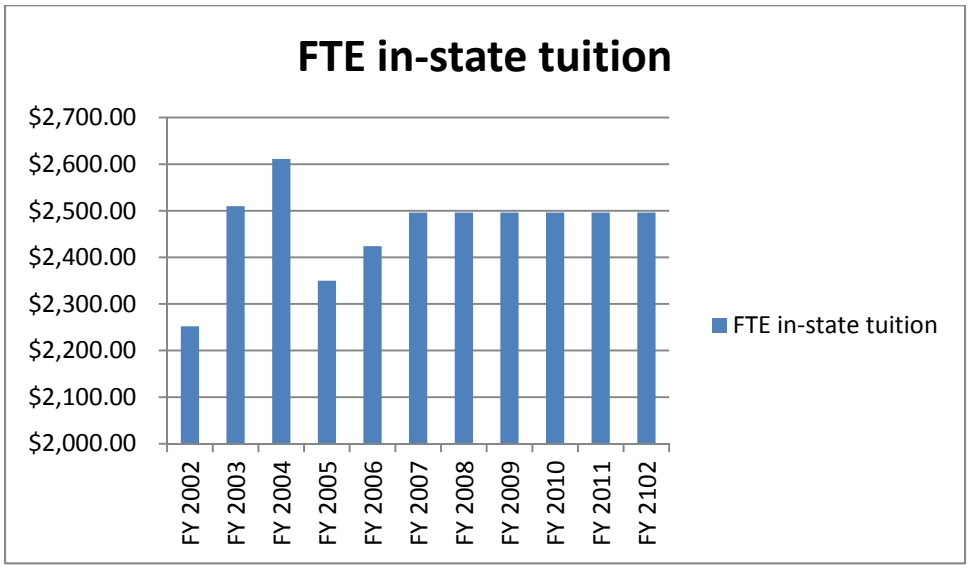
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
State general funds	$3,039,104	$3,257,132	$3,633,184	$3,816,979	$4,517,491

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
State general funds	$4,744,049	$5,603,818	$6,035,155	$5,563,011	$4,608,739

State funding has dropped nearly 24 percent since the high point was reached in fiscal year 2009.

As part of the attempt to increase enrollment of Montanans in higher education, MSU – Great Falls has not increased tuition rates for six years; current rates are below fiscal year 2003 levels. See Table 2.F.2.

Table 2.F.2. FTE In-State Tuition

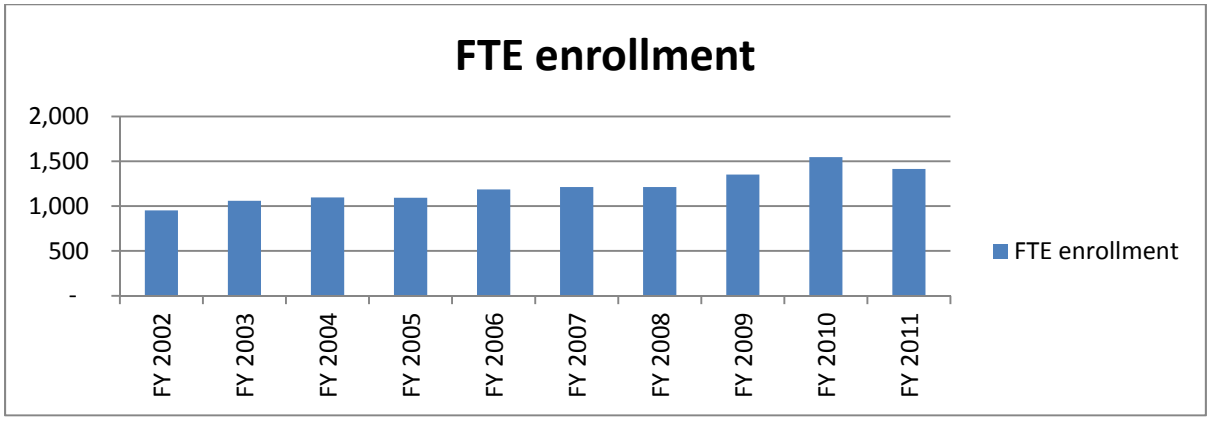


	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
FTE in-state tuition rate	$2,252	$2,510	$2,611	$2,350	$2,424

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
FTE in-state tuition rate	$2,496	$2,496	$2,496	$2,496	$2,496	$2,496

Enrollment at Montana State University – Great Falls College of Technology has continued to increase, at least in part, due to this steady tuition rate. See Table 2.F.3.

Table 2.F.3. FTE Enrollment



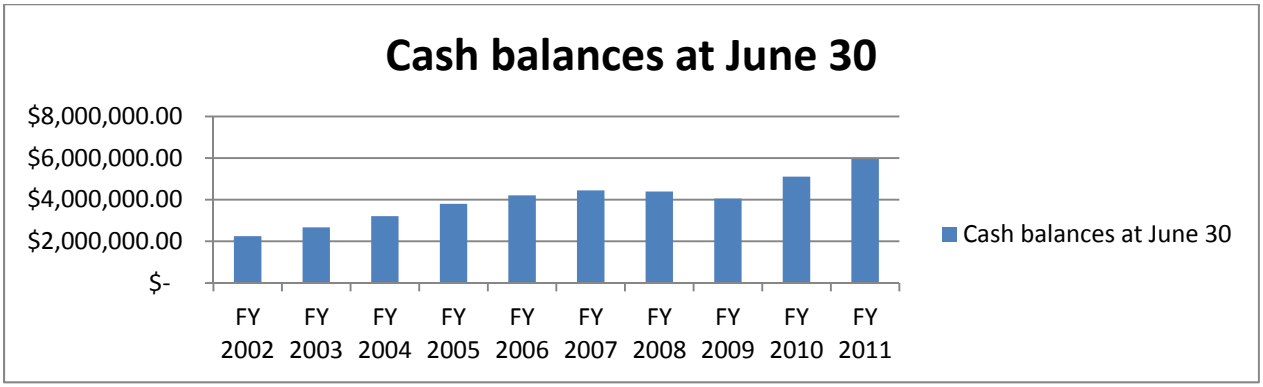
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
FTE enrollment	9,52	1,059	1,098	1,093	1,186

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
FTE enrollment	1,213	1,213	1,353	1,547	1,415

As of July 1, 2010 (fiscal year 2011), the Gallatin College Programs, which previously operated under the auspices of MSU – Great Falls as the College of Technology in Bozeman, was transferred to Montana State University resulting in a decrease of 228 FTE. However, the Great Falls campus increased by 96 FTE over the 2010 fiscal year yielding a net decrease of 132 FTE from 1,547 FTE in fiscal year 2010 to 1,415 in fiscal year 2011. (Note that the table above *includes* the Gallatin students until 2010).

Given all this, cash balances have remained healthy over the last 10 years and cash flows have been, generally, positive during that same period. See Table 2.F.4.

Table 2.F.4. Cash Balances at June 30



	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Cash balances at June 30	$2,249,061	$2,674,701	$3,210,554	$3,806,789	$4,211,320

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Cash balances at June 30	$4,452,601	$4,395,292	$4,060,577	$5,108,724	$5,956,683

Strong financial management has allowed Montana State University – Great Falls College of Technology to institute, for the first time in fiscal year 2011, a scholarship fund to reward students who persist. This fund was established at $409,000 and is expected to be funded in perpetuity.

The College has also maintained a reserve fund, in accordance with Board of Regents policy 901.15, which allows for unexpected revenue shortfalls or unanticipated expenditures. As of June 30, 2011 the reserve totaled $561,054.

Funds to be invested are pooled and managed by the Montana Short-Term Investment Program. The College has no debt. (2.F.1)

The College, being a public institution, receives appropriated revenue figures from the Office of the Commissioner of Higher Education and the state each biennial period, and there is little flexibility in adjustment for those revenues. Based on historical trends in higher education, program enrollment projections, workforce demands, and demographic data, tuition revenue is projected as realistically as possible each fiscal year. These two revenue sources make up the majority of what becomes the general operating budget for the College. Beginning in late fall of each fiscal year, budget sheets are sent out to each division for completion. The budget sheets contain four years of actual expenditures for each department, as well as the previous year's budget projections. This historical information assists departments/divisions in developing realistic budget projections for the following fiscal year. Once the forms are completed and forwarded to the budget subcommittee, committee members analyze each department budget

for increases exceeding five percent. Those departments are approached individually and asked to provide justification for the deviation. Findings for each department are presented to the College Planning, Budget and Analysis Committee (CPBAC) for discussion.

Budgets for grants are established by the grant writer, in consultation with the grants accountant and controller, and are based on revenue information received from the granting agency. Expenditures are budgeted in compliance with the guidelines outlined for each grant, and include personnel services and operating expenses.

Donations budgets are created based on current fundraising activities of the College, in consultation with the development officer. Generally, donations are designated for specific purposes, i.e., scholarships, child development center, etc. (2.F.2)

Since inception of the College Planning, Budget, and Analysis Committee (CPBAC) in October 2006, major constituencies on campus have participated in shared governance throughout the budgeting, planning, and assessment process. A CPBAC webpage was developed (http://www.msugf.edu/about/CPBAC/index.html) and offers a brief overview of the role that this committee has on campus. The site also has various quick links to documents and materials involving CPBAC, including a policy established in January 2008 and revised in January 2011 (http://www.msugf.edu/about/CPBAC/Documents/104 1 CPBAC Revised - Jan 11.pdf). A flexible timeline, which includes guidelines and processes, is available in the documents section of the webpage (http://www.msugf.edu/about/CPBAC/Documents/Timeline.pdf).

This committee's membership is currently made up of 16 voting members and 3 non-voting members and meets as needed, but at least 4 times, throughout the fiscal year. As well, there are three subcommittees, which provide guidance to the committee as a whole. The membership of each subcommittee includes CPBAC members and non-CPBAC members (including students), thereby increasing campus involvement in the process.

All CPBAC meetings are open to the public. Minutes and agendas are posted on the CPBAC web site and distributed to the campus community. (2.F.3)

MSU – Great Falls ensures timely and accurate financial information recorded and reported according to generally accepted accounting principles through its use of the Banner financial and administrative system produced by SunGard Higher Education. The Legislative Audit Division of the State of Montana on the consolidated Montana State University financial statements performs annual audits. The consolidated financial statements include Montana State University, Montana State University-Billings, Montana State University-Northern and MSU – Great Falls. Internal controls are reviewed during each audit. No adverse audit opinions have been issued.

The four related campuses of Montana State University collaborate through weekly teleconferences of the controllers to insure all campuses record and report transactions consistently.

Locally, administrators of divisions, departments and programs are responsible for developing budgets and monitoring spending. Administrators receive a monthly spending report. (2.F.4)

Capital budget requests are created using the College's strategic plans, academic priorities, and the campus master plan. These requests are submitted to MSU Bozeman and combined with all requests from MSU schools. This combined long-range building plan is then prioritized by a committee on the MSU Bozeman campus before submission to the Office of the Commissioner of Higher Education (OCHE). OCHE combines all requests from higher education units in the state and reprioritizes the list at the level. These requests are then forwarded to the state Legislature for consideration. Current requests of MSU – Great Falls include roof replacement, a new Industrial and Technical Trades Building, renovation of central commons areas, and an MSU – Great Falls University Center.

Academic equipment (capital and non-capital) requests are submitted to the Equipment Fee Committee each spring for consideration. Criteria established by the committee include needs of the program, technological advances, age of current equipment, the number of individuals impacted, previous funding, etc.

MSU – Great Falls currently has no debt and does not anticipate using that avenue of funding in the near future.
(2.F.5)

The auxiliary operations of MSU – Great Falls consist of the wholly-owned bookstore and food court. Both are under common management and fall under the purview of the controller who reports to the CFO/associate dean for administration and finance. The general operations of the College do not contribute to the support of the auxiliary operations nor do the bookstore and food court contribute to the College's general operations. However the bookstore provides donations of prizes for many different events prizes to be used by various campus groups.

All funds generated by the auxiliaries are used for new equipment, updating and remodeling expenses incurred by the auxiliaries. In addition, bookstore funds are used to fund textbook buybacks at the end of each semester. These buyback functions return nearly $200,000 to students annually. (2.F.6)

Annual audits are performed by the Legislative Audit Division of the State of Montana in accordance with generally accepted auditing standards. Audit reports, generally completed in the fall following the completion of the fiscal year, are considered by the Legislative Audit Committee in public meeting shortly after the audit is completed. Audit reports can be found at: http://leg.mt.gov/css/publications/audit/audit_reports_AgencyAlpha.asp.

Members of administration and staff are included in each audit as subject matter, questions and recommendations dictate. All reports and recommendations are reviewed by senior administration. Responses are formulated by the Controller, reviewed by senior administration officials and relayed to the Internal Auditor at Montana State University for inclusion with the

four-campus response to each audit. In turn, audit results are reported to the Office of the Commissioner of Higher Education and the Montana Board of Regents. (2.F.7)

MSU – Great Falls recognizes the need for well-coordinated philanthropic fundraising initiatives to support the academic endeavors of students, while simultaneously increasing the institution's funding base. The fundraising activities of the Institution are detailed in Policy 504.1 Fundraising and Gifts, and Policy 109.1 MSU – Great Falls Development Board: http://www.msugf.edu/about/PoliciesProcedures/500/504_1_FUNDRAISING_AND_GIFTS.pdf

For the purposes of providing proper and ethical recognition for all charitable gifts, the College has a working agreement with the MSU Alumni Foundation, which is the philanthropic organization that supports Montana State University. The MSU Alumni Foundation is a separately incorporated entity, organized under Section 501(c)(3) of the Internal Revenue Code (IRC) governed by the Articles of Incorporation and Bylaws affected by the Board of Directors of the Foundation, Board of Directors of the Alumni Association, and Board of Governors of the Alumni Foundation on September 9, 2011, to enhance the continuing excellence of the University by attracting financial support and being prudent stewards of its resources and friendships. The Foundation has agreed to accept and manage gifts made to MSU – Great Falls in compliance with the MSU Alumni Foundation Gift Policies and other governing documents.

The relationship between the College and the MSU Alumni Foundation is detailed in an operating agreement that has been agreed upon in principle and is pending approval from the Montana Board of Regents, per Section 901.9 of the Montana University System Policy and Procedures Manual, which details the relationship between system campuses and affiliated foundations.

The fundraising activities of MSU – Great Falls are staffed by the Development Officer, whose mission is advocate the private giving needs and planned priorities of the Institution to prospective donors, which may include foundations and non-profits, corporate groups, and/or private individuals and families. These private giving needs and planned priorities are determined by the Dean/CEO, the Dean's Executive Cabinet, and other decision making bodies within the College.

The development officer reports to the Dean/CEO and is supported by guidance and involvement from volunteers who serve on the Institution's Development Board, as established by Policy 109.1 MSU – Great Falls Development Board. The mission of the Development Board is to, "enhance Montana's future through increased access to public higher education by advancing the philanthropic support of student scholarships, academic programs, and select campus projects at MSU – Great Falls."

The Development Board is charged with advancing the philanthropic activities of the College to ultimately ensure students are provided the fiscal means to attend college, and when they do, experience high-quality programs, services, and facilities. The Development Board provides leadership and guidance to the College, serves in an advisory capacity to the Dean/CEO, and leads the College's charge to generate private resources on behalf of students.

Within this capacity, the Development Board will function to meet the following objectives:

1. Serve as advocates for MSU – Great Falls in the community;
2. Create relationships for the College with various segments of the community;
3. Identify prospective donors for the College to solicit in support of the College;
4. Review and approve campus policies related to private giving at the College; and
5. Identify and set near-term and long-term goals to improve the College's private giving.

The Development Board may consist of up to 15 members at any one time who serve alternating three-year terms. Board members are appointed by the Dean/CEO, and are ratified by the board. Members may serve multiple terms. The board also includes the Dean/CEO of the College, acting as an ex-officio member. The board is staffed by the development officer and elects chair, vice chair, and at-large member to serve as the Executive Committee on an annual basis. Officers may serve multiple terms as determined by the board. (2.F.8)

STANDARD 2.G: PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

Physical Infrastructure

MSU – Great Falls incorporates many different services and programs, many new this year, for students, faculty, staff and the Great Falls community. The Facilities Services Department operates to provide a safe, clean, and secure atmosphere. The College is situated on a smaller campus with a 134,650 square foot main building, a 12,392 square-foot trades building and one small storage facility. The main building is equipped with elevators and ramps and is 95 percent accessible by ADA standards. One small second-floor hallway is not accessible, but classes are not scheduled there if any student has difficulty with the stairs. The Trades Building is 100 percent accessible. Restrooms are Americans with Disabilities Act (ADA) compliant.

The campus has 14 standard classrooms (including one tiered classroom with a capacity of 115), 8 computer classrooms and 25 specialty classrooms and labs (e.g., nursing, physical therapy, chemistry, biology, microbiology, carpentry, etc.) All classrooms are equipped with Smart boards. Specialty classrooms are equipped with appropriate lab or clinical teaching equipment. The computer classrooms are available for student use when they are not being used as a classroom. The library also has student computers available for use. To facilitate short-term Internet access, the area outside the bookstore is equipped with kiosk-style computers. Printers are available from these kiosks, in the library and in the computer classrooms.

All classrooms on campus are equipped with telephones for emergency calls. Labs containing potentially hazardous materials or equipment are equipped with appropriate safety equipment (washing stations, etc.). The basement of the main building contains a 10,000 square-foot simulated hospital, with hospital equipment and programmable, simulation manikins.

Student Central (admissions, registrar, financial aid, student accounts, etc.), the Weaver Library and the eLearning Division all are located just inside the building's main entrance. Just inside the

main entrance, a Help Desk is staffed by student workers who direct individuals to appropriate locations, as well as assisting with computer-related technical questions. The food court and bookstore are joint operations in the center of the main building. This area also has tables and chairs and serves as a study area, gathering place and dining area. Just outside this central area is a second Help Desk.

Individual classrooms and offices are kept locked when not in use or after hours. Exterior doors remain unlocked during the day; entry is restricted after 6 p.m. (2.G.1)

MSU – Great Falls is diligent about safety. The College meets and communicates safety standards in several key ways: Campus Safety Requirements, safety training programs, a Hazardous Waste Disposal system, annual inspections with the Great Falls Fire/Rescue Department along with cooperative trainings with the Great Falls Police Department and the Local Emergency Planning Committee (LEPC). The Hazard Communication Program ensures compliance with the Occupational Safety and Health Administration (OSHA) Hazard Communication Standard (29 CFR 1910.1200, also known as the Employee Right to Know Law).

The MSU – Great Falls College of Technology has a Safety program mandated by the Dean and reviewed and overviewed by the Campus Safety Committee and the Campus Safety Officer. The policies in place are as follows:

1. Safety Training
2. Hazardous Waste Disposal
3. Chemical Hygiene Plan
4. Laboratory Safety

Campus Safety is reviewed by the Campus Safety Committee and falls into several categories that cover a range of safety issues.

1. Hazardous Materials – receiving
2. Waste; Hazardous Disposal (sharps disposal by private contractor)
3. Waste: Infectious (autoclaved before disposal) (Cadaver program)
4. Spill Response: Chemical

(2.G.2)

The College has had a master plan for development in place since 2005-2006. It has been revised once, both with assistance from a professional architectural firm. The master plan is reviewed annually by the Dean's Cabinet. The master plan currently calls for a Higher Center, another Trades Building and a new pitched metal roof with solar panels.

Remodel (2011 - 2012)

Kitchen (509 SF)/Food Court (951 SF)
The existing kitchen, storage, and office space was gutted to the walls and new interior walls were constructed. The division of the areas laid out a new kitchen area and an adjoining food court area ties onto the recently remodeled book store. Enhancements included new flooring of various types, new walls, kitchen sinks and a dishwasher, energy efficient lighting, storage cabinets and, in the food court area, display racks, salad bar, additional counters and a new entrance from the commons used by the students and faculty as an eating area.

Student Advising Center (1035 SF)
The existing double classroom known as R220/R221 was converted into a student advising center to better meet the needs of the students, with the availability of five advisors to assist them with planning out their college roadmap to success. New walls, doors, and windows were installed to provide 5 separate advising offices. Also, a variety of other enhancements were incorporated in this recent remodel.

New Construction

Simulated Health Care Facility (2010 - 2011) (15,590SF)
The MSU – Great Falls Simulated Hospital is a teaching-learning, practical laboratory within the current facility on campus. The laboratory is a one-of-a-kind learning environment aimed to provide skills training in a wide range of healthcare fields. Under simulated conditions, student performance of physical assessment and procedural skills, as well as their demonstration of critical reasoning, will facilitate the acquisition of priceless clinical knowledge that will highly benefit them, their prospective practices, and all future patients within their care.

The Simulated Hospital holds a variety of traditional healthcare equipment such as beds, examination tables, and general instrumentation. However, the facility offers students and instructors alike an opportunity to utilize high-tech training devices that will benefit the practical, hands-on learning approach that will only be found in this simulated setting. State-of-the-art, interactive mannequins are patient simulators, allowing students to administer advanced life support training.

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

Items available in the Simulated Hospital include:

Emergency Room w/ beds
ICU Room
Radiology w/ dark room facilities
Prep areas
A surgery area
A sterile area
Exam rooms w/ tables
Universal patient area
Classroom Instructional area
Ambulance Simulation area
Home health area
AV Tech area
Faculty Offices
Laundry facilities
State of the Art interactive mannequins for patient simulations

Wind Turbine
MSU – Great Falls recently completed foundation construction and erection of a 50 kW wind turbine on campus. The wind turbine was commissioned on April 9, 2010, and has been producing electrical energy since then.

The College undertook this project In order to address the objectives of the Governor's 20x10 Initiative – a statewide enterprise to reduce, by 20 percent, the facility energy requirements (electricity, natural gas, propane, and fuel oil use) of executive branch agencies by the end of 2010.

The project serves three distinct purposes: (1) as an alternative energy demonstration project; (2) for education and training; and (3) to reduce campus electrical demand from the grid and resulting utility expenses.

The project consisted of a feasibility study, a permitting and approvals process, and a turnkey construction procurement to put the turbine in place. The total cost of the project was $400,900; including $20,000 for the feasibility study, $11,100 for state construction contract administration fee, and $369,800 contractor cost which included cost of the turbine from the supplier.

No debt was incurred for this project. The federal Wind Montana grant from the Department of Labor provided $100,000, a Northwestern Energy grant provided $10,000, and the balance, $290,900, was paid with MSU – Great Falls institutional funds. (2.G.3)

MSU – Great Falls has $27.7 million in equipment assets. This inventory includes projection, radio and TV, sound, film developing, other AV, books and maps, HVAC, building renovation, computers, communications equipment, software, data processing, furniture and fixtures, wind turbine, parking lot pavement, ovens, kitchen equipment, science lab equipment, X-ray/medical equipment, maintenance and grounds-keeping equipment, copy machines, office equipment, industrial trades equipment and vehicles.

The campus has wired and wireless access in all student occupied buildings. Computers, printers, servers and other technical equipment are updated on a regular basis and is recycled through

several different programs. All past and recent technological advancements are installed and maintained by the IT Department. A computer fee pays for student use computers and printers and an equipment fee pays for interactive white boards and other miscellaneous items. MSU – Great Falls has been successful in replacing/furnishing furniture in many classrooms throughout the facility and in many of the community used areas. New and used equipment (fixed assets) are inventoried for tracking assets.

Surplus property is recycled between departments if possible. The surplus property is redistributed back through a State Agency and is often sold at public auction by the State. (2.G.4)

Technological Infrastructure

Information Technology Services (ITS) at MSU – Great Falls provides support services and maintenance of all core technology services on campus supporting both administrative and academic divisions which directly support the mission, vision, and core values of the College as a whole. Core services include high availability of the campus network resources (including wired and wireless systems), server services and telecommunications infrastructure.

ITS hosts and maintains several campus specific computing systems such as Email, print servers, web servers, file hosting, disk storage, directory services, authentication security, desktop security update services, data backup, and desktop imaging services.

ITS also supports network and telecommunications infrastructure for other local, state, and MSU affiliated organizations and faculty located both on and off campus such as Bozeman College of Nursing, MSU Fire Services Training School, faculty for MSU-Northern, Great Falls Public Schools Adult Basic Literacy Education (ABLE), Montana Association of College Registrars and Admissions Officers (MACRAO) email list server, and KGPR public radio.

Curricular and support services are also provided in several areas:

- Support, configuration, and maintenance for various program specific materials such as:
- Patterson Eaglesoft Dental Clinic software.
- Testing center solutions such as Pearson, Vue, and Compass Diagnostic testing.
- Tutortrac Tutor and Mentor monitoring software used by the Learning Center.
- WinPrism Point of Sale system for the Bookstore.
- Adobe Connect platform for video recording of lecture, meetings, or demonstrations.
- Cisco virtual lab hosting for the networking program.
- Cisco Show and Share platform for streaming video lectures to students.
- Classroom Technologies to enhance traditional delivery such as Smart Boards, televisions, video cameras, and other products such as classroom clickers.
- Digital and audio equipment and training and support to produce material for courses and recording of presentations, lecture, or other course needs.
- Support and maintenance of a student communications list server.

Student computer classrooms and labs to provide computer, printer, scanning, and software access. IT services supports all software applications needed by any curricular or administrative unit.

Two student manned helpdesks for assisting students with username issues and general troubleshooting as well as helpdesk ticket entry. (2.G.5)

ITS provides strong support for faculty, staff, administration, and students in the instructional use of technology to support the mission of the College. IT also seeks to improve efficiencies and produce cost savings in support of that same mission by providing:

Personal one on one training, workshops, email, video instruction, and on demand training.
Help desk services that provide efficient ways to contact ITS personnel and simple troubleshooting of classroom equipment, wireless connections, and password changes for students.
A/V training for presenters, including sound system checks, explanation of equipment, and setup of A/V systems, video conferencing equipment, or other special needs equipment.
Classroom orientation for students regarding student email and password usage.
Training videos for telephone, campus VPN, and other technologies via the helpdesk website.

Needs of users change with evolving technology and ITS is flexible with both the type of training and content it provides to users to try and keep them efficient in their job duties. Training is reviewed each year and different methods are used such as email vs. face-to-face instruction and video. (2.G.6)

ITS plans its network infrastructure as it watches trends in current technology and other educational institutions. Major IT decisions regarding infrastructure are relayed to the campus CFO and Dean's Cabinet.

Major changes to policy and other practices that impact faculty, staff, and students are presented to several different representative committees such as division directors, Faculty Senate, Cabinet, CPBAC, and others for input.

The chief technology officer is charged to lead the strategic planning process for ITS and its alignment with the College's mission, vision, core themes, and strategic plan. (2.G.7)

ITS uses a variety of methods to review product lifecycle and current product comparisons. All student computer lab machines are currently on a three year life cycle replacement plan. Server machines for the network are replaced every five to seven years. Faculty and staff machines are replaced every three to four years. Network switches are replaced on a seven to ten year cycle depending on needs of different areas for backbone bandwidth.

When comparing products, ITS looks at current feature sets within the software, cost, and enterprise management features that work well within the technology infrastructure. If software

is found that is not heavily used and does not directly support the curricular programs then that software is not re-licensed.

ITS also looks at power consumption and has controls in place to conserve electricity use of lab machines such as automatic shut off of computers to conserve electricity and general operating costs. (2.G.8)

CONCLUSION

In his final report to the campus community before his resignation (2011) to accept the presidency at Laramie County Community College, former Dean/CEO, Dr. Joseph Schaffer reflected:

"This past year [2010] marked a half-way point through a decade of transformational change at MSU – Great Falls. During the past five years, we have focused on creating purpose, establishing measurable outcomes and setting the stage for our evolution into one of the premier two-year colleges in the Rocky Mountain West. In the next five years, we will target our resources and invest in strategies and opportunities identified to increase the success of our students."

This Year One Report has provided the Commission with an evaluation of major institutional functions, resources, and infrastructure to enable a determination of the institution's potential to succeed in fulfilling its mission. More specifically, this Year Three Report provides a clear overview of MSU – Great Falls' journey through a powerful time of transformative change. The College has clearly defined its efforts to elevate every student who walks through its doors and to strengthen the 21st Century learning experience by bringing about deep change in the beliefs, norms, and structures of interactions between faculty, staff, and students.

The College has accomplished this through a determination to set measurable goals and targets and by creating a culture of evidence focused upon student success and completion. MSU – Great Falls knows, and our *Common Ground* operational plan clearly states, that it must continue this momentum and firmly establish the College as a high-performing institution in regards to student success.

In conclusion, the update of Chapter One clearly defined the campus mission, core themes and expectations as required by meeting Eligibility Requirements 2 and 3. In Addenda I and II, the College provided an update on Recommendations I and II of the Year One Report of March 2011. Chapter Two of the Report provides a sweeping inventory of our resources and capacity by addressing Eligibility Requirements 4-21.

APPENDICES

APPENDIX 1

2009-2013 Strategic Plan

FY2011 was the third 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 four 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.

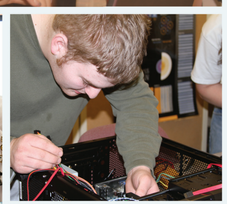
Integrity – We value civic responsibility, high academic standards, ethical practices, and the courage to act.

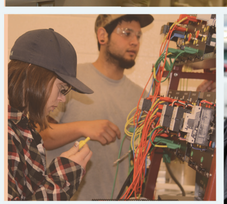
Lifelong Learning – We believe education is a lifelong necessity and commitment; we personify this belief by engaging and reengaging students from all generations in learning opportunities.

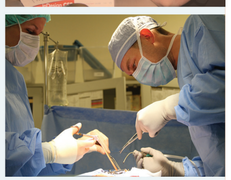
Respect – We value differences and treat others with civility, encouraging open and honest communication.

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.







MONTANA STATE UNIVERSITY – GREAT FALLS College of Technology
2100 16th Avenue South, Great Falls, MT 59405
[406] 771.4300 or [800] 446.2698 FAX: [406] 771.4317 **www.msugf.edu**

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.

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

2009-2013 strategic plan and 2011 progress report

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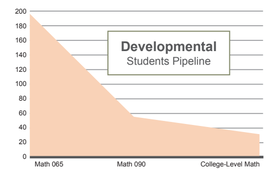
In 2009, the College established a strategic plan encompassing three over-arching priorities for the next five years. Data points and rationale leading to the selection of these priorities are noted below.

2010-11 PERFORMANCE REPORT CARD



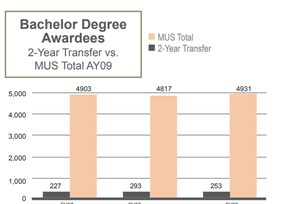


Chart Source: Montana Office of the Commissioner of Higher Education, MUS Data Warehouse.

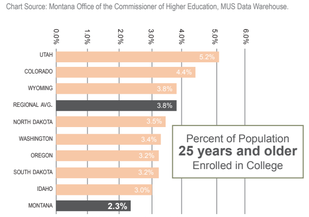


Chart Source: NCES, IPEDS Fall Enrollment Survey; U.S. Census Bureau

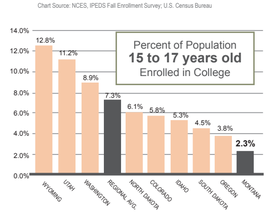


Chart Source: NCES, IPEDS Fall Enrollment Survey; U.S. Census Bureau

Strategic Priority 1

Increase the rate at which students succeed in developmental coursework (primarily math and English), enroll in and successfully complete their first college-level course in the same discipline. NEW in 2011

It is becoming increasingly obvious the gatekeeper to student persistence and ultimate success in the community college is a student's ability to succeed in developmental education. Yet, for the most part, the traditional approach to developmental education has yielded worse results, not better, over time. The graph to the left shows that of 193 enrollees in M065 (Pre-Algebra) in Fall 2009, only 30 had successfully completed a college-level math course within two years. *Progress to be reported in 2012.*

Strategic Priority 2

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.

Strategic Priority 3

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

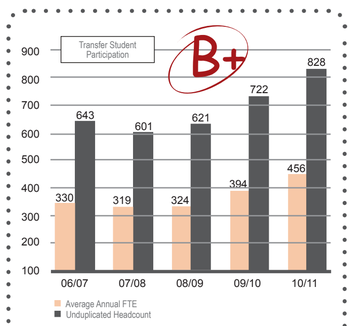
Montana ranks last in the west and near last in the nation for the number of adults in higher education. According to Census data, there will be an increase in adults age 30-40 in Cascade County (and Montana) and a significant increase of adults 55 years old and older through 2017.

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.

Strategic Priority 4

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.



2

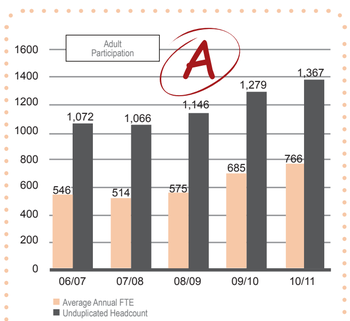
Increase the number of students participating in and completing programs that result in their successful transfer to a Bachelor Degree program.

Increase Transfer Student Participation

The total number of students enrolled in transfer programs at MSU – Great Falls increased 15% from 722 in 2009-2010 to 828 in 2010-2011. The full-time equivalent (FTE) enrollment was 394 in 2009-2010 and 456 in 2010-2011, a 16% increase.

Increase Number of Transfer Degrees Awarded

Enrollment in Associate of Arts and Associate of Science degree programs increased 15% and the total number of transfer degrees awarded increased 7%.



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

Increase Adult Participation (% of Population)

In 2010-2011, adult students comprised approximately 53% of the College's student population compared with 51% in 2009-2010.

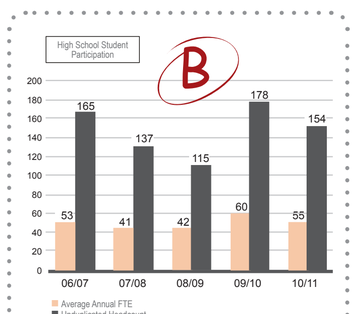
Increase Adult Participation

1367 adults enrolled in 2010-2011 compared with 1279 in 2009-2010 - a 7% increase. The full-time equivalent enrollment (FTE) was 766 in 2010-2011 and 685 in 2009-2010, a 12% increase.

Increase Number of Degrees Earned by Adults

The College awarded 202 college credentials to adult students in 2010-2011 compared with 185 in 2009-2010, an increase of 9%.

3



4

Increase the number of high school students participating in early college classes 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 decreased 13% from 178 students in 2009-2010 to 154 in 2010-2011. The full-time equivalent (FTE) enrollment of high school students was 60 in 2009-2010 and decreased by 8% to 55 in 2010-2011.

Increase High School Participation by Percent of Population

High school students comprised 7% of the College's enrollment in 2009-2010 and 6% in 2010-2011.

Strategic Plan FY2011

- In May of 2011, MSU – Great Falls initiated the movement to create a common and clear pricing strategy for dual credit/dual enrollment. At their August meeting, the Montana Board of Regents adopted a common application process and pricing structure for dual credit/dual enrollment students at Montana's Colleges of Technology, community Colleges, MSU – Northern and UM Western.
- In close collaboration with Great Falls Public Schools, MSU – Great Falls and the district established an innovative agreement to allow home school students in Great Falls to access dual credit/dual enrollment courses at the College at the discounted price reserved for students in the public schools.
- In efforts to strengthen pathways for students intending to transfer for a bachelors program to the affiliated campuses of Montana State University, MSU – Great Falls accomplished several milestones. The College entered into an innovative, new partnership with MSU – Northern that included the creation of a shared pathways advisor and transfer coordinator. This position has been funded by MSU – Bozeman for three years.
- MSU – Great Falls hosted a summit in conjunction with MSU Billings faculty, staff, and administrators to explore new opportunities for transfer programming.
- The College presented to MSU University Council and conducted site visits to the Colleges at Montana State University to build new partnerships around transfer programming.
- MSU – Great Falls, recognizing the need to support the many adult veterans who are pursuing their educational dreams at the College, established the Veterans Center that serves military veterans from all branches.
- GFPS Adult Basic Literacy Education, which serves both high school age and adult learners, has seen a significant increase in numbers of attendees and numbers of GED graduates after moving to the MSU – Great Falls campus. A record number of their GED completers have enrolled in the College..
- The Montana Institute on Educational Technology, which serves the professional development needs of K12 teachers, began in 2003 and is now a week-long annual event. The 2011 MIET featured 116 Educational Technology classes and keynotes from both Apple and Microsoft.

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APPENDIX 2

2011 MSU-Great Falls Report Card & Core Indicators Summary

Highlights

- **More Students!**
  - Student participation (average annual FTE) increased 8% in the 2010-2011 academic year from the prior year.
- **Higher Graduation Rates!**
  - Graduation rates for both full- and part-time students increased from the prior year.
- **Licensing Pass Rates Remain High!**
  - Passing rate for licensing exams for Health Sciences students was 94%. This is significantly higher than the national average of 80% passing.

Challenges

- **Keeping the students we have.**
  - The persistence rate for full-time students dropped six percentage points for the 2010-2011 academic year.
- **Engaging more members of our community.**
  - The percentage of our community that takes credit or non-credit courses is lower than that of similar schools.
- **Helping Transfer Students attain their goals.**
  - The percent of students who transferred to a four-year school after leaving MSU-Great Falls dropped from 41% to 31% for the 2010-2011 academic year.

Participation

- *We are committed to expanding participation in higher education by raising aspirations, offering support, and providing meaningful courses and programs.*
  - In the 2010-2011 academic year, the unduplicated annual headcount at MSU-Great Falls increased by more than 3%, while average annual FTE (full-time equivalent) enrollment increased by almost 8%. Growth at MSU-Great Falls has been slightly higher than that of our peer institutions. *(Core Indicator 1)*
  - **Overall Grade - Participation = A-**

Student Success

- *We are dedicated to student success and achievement; we strive to meet the educational needs of our students and their communities. (MSU-Great Falls Values)*
  - After having shown a general trend upward in the last few years, persistence rates for MSU-Great Falls first-time, full-time students dropped to 54% of the fall 2009 cohort returning for the fall 2010 term (or graduating prior to Fall 2010). Compared to the peer group data, MSU-Great Falls on average has slightly lower persistence rates for full-time entering students. *(Core indicator 3)*
  - The persistence rate for part-time students remained stable at 49% for the fall 2008 and the fall 2009 cohort, and remains substantially higher than the persistence rates for part-time entering students at peer institutions. *(Core Indicator 3)*
  - The 3-year graduation rate for the 2007 full-time entering cohort is 23%. Graduation rates for MSU-Great Falls first-time, full-time students have averaged about that rate over the last three years. This is slightly higher than the median full-time graduation rates for peer institutions. *(Core Indicator 4)*
  - This report is currently using responses to the CCSSE (Community College Survey of Student Engagement) as a proxy measure for the assessment of Core Indicator 5 - Demonstration of Abilities. According to this measure, students at MSU-Great Falls do as well or better than students at peer institutions in most areas. *(Core Indicator 5)*
  - **Overall Grade - Student Success = A-**

Core Theme 1 - Workforce Development

- *Through applied programing our students successfully attain a credential leading to life sustaining careers.*
  - In the 2010-2011 academic year, the number of workforce degrees granted increased at MSU-Great Falls by 12%. *(Core indicator 8)*
  - The most recent In field placement rates at MSU-Great Falls are higher than the median rate at peer institutions. The rate at MSU-GF was 68%, compared to 61% for the most recent comparison data available. *(Core Indicator 9)*
  - Average hourly wages reported by recent graduates dropped from $14.67 to $14.45 for the most recent year. These wages are lower than the average hourly wage for all of Montana. *(Core Indicator 9)*
  - Pass rates on licensing exams in the health sciences remains much higher than the national average. Ninety-four percent of students in the health sciences division passed their exam in the most recent year. *(Core Indicator 10)*
  - **Overall Grade - Core Theme 1 = B+**

Core Theme 2 - Transfer Preparation

- *Our students complete transfer programming and successfully transfer toward a four-year degree.*
  - The number of transfer degrees increased from 75 in 2009-2010, to 80 in 2010-2011; the number of full-time equivalent students in transfer programs increased by 16% in the same time period. *(Core Indicator 12)*
  - After achieving a record transfer rate of 41% in 2009-2010, the transfer rate dropped to 31% in 2010-2011. While a significant one-year drop, 31% is comparable to the four-year average of 30% in the four years preceding 2009-2010. *(Core Indicator 13)*
  - MSU-Great Falls is producing more transfer students who go on to complete their bachelor's degrees at an MUS institution than all other MUS two-year institutions, with the exception of Flathead Valley Community College. *(Core Indicator 14)*
  - **Overall Grade - Core Theme 1 = B**

Core Theme 3 - Academic Preparation

- *We prepare individuals for success in college coursework through developmental (remedial) education and adult basic education.*
  - Fifty-nine percent of the MSU-Great Falls students who enrolled in developmental math courses in the 2010-2011 academic year were successful (completed the course with a C- or higher). More students were successful in developmental writing courses than developmental math courses; in 2010-2011 74% of students in these courses have been successful. *(Core Indicator 6)*
  - Seventy-seven percent of students who were successful in the highest level developmental math (Math 090 and Math 095) and then enrolled in a college-level math course (defined to be anything 100 or higher) were also successful in that college-level course. The success rate for the first college-level course after succeeding in a developmental writing courses was 71% for the 2010-2011 academic year. *(Core Indicator 7)*
  - **Overall Grade - Core Theme 3 = A-/B+**

Core Theme 4 - Community Development

- *As the community's college, we support social and economic development through outreach, lifelong learning, and active partnerships.*
  - Market penetration rates are defined to be the number of students enrolled in credit or non-credit coursework, divided by the population of the regional market area. The market penetration rate for credit students during the 2010-2011 academic year was 1.2%. Non-credit penetration rates were 0.2% in the same academic year. Regional market penetration of both credit and non-credit courses for MSU-Great Falls are lower than national benchmarks. *(Core Indicator 2)*
  - There was a substantial decrease (25%) in unduplicated headcount in professional and continuing education courses from the 2009-2010 academic year to the 2010-2011 academic year. Total enrollments also decreased, but only by 15%. *(Core Indicator 15)*
  - The number of participants and businesses served in business and industry training decreased from the 2009-2010 fiscal year to the 2010-2011 fiscal year. Overall, MSU-Great Falls has had fewer participants but more businesses than the median NCCBP institution. This is an area where growth could occur. *(Core Indicator 16)*
  - **Overall Grade - Core Theme 4 = D+**

Strategic Priority 1 - Increase Transfer Student Participation

- *Increase the number of students participating in and completing programs that result in their successful transfer to a Bachelor degree program.*
  - The unduplicated count of students participating in transfer programs increased 15% from 2009-2010 to 2010-2011. In addition, the FTE increased 16% as well last year. The percentage of total MSU-Great Falls headcount enrolled in transfer programs has increased to about 32%.
  - **Overall Grade - Strategic Priority 1 = B+**

Strategic Priority 2 - Increase Adult Student Participation

- *Increase the number of adult students participating in and earning a post-secondary credential.*
  - The unduplicated count of adult students increased about 7% from 2009-2010 to 2010-2011, and has increased by more than 25% since the 2007-2008 academic year. In addition, the FTE of adult students increased 12% last year. The number of degrees awarded to adult students increased by 9%. The percentage of the total MSU-Great Falls headcount who are adult students was 53% for the academic year 2010-2011. This is much higher than the median value for our IPEDS peers of 38%, and indicates that this strategic priority may have been met.
  - **Overall Grade - Strategic Priority 2 = A**

Strategic Priority 3 - Increase High School Student Participation

- *Increase the number of high school students participating in early college activities leading to college credit.*
  - High school student participation decreased in the 2010-2011 academic year. The unduplicated count of high school students was 154 in 2010-2011, a decrease of about 13% or 24 students from the previous year. The average annual FTE for the current academic year was 55, a decrease of about 8%. With increasing overall enrollment numbers, the percentage of the total MSU-Great Falls headcount who are high school students has dropped to 6% for the current academic year. Part of the reason for the decrease seems to have come from high school counselor turnover.
  - **Overall Grade - Strategic Priority 3 = B**

Strategic Priority 4 - Increase Success Rate in Developmental Coursework - new for 2011-2012

- *Increase the rate at which students succeed in developmental coursework (primarily Math and English), enroll in and successfully complete their first college-level courses in the same disciplines.*
  - This measure will be reported on beginning in 2011-2012.

This summary was produced by the Office of Institutional Research at MSU-Great Falls. Please address any questions to Wendy Dove (wendy.dove@msugf.edu).

MSU-GREAT FALLS FY11

PERFORMANCE REPORT CARD

<----------Performance---------->

Core Theme(s)	Core Indicators	AY06	AY07	AY08	AY09	AY10	AY11	Percent Change
All	CI 1: Participation (Credit-Bearing FTE)	1,080	1,069	1,035	1,144	1,313	1,415	8%
All	CI 1: Enrollment (Credit-Bearing Headcount)	2,158	2,163	2,093	2,227	2,489	2,569	3%
All	CI 2: Regional Market Penetration Rates (Credit)	N/A	1.0%	1.0%	1.0%	1.2%	1.2%	2%
4	CI 2: Regional Market Penetration Rates (PCE)	N/A	0.7%	0.6%	0.5%	0.4%	0.2%	-31%
All	CI 3: Retention (First-Time, Full-Time Students)	47.0%	49.0%	44.0%	52.0%	60.0%	54.0%	-10%
All	CI 3: Retention (First-Time, Part-Time Students)	34.0%	45.0%	40.0%	44.0%	49.0%	49.0%	0%
All	CI 4: Graduation Rates (First-Time, Full-Time within 3 years)	N/A	20.0%	19.0%	24.0%	22.0%	23.0%	5%
All	CI 4: Graduation Rates (First-Time, Part-Time within 5 years)	N/A	N/A	N/a	20.0%	11.0%	15.0%	36%
All	CI 5: Demonstration of Abilities	N/A	N/A	N/A	N/A	4.00	4.00	0
3	CI 6: Success of Students in Remedial Courses (Math)	N/A	60.2%	54.6%	58.0%	57.7%	59.0%	2%
3	CI 6: Success of Students in Remedial Courses (English)	N/A	79.3%	71.7%	62.2%	63.3%	74.2%	17%
3	CI 7: Success in Subsequent and Related Coursework (Math)	N/A	65.6%	67.3%	76.1%	70.5%	77.3%	10%
3	CI 7: Success in Subsequent and Related Coursework (English)	N/A	N/A	87.1%	66.7%	77.3%	70.7%	-8%
1	CI 8: Workforce Degree Production (# of Degrees)	165	191	171	168	234	261	12%
1	CI 8: Workforce Degree Production (Rate)	24.9%	29.5%	26.5%	22.3%	27.6%	29.3%	5.9%
1	CI 9: In-Field Job Placement Rates	N/A	70.9%	71.5%	69.2%	70.2%	68.0%	-3.2%
1	CI 9: Graduate Earnings	N/A	14.91	16.36	13.71	14.67	14.45	-1.5%
1	CI 10: Licensure and Certification Pass Rates	87.0%	90.0%	94.0%	96.0%	95.0%	94.0%	-1.1%
1,2	CI 11: Employer Satisfaction with Graduates	N/A	N/A	N/A	N/A	N/A	94.0%	N/A

<----------Grading Rubric----------> (Exceptional Performance / Good Performance / Satisfactory Performance / Requires Attention)

Goal		Exceptional Performance	Good Performance		Satisfactory Performance		Requires Attention		Performance
1,321	>	1,322	1,321	1,210	1,209	1,098	1,097	<	A
2,631	>	2,632	2,631	2,476	2,475	2,321	2,320	<	B
1.8%	>	1.9%	1.8%	1.7%	1.6%	1.6%	1.5%	<	D
0.7%	>	0.8%	0.7%	0.6%	0.5%	0.3%	0.2%	<	D
56.9%	>	57.0%	56.9%	50.7%	50.6%	44.5%	44.4%	<	B
44.7%	>	44.8%	44.7%	39.0%	38.9%	33.2%	33.1%	<	A
23.2%	>	23.3%	23.2%	20.9%	20.8%	18.6%	18.5%	<	B
14.9%	>	15.0%	14.9%	8.5%	8.4%	2.0%	1.9%	<	A
N/A	>	3.96	3.96	3.96	3.96	3.96	3.96	<	A
60.5%	>	60.6%	60.5%	58.2%	58.1%	55.8%	55.7%	<	B
72.0%	>	72.1%	72.0%	64.0%	63.9%	55.9%	55.8%	<	A
73.0%	>	73.1%	73.0%	68.4%	68.3%	63.7%	63.6%	<	A
79.4%	>	79.5%	79.4%	69.1%	69.0%	58.8%	58.7%	<	B
238	>	239	238	209	208	179	178	<	A
30.2%	>	30.3%	30.2%	27.5%	27.4%	24.7%	24.6%	<	B
69.0%	>	69.1%	69.0%	68.0%	67.9%	66.9%	66.8%	<	B
16.05	>	16.05	16.05	14.95	14.95	13.86	13.85	<	C
92.1%	>	92.2%	92.1%	88.3%	88.2%	84.4%	84.3%	<	A
97.5%	>	97.6%	97.5%	92.3%	92.2%	87.0%	86.9%	<	B

		<---------- Performance ---------->							<---------- Grading Rubric ---------->									
Core Theme(s)	Core Indicators	AY06	AY07	AY08	AY09	AY10	AY11	Percent Change	Goal	Exceptional Performance		Good Performance		Satisfactory Performance		Requires Attention		Performance
2	CI 12: Transfer Degree Production (# of Degrees)	39	41	59	59	75	80	7%	74	>	75	74	59	58	43	42	<	A
2	CI 12: Transfer Degree Production (Rate)	11.3%	12.4%	18.5%	18.2%	19.0%	17.5%	-8%	20.0%	>	20.1%	20.0%	16.3%	16.2%	12.4%	12.3%	<	B
2	CI 13: Transfer Rates	29.1%	36.4%	24.8%	30.8%	40.9%	30.8%	-25%	41.1%	>	41.2%	41.1%	34.8%	34.7%	28.3%	28.2%	<	C
2	CI 14: Performance after Transfer (MSUGF Transfer Bachelors Graduates)	N/A	N/A	64	79	72	76	6%	75	>	76	75	68	67	59	58	<	A
4	CI 15: Participation (PCE Unduplicated Headcount)	1,319	1,492	1,352	1,203	1,065	796	-25%	1,389	>	1,390	1,389	1,228	1,227	1,066	1,065	<	D
4	CI 15: Participation (PCE Enrollments)	2,119	2,268	2,046	1,971	2,240	1,898	-15%	2,198	>	2,199	2,198	2,072	2,071	1,945	1,944	<	D
4	CI 16: Business & Industry Training (Participants)	N/A	N/A	N/A	N/A	1,928	1,588	-18%	2196	>	2,197	2,196	1,956	1,955	1,715	1,714	<	D
4	CI 16: Business & Industry Training (Businesses)	N/A	N/A	N/A	N/A	87	66	-24%	78	>	79	78	63	62	48	47	<	B
2	SP 1: Increase Transfer Student Participation (FTE)	N/A	330	319	324	394	456	16%	368	>	369	368	333	332	296	295	<	A
2	SP 1: Increase Transfer Student Participation (Headcount)	N/A	643	601	621	722	828	15%	684	>	685	684	631	630	577	576	<	A
2	SP 1: Increase Transfer Student Participation (Degrees)	N/A	41	59	59	75	80	7%	75	>	76	75	61	60	46	45	<	A
2	SP 1: Increase Transfer Student Participation (% Population)	N/A	29.7%	28.7%	27.9%	29.0%	32.2%	11%	36.2%	>	36.3%	36.2%	35.4%	35.3%	34.6%	34.5%	<	D
All	SP 2: Increase Adult Participation (FTE)	N/A	546	514	575	685	766	12%	632	>	633	632	558	557	483	482	<	A
All	SP 2: Increase Adult Participation (Headcount)	N/A	1,072	1,066	1,146	1,279	1,367	7%	1210	>	1,211	1,210	1,111	1,110	1,011	1,010	<	A
All	SP 2: Increase Adult Participation (Degrees)	N/A	135	120	140	185	202	9%	165	>	166	165	137	136	108	107	<	A
All	SP 2: Increase Adult Participation (% Population)	N/A	49.6%	50.9%	51.5%	51.4%	53.2%	4%	51.1%	>	51.2%	51.1%	50.3%	50.2%	49.3%	49.2%	<	A
All	SP 3: Increase High School Participation (FTE)	N/A	53	41	42	60	55	-8%	54	>	55	54	45	44	35	34	<	A
All	SP 3: Increase High School Participation (Headcount)	N/A	165	137	115	178	154	-13%	163	>	164	163	135	134	106	105	<	B
All	SP 3: Increase High School Participation (% of Population)	N/A	7.6%	6.5%	5.2%	7.2%	6.0%	-16%	7.1%	>	7.2%	7.1%	6.1%	6.0%	4.9%	4.8%	<	C

Overall Institutional Grade = **B**

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.

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.

External Benchmark

Total undergraduate unduplicated headcount and Total Reported FTE undergraduate student enrollment from IPEDS 12-Month Enrollment - Median of peer institutions. *Note: This data will be a year behind, since not collected until fall of subsequent year.*

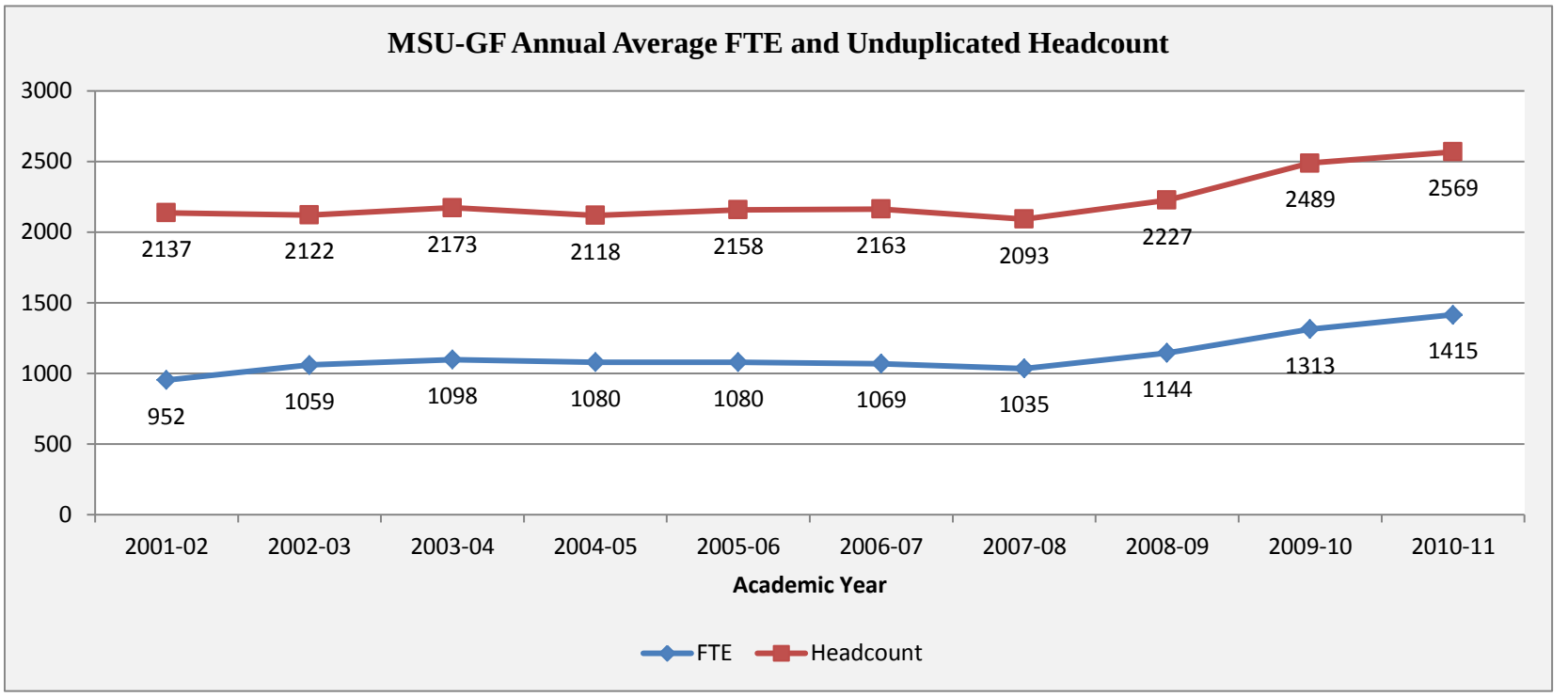
Aspirational Benchmark
Increase FTE enrollment by 5% over prior year. For AY 2010-11, this will be **1380** FTE. Last three-years average FTE/HC proportion is 0.51 - so use aspirational headcount benchmark of 1380/0.51 is approx **2650.**

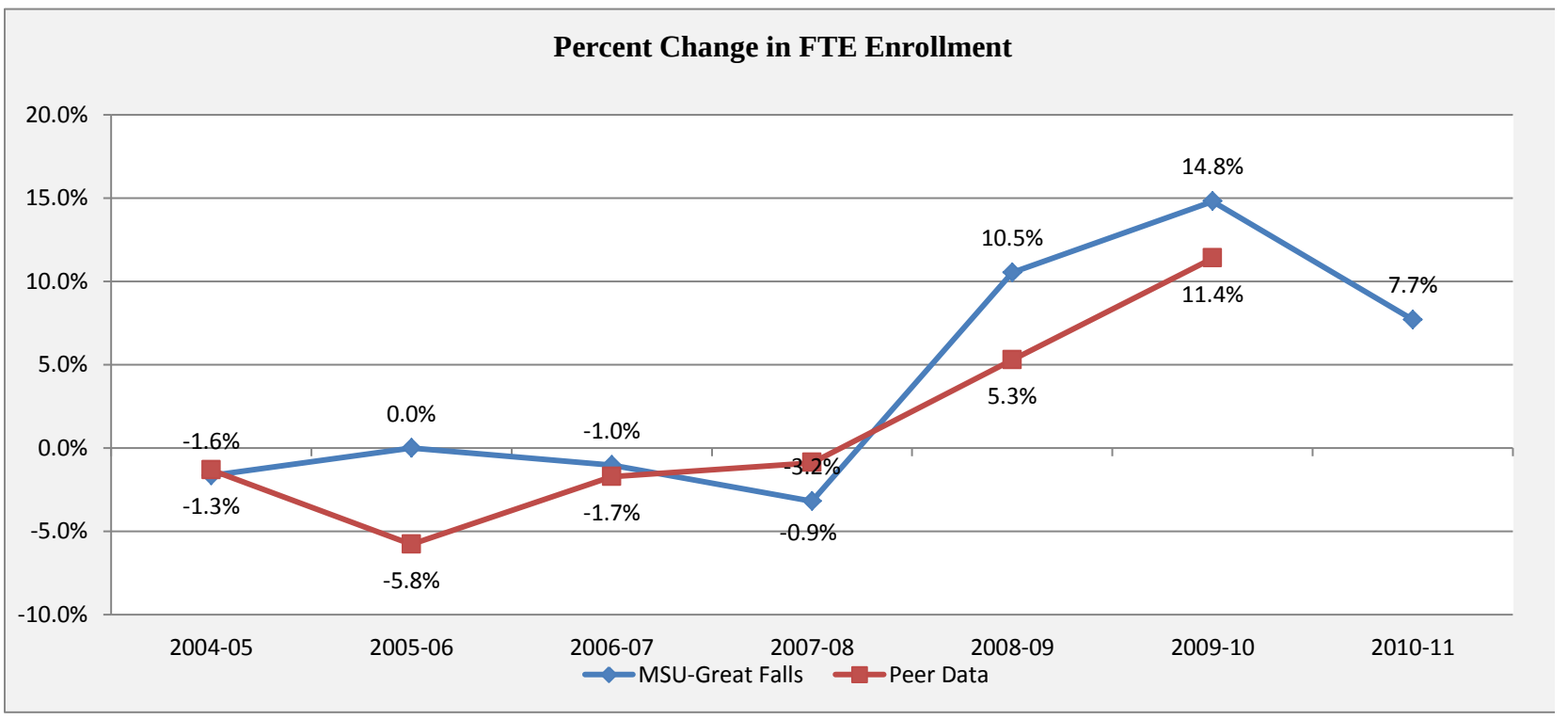
Core Themes
1. Workforce Development
2. Transfer Preparation
3. Academic Preparation
4. Community Development

Summary
Over the last 10 years, unduplicated annual headcount at MSU-Great Falls has increased by more than 20%. In particular, annual unduplicated headcount has increased by about 15% in the last two years. FTE (full-time equivalent) enrollment has increased as well; by almost 50% in the last 10 years, and by almost 25% in the last two years.

Implications
Between 2000 and 2008, overall enrollment at U.S. two-year colleges increased by about 17% *. This increase is in part a result of an increasing population. In addition, the current economic recession is sending more students to two-year colleges. However, as state funding has not kept pace with enrollment increases, two-year colleges are under increasing financial and logistical pressures. **(source: http://nces.ed.gov/programs/digest/d09/tables/dt09_190.asp)*

Participation





Data

MSU-GF FTE and Headcount				
AY	FTE	Diff	Headcount	Diff
2000-01	835		1970	
2001-02	952	14.0%	2137	8.5%
2002-03	1059	11.2%	2122	-0.7%
2003-04	1098	3.7%	2173	2.4%
2004-05	1080	-1.6%	2118	-2.5%
2005-06	1080	0.0%	2158	1.9%
2006-07	1069	-1.0%	2163	0.2%
2007-08	1035	-3.2%	2093	-3.2%
2008-09	1144	10.5%	2227	6.4%
2009-10	1313	14.8%	2489	11.8%
2010-11	1415	7.7%	2569	3.2%

Peer Data - FTE and Headcount				
AY	FTE	Diff	Headcount	Diff
2000-01			2292	
2001-02			2681	17.0%
2002-03			2818	5.1%
2003-04	1376		2842	0.9%
2004-05	1358	-1.3%	2871	1.0%
2005-06	1279	-5.8%	2810	-2.1%
2006-07	1257	-1.7%	2786	-0.9%
2007-08	1246	-0.9%	2835	1.8%
2008-09	1312	5.3%	2894	2.1%
2009-10	1462	11.4%	3158	9.1%
2010-11				

Core Indicator 2: Regional Market Penetration Rates

Statistics of Interest

The proportion of the total population of the college's service area that has participated in at least one credit or non-credit college course. Two statistics are reported, (1) credit student penetration rate (total unduplicated credit headcount divided by the estimated population of Cascade County and surrounding counties), and (2) non-credit (continuing and professional education) student penetration rate (total unduplicated non-credit headcount divided by the estimated population of Cascade County and surrounding counties).

Frequency of Data Collection

Collected annually at end-of-term spring semester.

Recommended Method

Collect unduplicated headcount of credit students (see Indicator #1) and non-credit students (see Indicator #15 - 094 courses only) for the academic year. Divide this by the total estimated population of the service region as noted in population estimates for the same year from the Census Bureau (http://ceic.mt.gov/EstimatesCntyPop.asp). Service region includes: Cascade County, Chouteau County, Fergus County, Glacier County, Hill County, Judith Basin County, Lewis & Clark County, Liberty County, Meagher County, Pondera County, Teton County, and Toole County.

External Benchmark

NCCBP median value of credit market penetration and non-credit market penetration (Form 14A).

Aspirational Benchmark

NCCBP 25th percentile value of credit market penetration and non-credit market penetration (as of 2010 25th percentile values are = 1.9% for credit, 0.45% for non-credit).

Core Themes

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

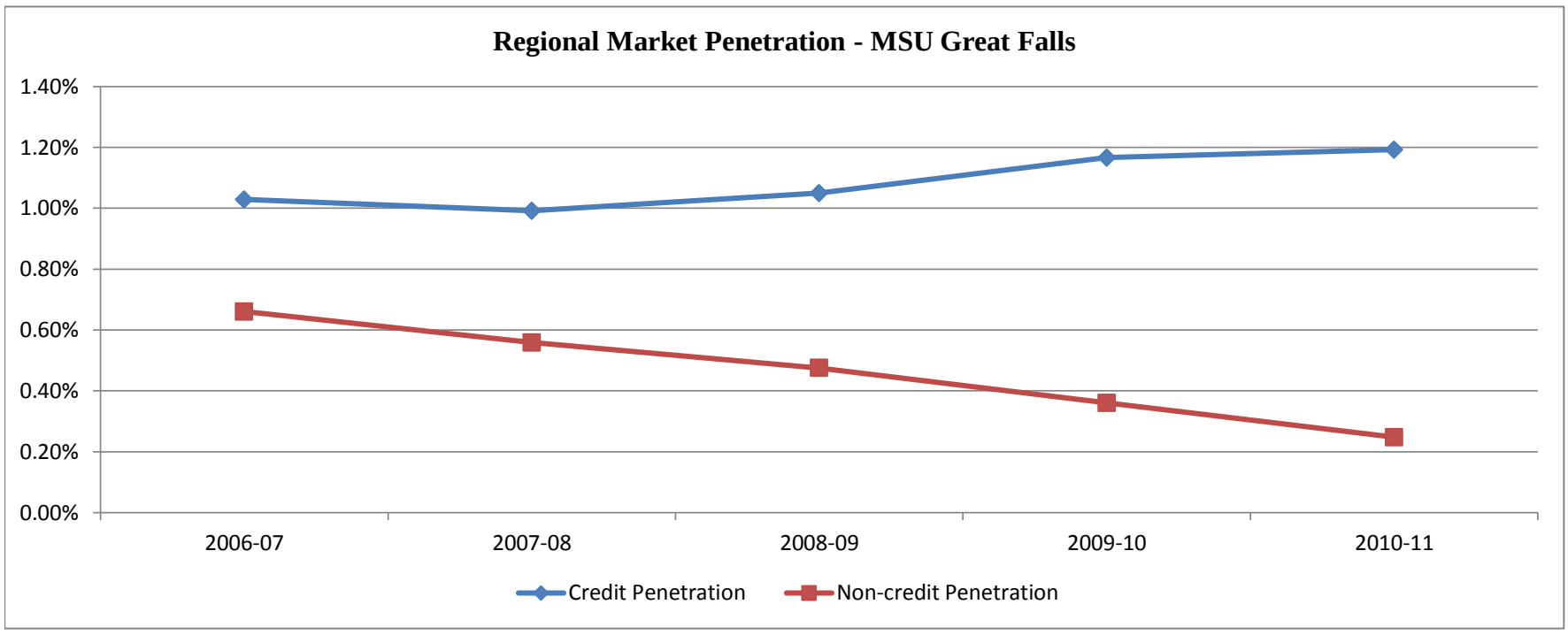
Summary

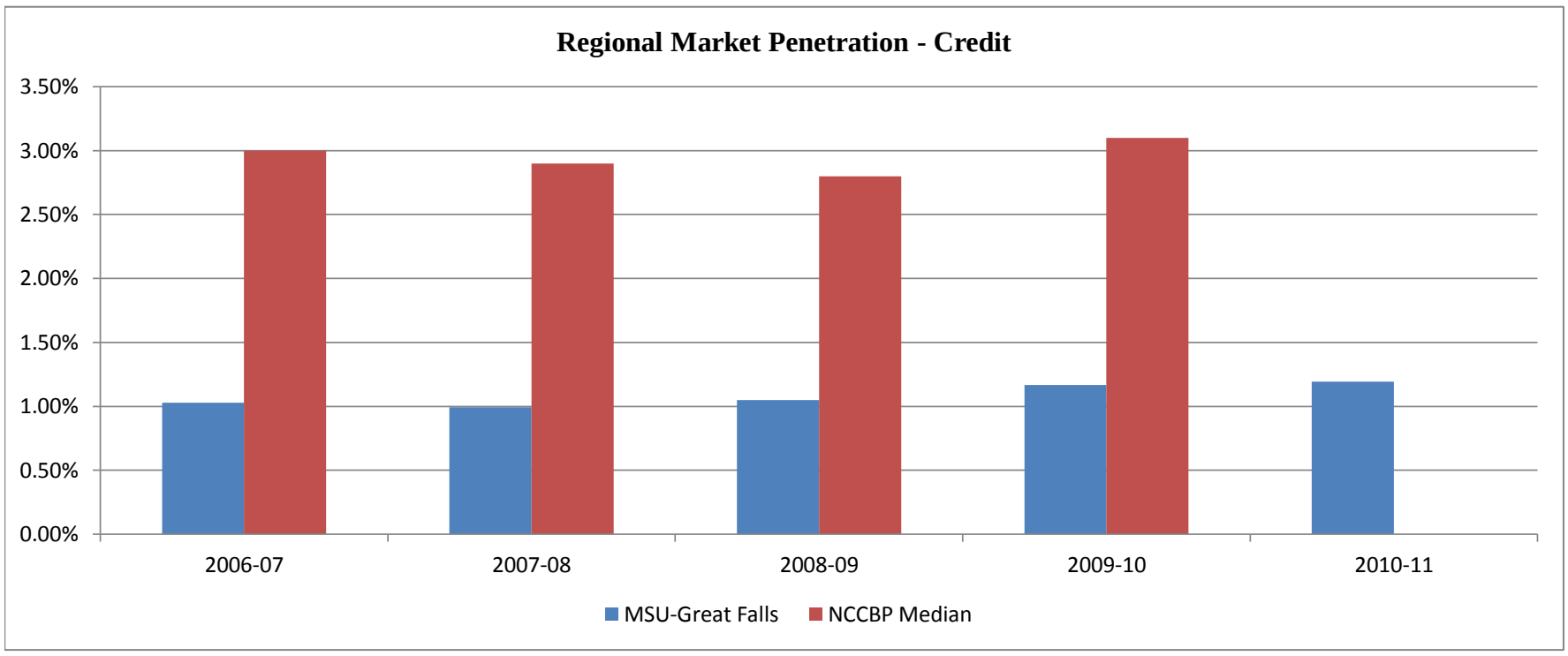
The market penetration rate for credit students during the academic year has increased slightly from about 1.0% in 2006-2007 to about 1.2% in the last two academic years. Non-credit penetration rates at MSU-Great Falls have decreased, from about 0.7% in 2006-2007 to about 0.2% in 2010-2011. NCCBP non-credit penetration rates also fell in this time period (from 1.7% to 1.1%). Regional market penetration of both credit and non-credit courses for MSU-Great Falls are lower than the benchmarks provided by the NCCBP.

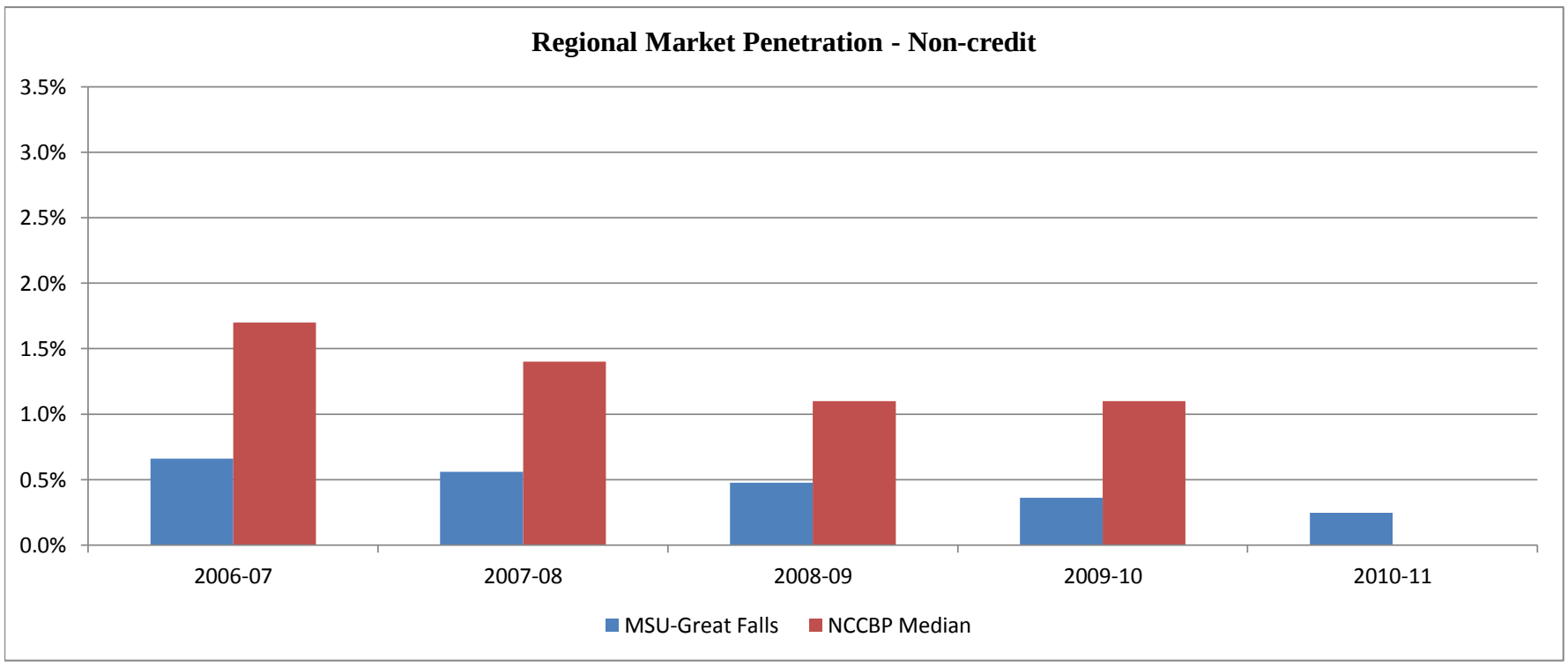
Implications

One of the core themes of MSU-Great Falls is community development. Because community development includes identifying and reaching out to underserved populations, this indicator becomes a valuable mechanism for identifying gaps in service. Since MSU-Great Falls' regional market penetration rates are lower than desired, perhaps the offerings need to be adjusted to fit the needs of the community.

Market Penetration







Data

MSU-GF Credit & Non-credit Penetration					
AY	Cascade Cty & Outlying Pop Est	Unduplicated Headcount - Credit	Unduplicated Headcount - Non-credit	Credit Penetration	Non-credit Penetration
2006-07	210,279	2163	1389	1.03%	0.7%
2007-08	211,025	2093	1179	0.99%	0.6%
2008-09	212,104	2227	1008	1.05%	0.5%
2009-10	213,437	2489	769	1.17%	0.4%
2010-11	215,468	2569	533	1.19%	0.2%

NCCBP Median		
AY	NCCBP Med Credit	NCCBP Med Noncredit
2006-07	3.0%	1.7%
2007-08	2.9%	1.4%
2008-09	2.8%	1.1%
2009-10	3.1%	1.1%
2010-11		

Core Indicator 3: Persistence (Retention)

Statistics of Interest

The proportion of new first-time, full-time, degree-seeking students and new first-time, part-time, degree-seeking students who enrolled at the beginning of fall term and who (1) were still enrolled for at least one credit as of census date in the fall of the next academic year, and who (2) had not yet completed a degree or certificate. Those who have completed a degree are included in both the numerator and denominator when calculating persistence.

Frequency of Data Collection

Persistence data are collected after each fall semester. They are then compiled and submitted to IPEDS in the spring semester in the Fall Enrollment survey.

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. Use data submitted to IPEDS in Fall Enrollment survey. *Note: historical data (Fall 2009 cohorts and prior) were calculated using warehouse files. In the future, these calculations should match rates submitted to IPEDS.*

External Benchmark

IPEDS first-time student cohort retention rates for full-time and part-time students. Median value for peer institutions.

Aspirational Benchmark

75th Percentile for IPEDS Peers - for 2009 is 60% for FT, 48.25% for PT

Core Themes

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

Summary

After having shown a general trend upward in the last few years, persistence rates for MSU-Great Falls first-time full-time students dropped to 54% of the fall 2009 cohort returning for the fall 2010 term. As can be seen in the graphs below, because of the small sizes of entering cohorts at MSU-Great Falls, there is quite a bit of variation in the persistence rate from year to year. If we look at three-year running averages of persistence rates, these differences smooth out, to more than 50% persistence for full-time students over the last few years.

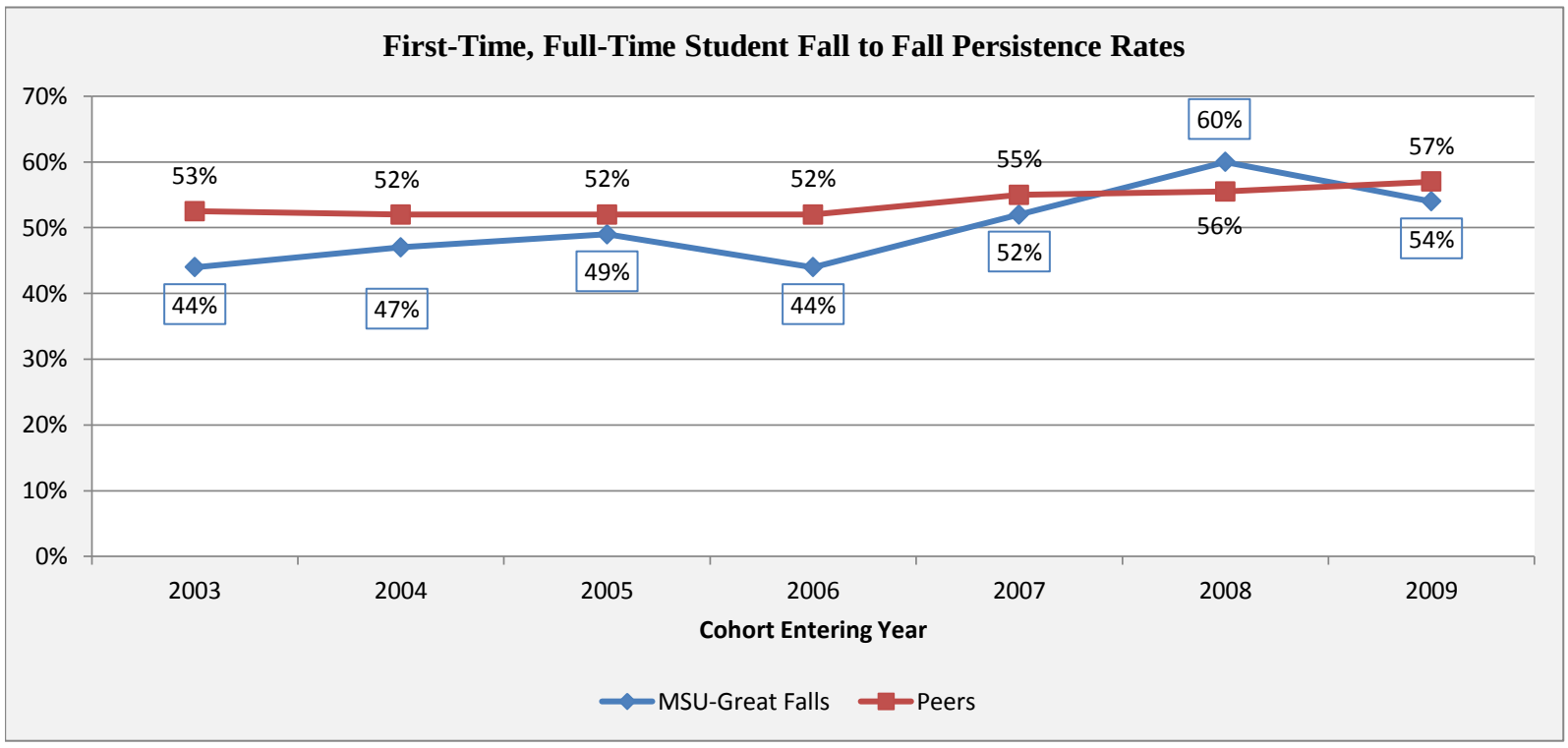
The persistence rate for part-time students remained stable at 49% for the fall 2008 and the fall 2009 cohort. Again, substantial variation is present because of the small sample sizes. The three-year running average for part-time persistence rates is currently about 47%.

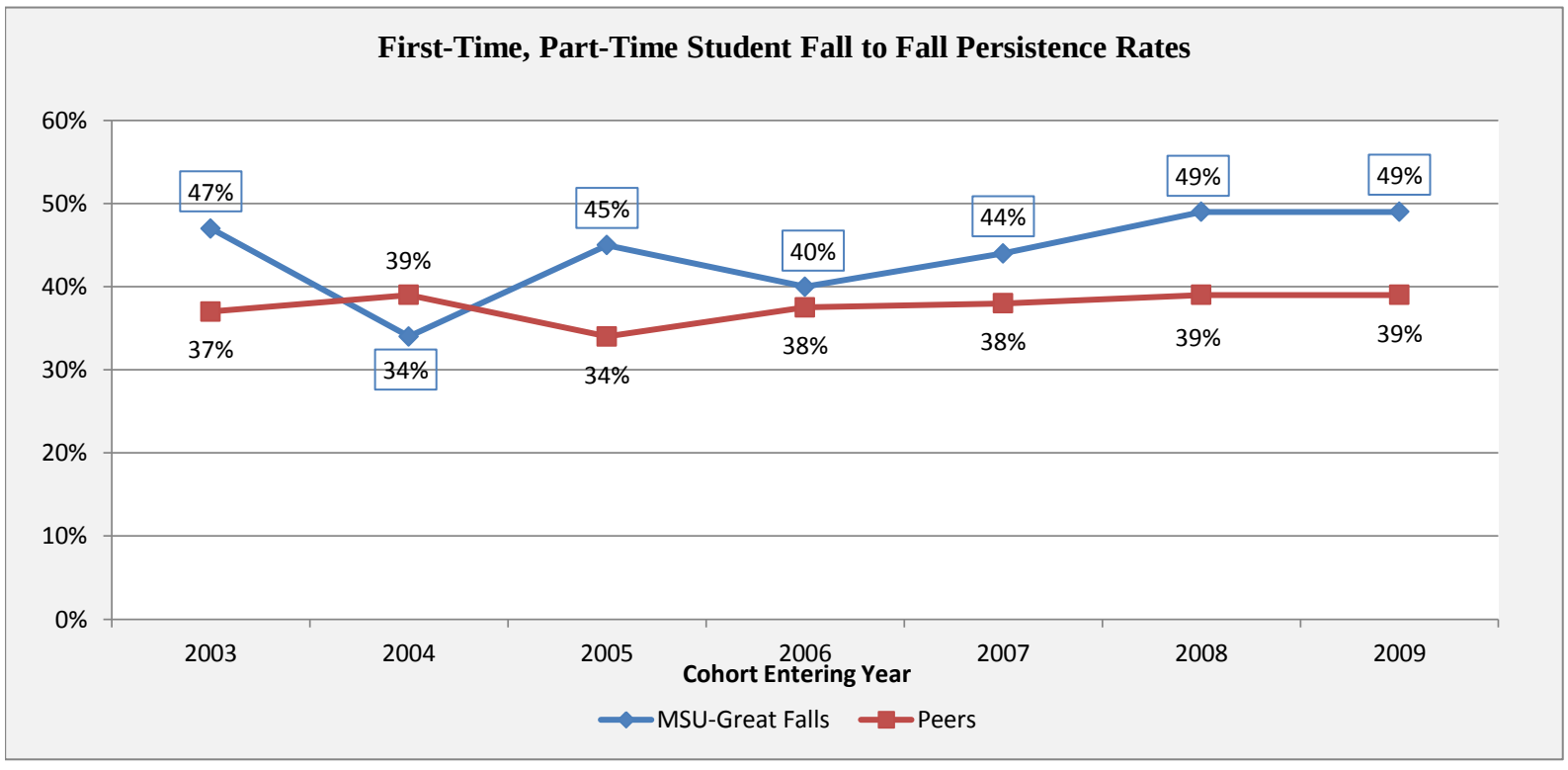
Compared to the IPEDS peer group data, MSU-Great Falls, on average, has slightly lower persistence rates for full-time entering students, and higher persistence rates for part-time entering students.

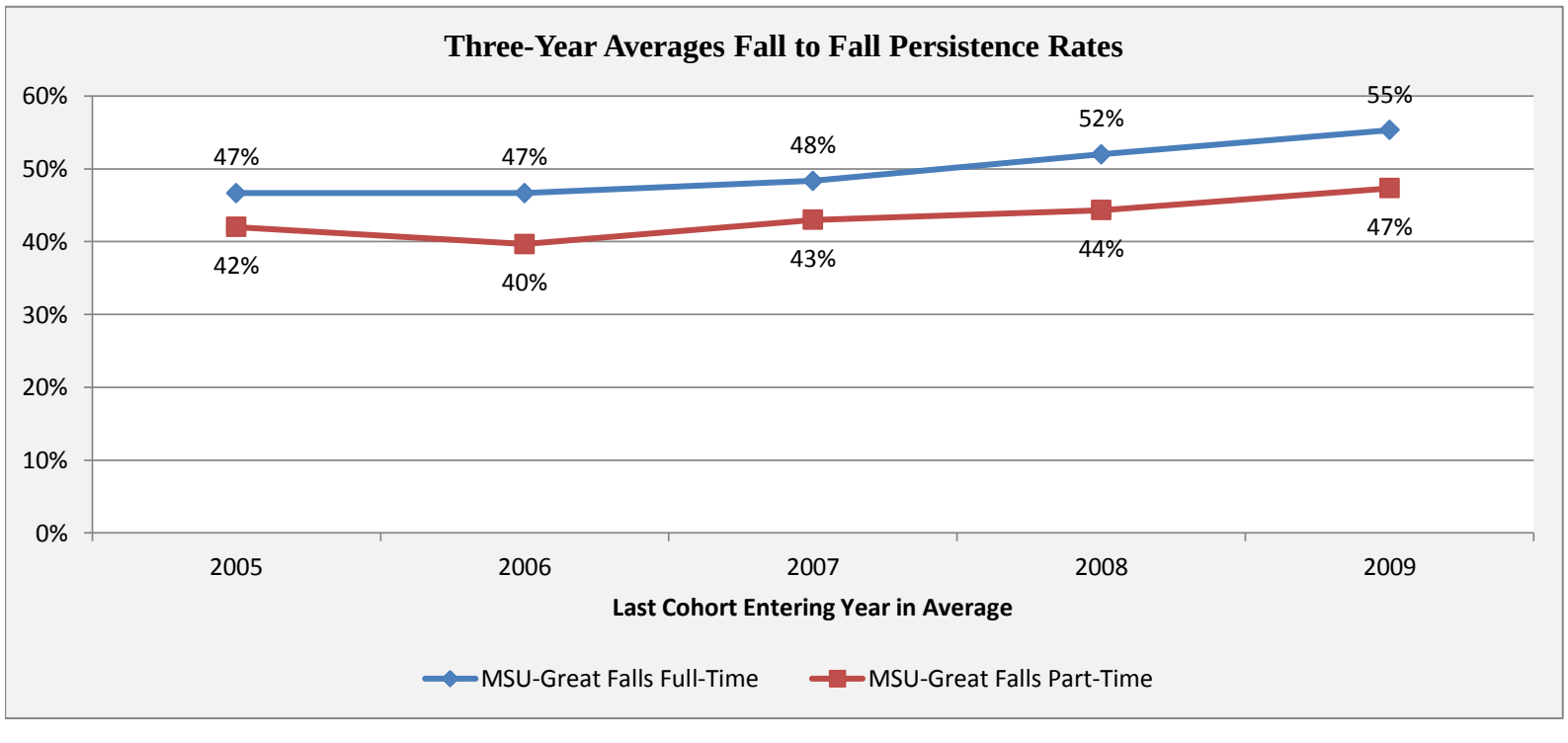
Implications

In the face of changing workforce and educational requirements, the need to retain more students will only intensify. Low persistence rates waste human talent and resources, and threaten the nation's economic future, as more jobs require a postsecondary education. In addition, retaining current students can help an institution's financial bottom line.

Persistence







Data

One-year Retention Rate, IPEDS method

MSU-Great Falls Full-Time Persistence			
AY	Cohort Entering Year	Persistence Rate	3-year average
2004-05	2003	44%	
2005-06	2004	47%	
2006-07	2005	49%	47%
2007-08	2006	44%	47%
2008-09	2007	52%	48%
2009-10	2008	60%	52%
2010-11	2009	54%	55%

Peer Data - IPEDS

Peer Data - Full-Time Retention		
AY	Cohort Entering Year	Median Retention Rate
2004-05	2003	53%
2005-06	2004	52%
2006-07	2005	52%
2007-08	2006	52%
2008-09	2007	55%
2009-10	2008	56%
2010-11	2009	57%

One-year Retention Rate, IPEDS method

MSU-Great Falls Data - Part-Time Persistence			
AY	Cohort Entering Year	Persistence Rate	3-year average
2004-05	2003	47%	
2005-06	2004	34%	
2006-07	2005	45%	42%
2007-08	2006	40%	40%
2008-09	2007	44%	43%
2009-10	2008	49%	44%
2010-11	2009	49%	47%

Peer Data - IPEDS

Peer Data - Part-Time Retention		
AY	Cohort Entering Year	Median Retention Rate
2004-05	2003	37%
2005-06	2004	39%
2006-07	2005	34%
2007-08	2006	38%
2008-09	2007	38%
2009-10	2008	39%
2010-11	2009	39%

Core Indicator 4: Graduation Rates

Statistics of Interest

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

Frequency of Data Collection

Graduation rate data are collected after each fall semester. They are then compiled and submitted to IPEDS (full-time) (Graduation survey) and CSRDE (part-time) during the spring semester.

Recommended Method

Use the same cohorts used for persistence (Core Indicator 3) and calculate the percentage of the new first-time, full-time, degree-seeking students completing a credential within three years and the new first-time, part-time degree-seeking students completing a credential within five years. *Note: historical data (Fall 2009 cohorts and prior) were calculated using warehouse files. In the future, these calculations should match rates submitted to IPEDS and CSRDE.*

External Benchmark

IPEDS median peer value for first-time, full-time graduates; Consortium for Student Retention Data Exchange (CSRDE) for first-time, part-time graduation rate peer group data. (*Note - IPEDS does not collect PT graduation rates. NCCBP does, but only give PT students 3 years to complete degree).*

Aspirational Benchmark

IPEDS peers 75th Percentile for FT (25.4% for 2005 cohort); analysis sub-committee to set aspirational goal for PT (for AY 2011-12, will use 15%).

Core Themes

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

Summary

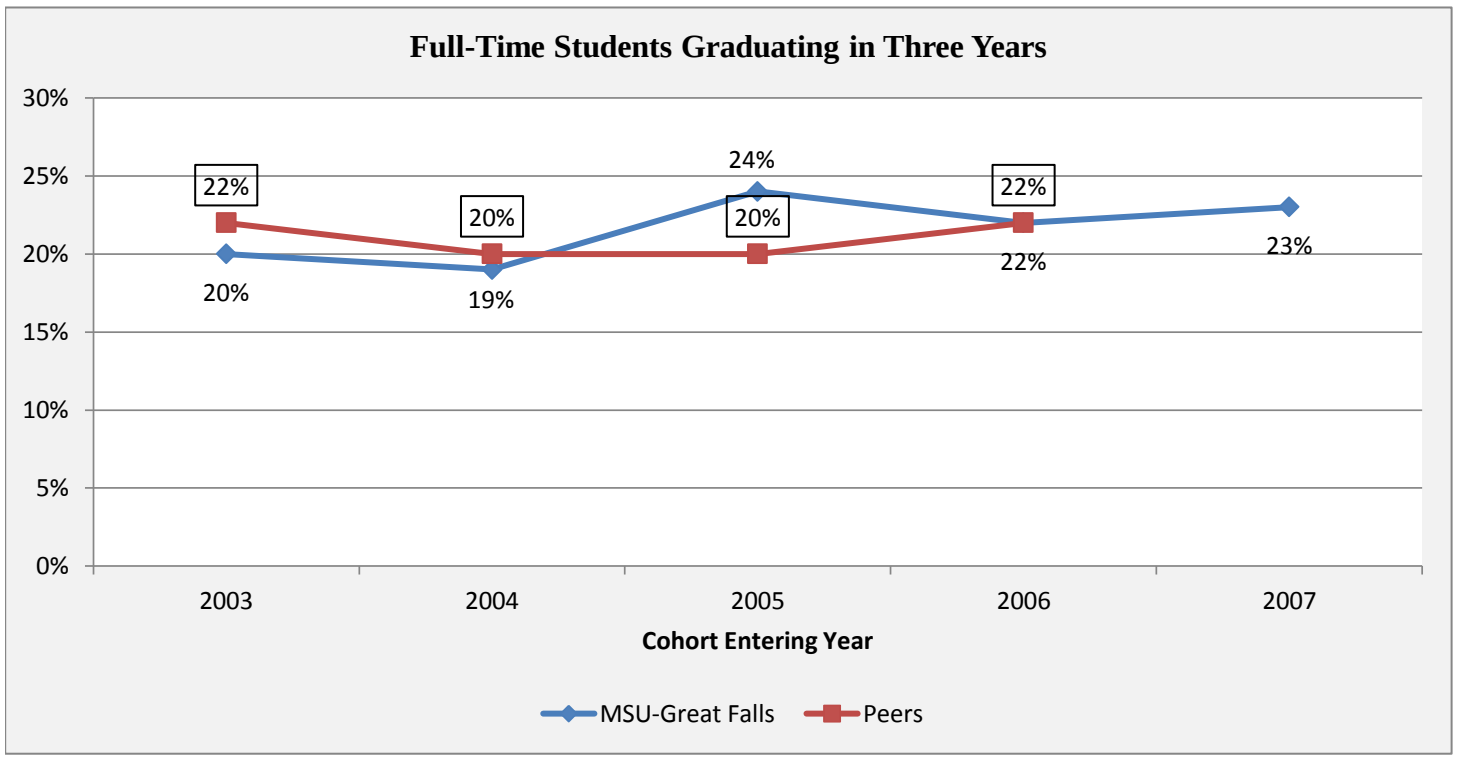
The 150% graduation rate for the 2007 full-time entering cohort is 23%. Graduation rates for MSU-Great Falls first-time full-time students have averaged about 23% over the last three years. As can be seen in the graphs below, the small sizes of entering cohorts at MSU-Great Falls cause a bit of variation in the graduation rate from year to year. The last available 3-year running average for part-time students is 15%.

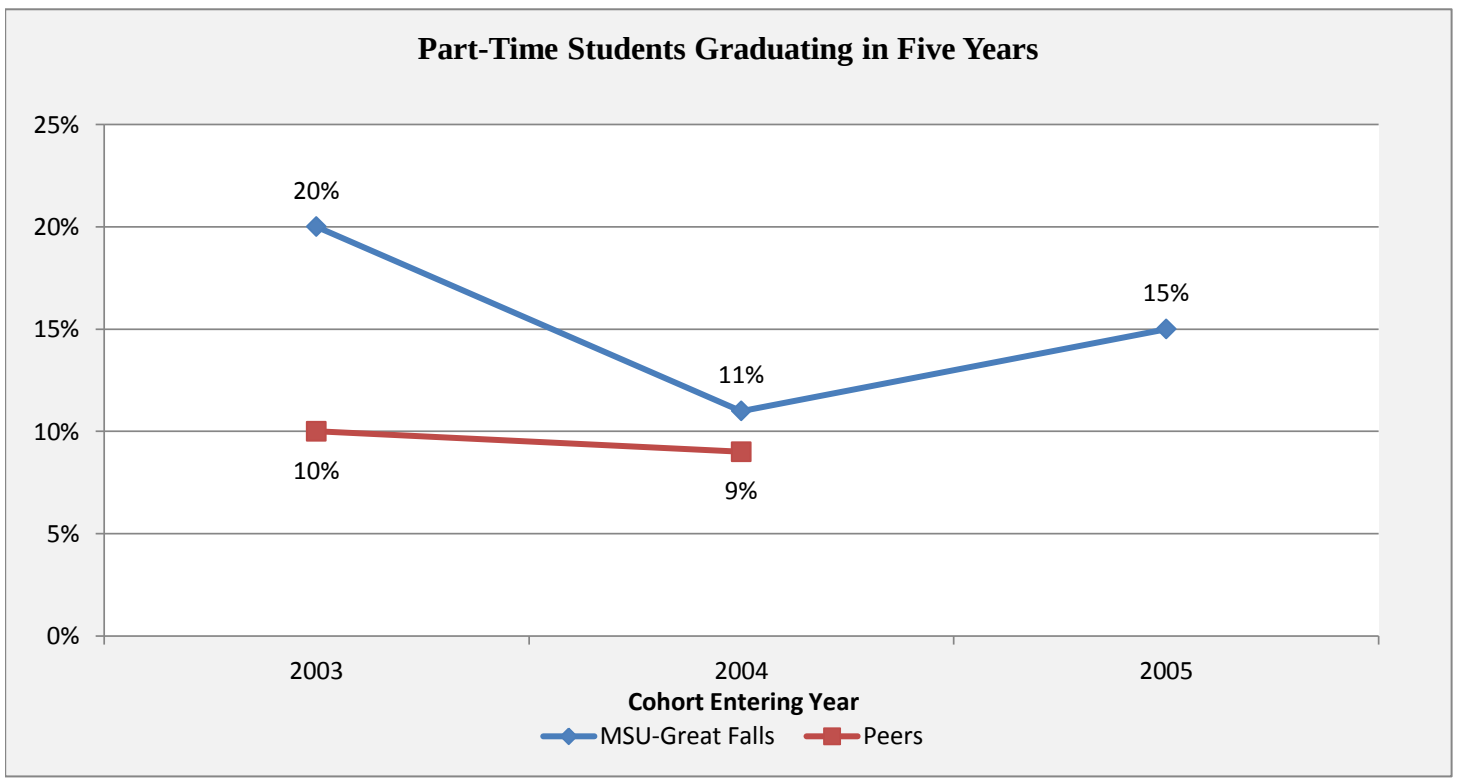
Compared to the IPEDS peer group data, MSU-Great Falls has comparable full-time graduation rates. Compared to CSRDE peer group data, MSU-GF has higher graduation rates for part-time entering students.

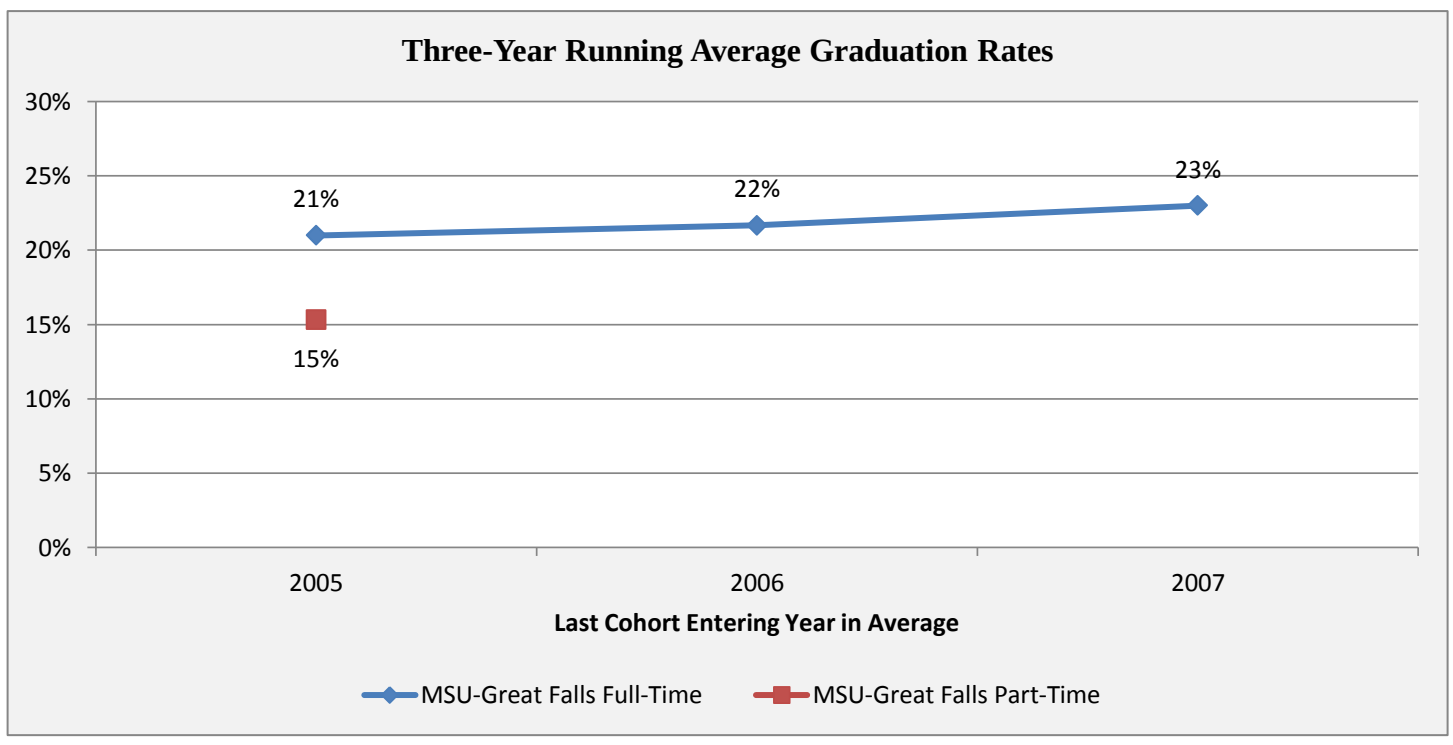
Implications

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 in a timely manner is a good indicator of institutional performance in its mission of student success.

Graduation


Full-Time Students Graduating in Three Years
30%
25%
20%
15%
10%
5%
0%
22%
20%
24%
20%
22%
20%
19%
22%
23%
2003
2004
2005
2006
2007
Cohort Entering Year
MSU-Great Falls
Peers


Part-Time Students Graduating in Five Years
25%
20%
15%
10%
5%
0%
20%
11%
15%
10%
9%
2003
2004
2005
Cohort Entering Year
MSU-Great Falls
Peers


Three-Year Running Average Graduation Rates
30%
25%
20%
15%
10%
5%
0%
21%
22%
23%
15%
2005
2006
2007
Last Cohort Entering Year in Average
MSU-Great Falls Full-Time
MSU-Great Falls Part-Time

Data

Full-Time

MSU-GF Data - 150% completion time

AY	Cohort Entering Year	Graduation Rate	3-year Average
2006-07	2003	20%	
2007-08	2004	19%	
2008-09	2005	24%	21%
2009-10	2006	22%	22%
2010-11	2007	23%	23%

IPEDS

Peer Data - Full-Time Graduation

AY	Cohort Entering Year	Median Graduation Rate
2006-07	2003	22%
2007-08	2004	20%
2008-09	2005	20%
2009-10	2006	22%

MSU-GF Part-Time Graduation Rates in Five Years

AY	Cohort Entering Year	Original Cohort Size	Graduated in 5 years	Graduation Rate	3-year average
2008-09	2003	86	12	20%	
2009-10	2004	91	9	11%	
2010-11	2005	106	11	15%	15%

CSRDE

Peer Data - Part-Time Graduation

AY	Cohort Entering Year	Average Graduation Rate
2008-09	2003	10%
2009-10	2004	9%

Core Indicator 5: Demonstration of Abilities

Statistics of Interest
The proportion of students who demonstrate competency in the College's eight abilities (Communication, Quantitative Reasoning, Inquiry and Analysis, Aesthetic Engagement, Diversity, Technical Literacy, Critical Thinking, Effective Citizenship) upon graduation and/or exit from the college. This indicator is currently using items from the CCSSE survey as proxy measures of these abilities; as outcomes assessment becomes more entrenched at the school, the measures used will change to more direct measures of the abilities.

Frequency of Data Collection
The CCSSE survey is administered at MSU-Great Falls to randomly selected courses of students every other spring term in even years.

Recommended Method
After results of the CCSSE survey are released, compile the responses for the appropriate questions.

External Benchmark
CCSSE Peer group percentages for peer group.

Aspirational Benchmark
No aspirational benchmark at this time.

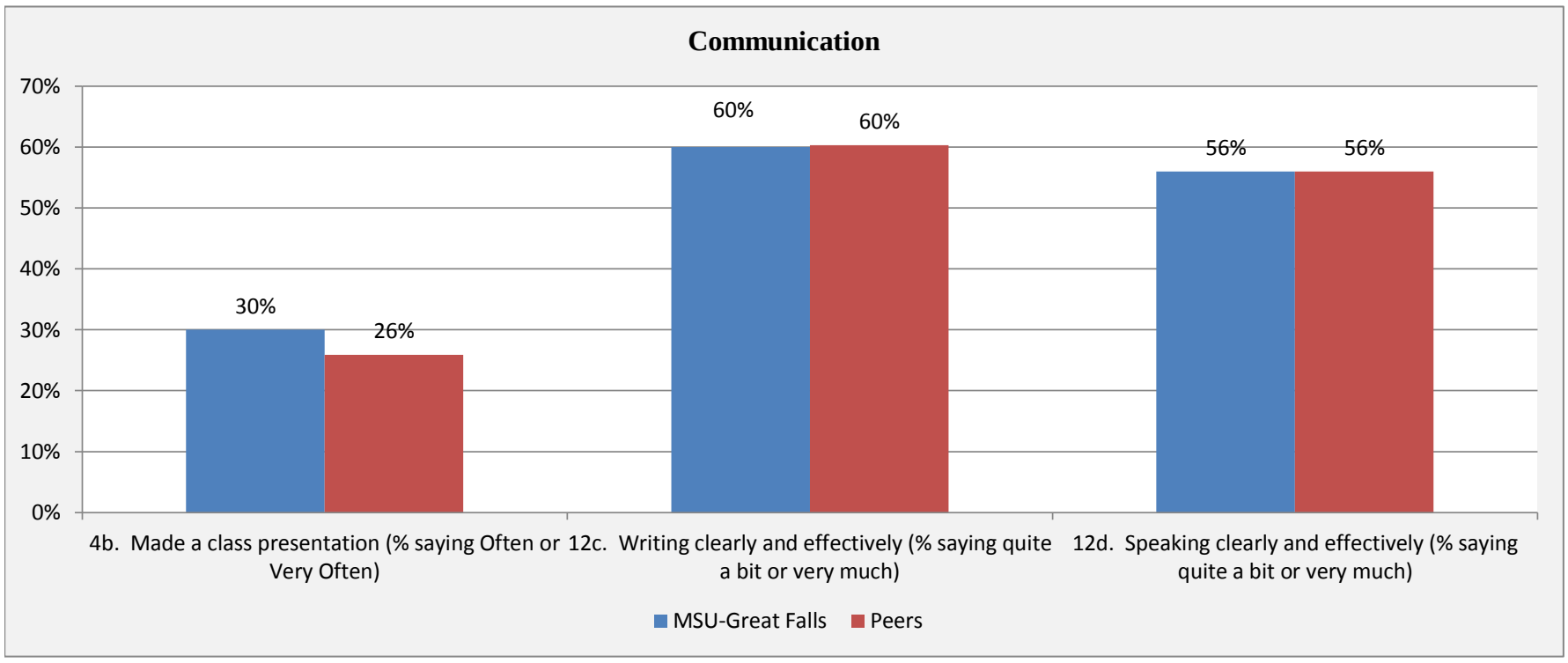
Core Themes
1. Workforce Development
2. Transfer Preparation
3. Academic Preparation
4. Community Development

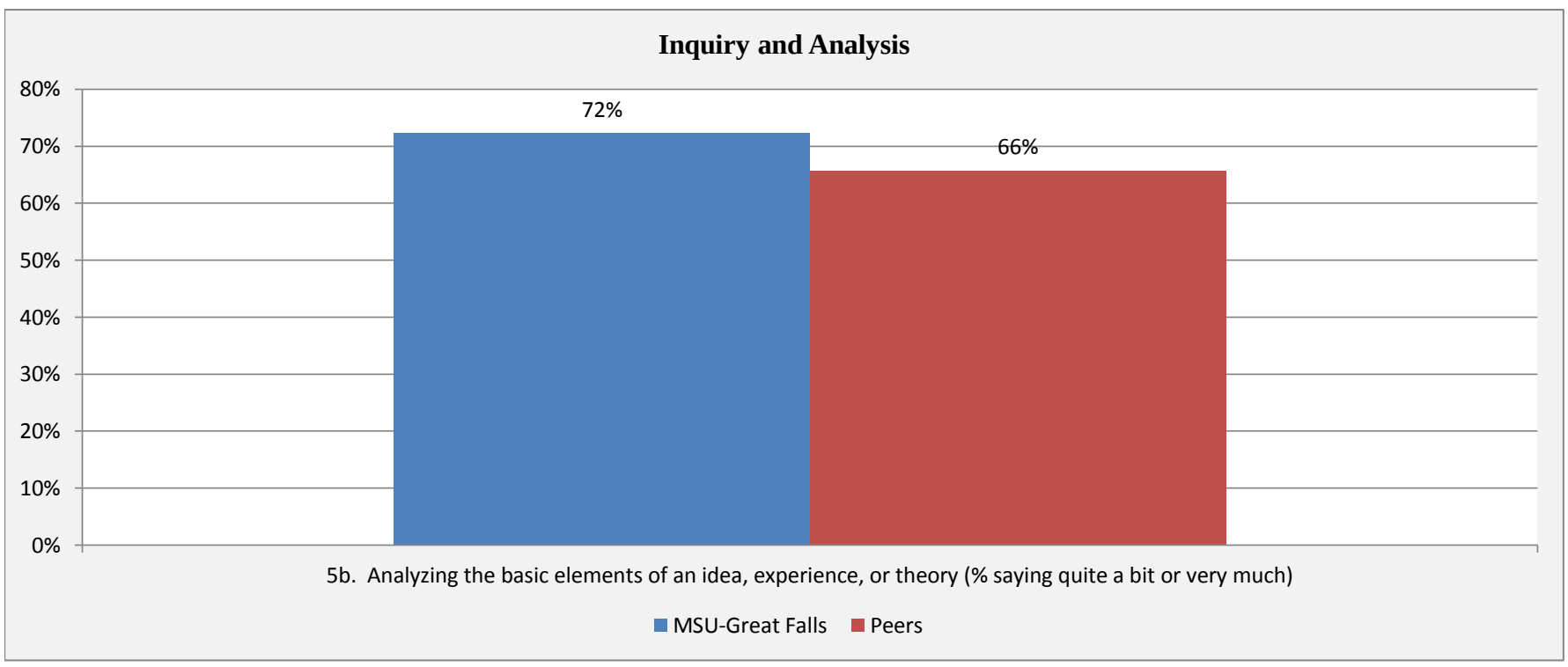
Summary
MSU-Great Falls' students responded similarly to respondents from the peer institutions. There was at least a five percentage point difference on the following CCSSE items: MSU-Great Falls' students were more likely to say the College emphasized thinking critically and analytically (76% of MSU-Great Falls respondents said this was emphasized quite a bit or very much, while only 69% of respondents from peer schools said so) and were also more likely to say they analyzed the basic elements of an idea, experience, or theory quite a bit or very much (72% compared to 66% of respondents from peer institutions).
Respondents from peer institutions were more likely to say that their school emphasized quite a bit or very much understanding people of other backgrounds (43% said this, compared to 35% of MSU-Great Falls' respondents), as well as saying more often their school encouraged contact among students of different backgrounds (49% said this, compared to 44% of MSU-Great Falls' respondents). In addition, 46% of respondents from peer institutions said their school emphasized quite a bit or very much developing a personal code of values and ethics, compared to 41% of MSU-Great Falls' respondents.

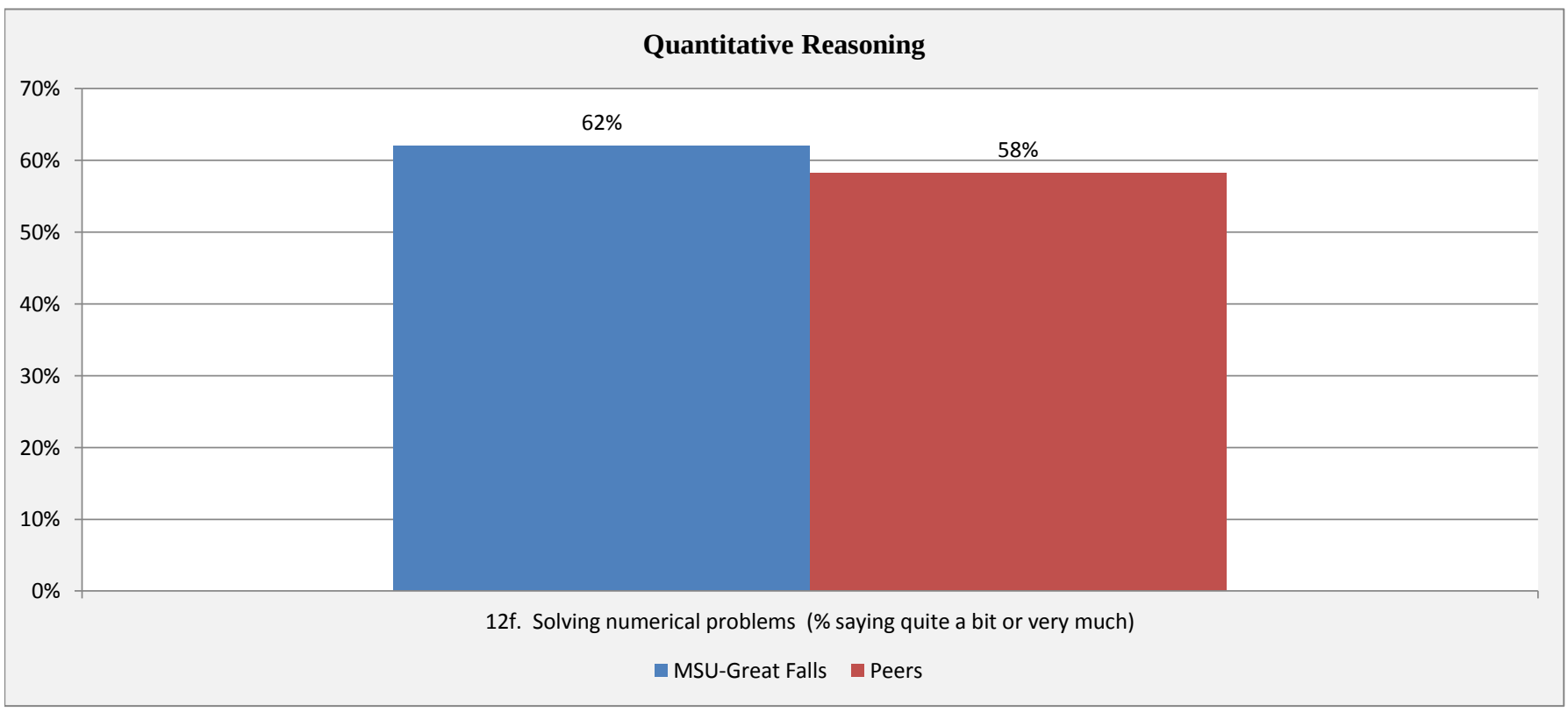
See the CCSSE Survey report for additional information.

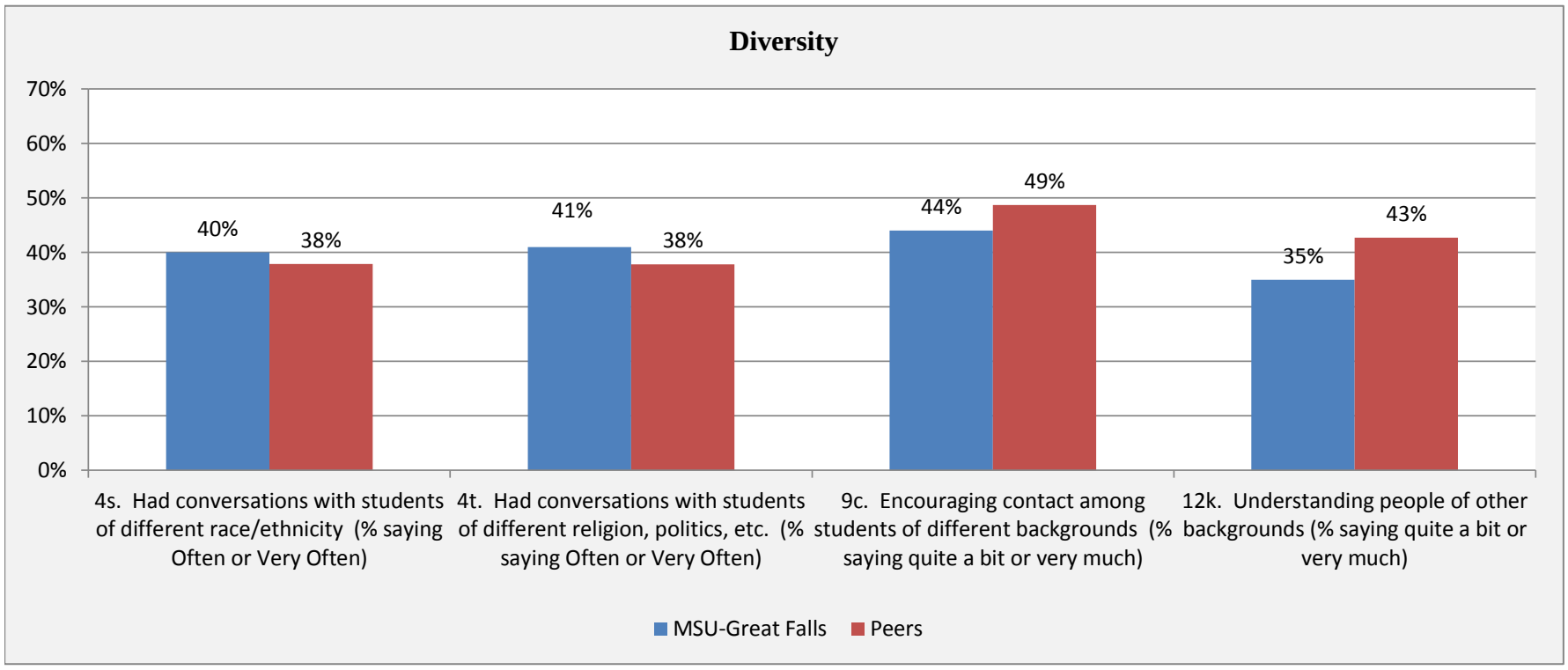
Implications
Higher education, and more specifically community college education, is more than training. As the College's mission states, "we ensure students are prepared to succeed in a global society." To do so, graduates need more than occupational skills, or even competency in core academic areas. 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.

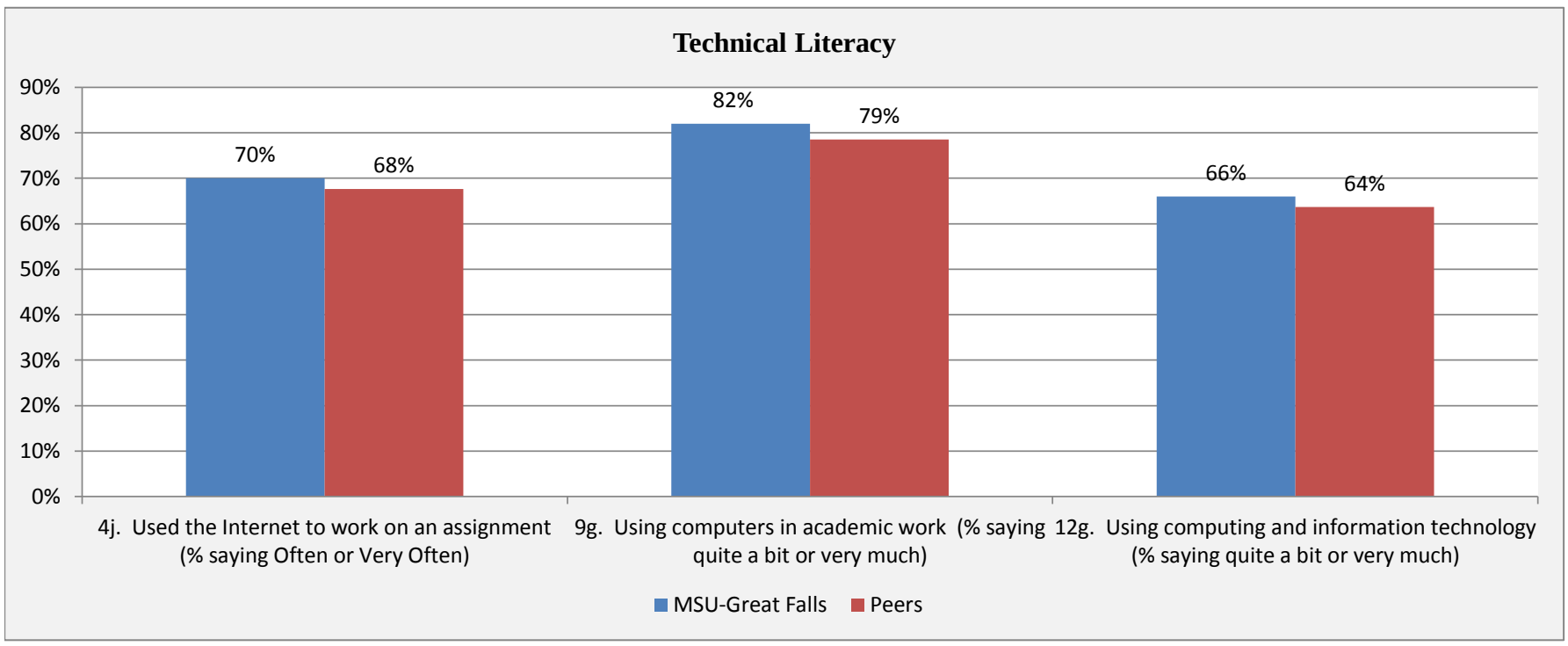
Demonstration of Abilities

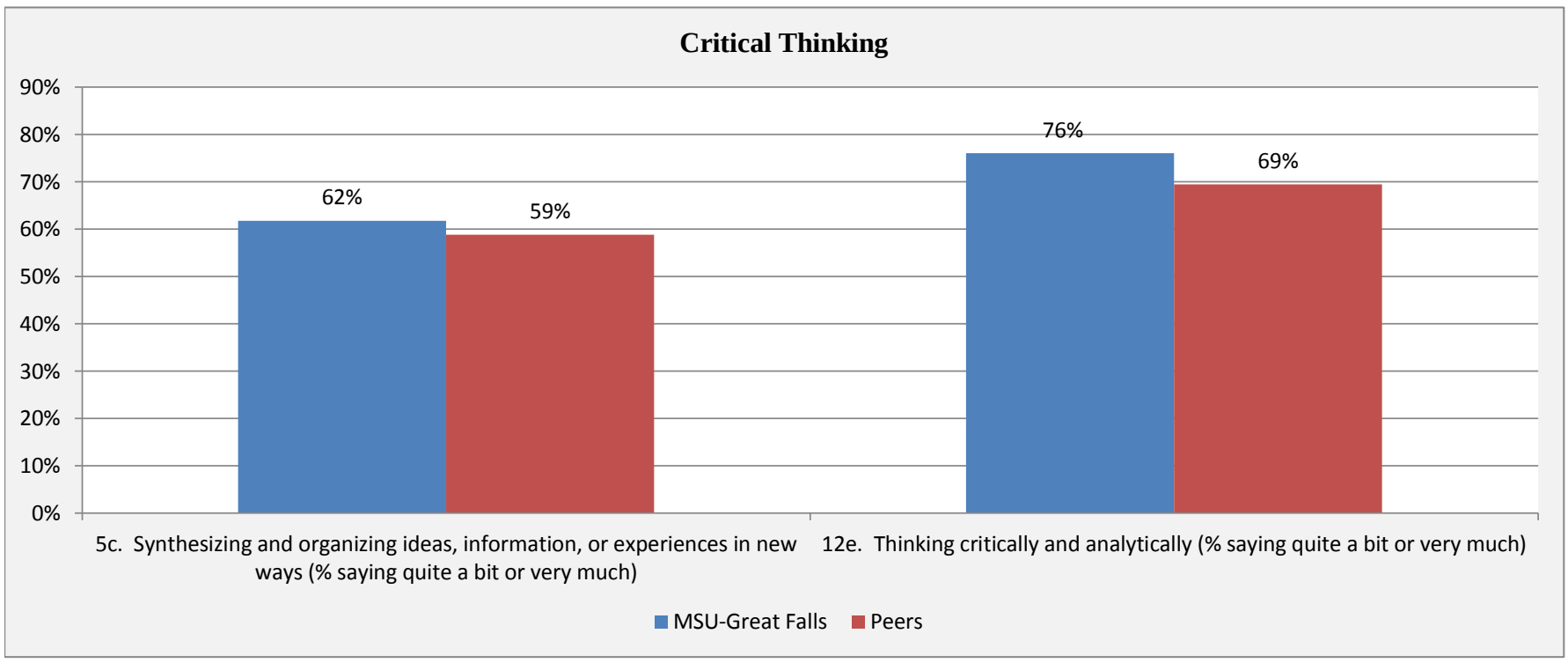


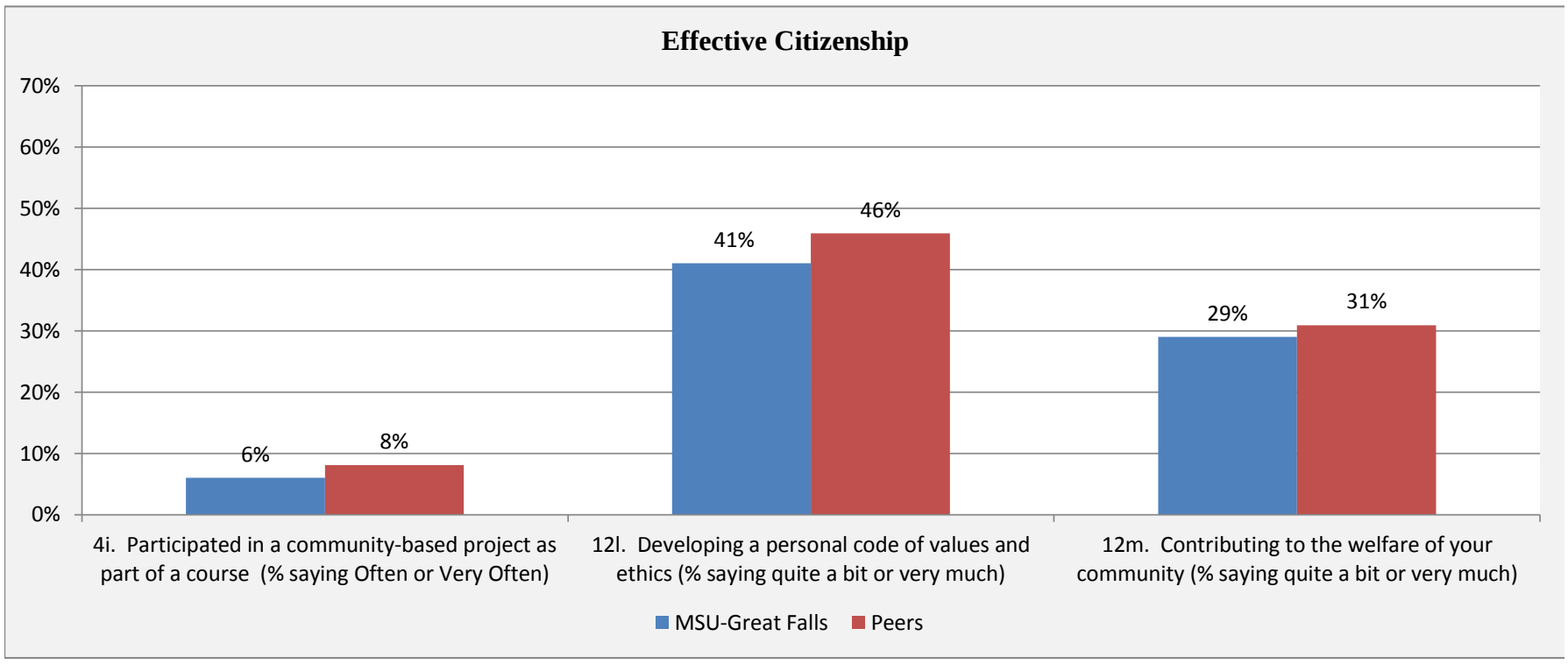





Diversity
70%
60%
50%
40%
30%
20%
10%
0%
40%
38%
41%
38%
44%
49%
35%
43%
4s. Had conversations with students of different race/ethnicity (% saying Often or Very Often)
4t. Had conversations with students of different religion, politics, etc. (% saying Often or Very Often)
9c. Encouraging contact among students of different backgrounds (% saying quite a bit or very much)
12k. Understanding people of other backgrounds (% saying quite a bit or very much)
MSU-Great Falls
Peers


Technical Literacy
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
70%
68%
82%
79%
66%
64%
4j. Used the Internet to work on an assignment (% saying Often or Very Often)
9g. Using computers in academic work (% saying quite a bit or very much)
12g. Using computing and information technology (% saying quite a bit or very much)
MSU-Great Falls
Peers


Critical Thinking
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
62%
59%
76%
69%
5c. Synthesizing and organizing ideas, information, or experiences in new ways (% saying quite a bit or very much)
12e. Thinking critically and analytically (% saying quite a bit or very much)
MSU-Great Falls
Peers


Effective Citizenship
70%
60%
50%
40%
30%
20%
10%
0%
6%
8%
41%
46%
29%
31%
4i. Participated in a community-based project as part of a course (% saying Often or Very Often)
12l. Developing a personal code of values and ethics (% saying quite a bit or very much)
12m. Contributing to the welfare of your community (% saying quite a bit or very much)
MSU-Great Falls
Peers

Data

Eight Abilities

	2010 CCSSE Results		Weight for
1. Communication	MSU-GF	Peer Group	**Ability**
4b. Made a class presentation (% saying Often or Very Often)	30%	26%	0.2
12c. Writing clearly and effectively (% saying quite a bit or very much)	60%	60%	0.4
12d. Speaking clearly and effectively (% saying quite a bit or very much)	56%	56%	0.4
2. Quantitative Reasoning			
12f. Solving numerical problems (% saying quite a bit or very much)	62%	58%	1.0
3. Inquiry and Analysis			
5b. Analyzing the basic elements of an idea, experience, or theory (% saying quite a bit or very much)	72%	66%	1.0
4. Aesthetic Engagement			
5. Diversity			
4s. Had conversations with students of different race/ethnicity (% saying Often or Very Often)	40%	38%	0.3
4t. Had conversations with students of different religion, politics, etc. (% saying Often or Very Often)	41%	38%	0.2
9c. Encouraging contact among students of different backgrounds (% saying quite a bit or very much)	44%	49%	0.2
12k. Understanding people of other backgrounds (% saying quite a bit or very much)	35%	43%	0.3
6. Technical Literacy			
4j. Used the Internet to work on an assignment (% saying Often or Very Often)	70%	68%	0.2
9g. Using computers in academic work (% saying quite a bit or very much)	82%	79%	0.5
12g. Using computing and information technology (% saying quite a bit or very much)	66%	64%	0.3
7. Critical Thinking			
5c. Synthesizing and organizing ideas, information, or experiences in new ways (% saying quite a bit or very much)	62%	59%	0.4
12e. Thinking critically and analytically (% saying quite a bit or very much)	76%	69%	0.6
8. Effective Citizenship			
4i. Participated in a community-based project as part of a course (% saying Often or Very Often)	6%	8%	0.2
12l. Developing a personal code of values and ethics (% saying quite a bit or very much)	41%	46%	0.4
12m. Contributing to the welfare of your community (% saying quite a bit or very much)	29%	31%	0.4
Weighted score	***4.00***	***3.86***	

Core Indicator 6: Success of Remedial Students in Developmental Coursework

Statistics of Interest
The proportion of students enrolled in developmental math coursework in fall term who earned a grade of C- or better in the developmental math course(s) they complete.
The proportion of students enrolled in developmental writing coursework in fall term who earned a grade of C- or better in the developmental writing course(s) they complete.

Frequency of Data Collection
Collected annually at end-of-term fall semester.

Recommended Method
For all developmental courses in a fall term, calculate the drop, withdrawal, fail or incomplete (DWFI), and NR rates of enrollees to ascertain the percentage of students successfully completing developmental courses. (Do not include grades not yet turned in (blank) or incomplete grades (I)). Developmental math courses are M 065, 090, and 095. Developmental Writing courses are WRIT 080 and 095.

External Benchmark
NCCBP median values (Form 8).

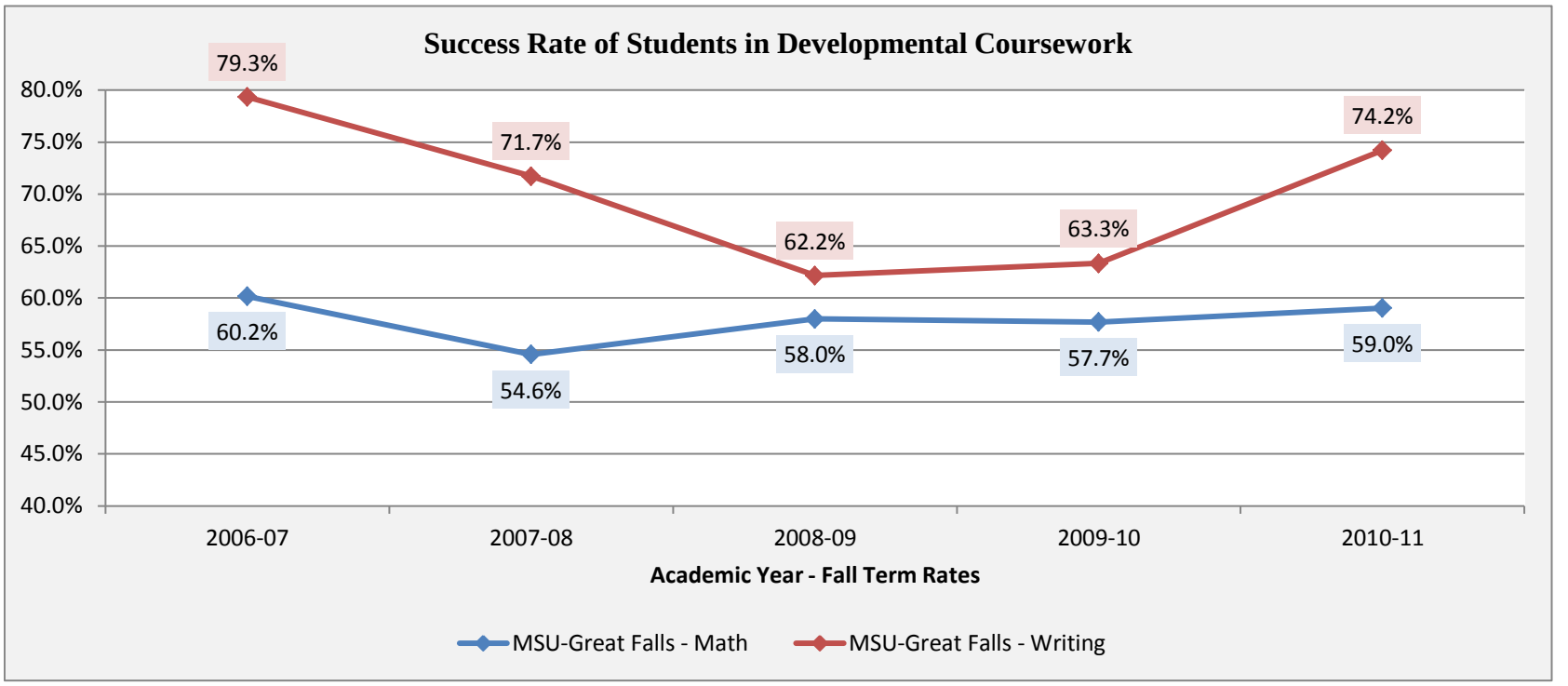
Aspirational Benchmark
NCCBP 90th Percentile Math Enrollee Success Rate - currently 68.20% (2010) & 75th Percentile Writing Enrollee Success Rate - currently 75.15% (2010)

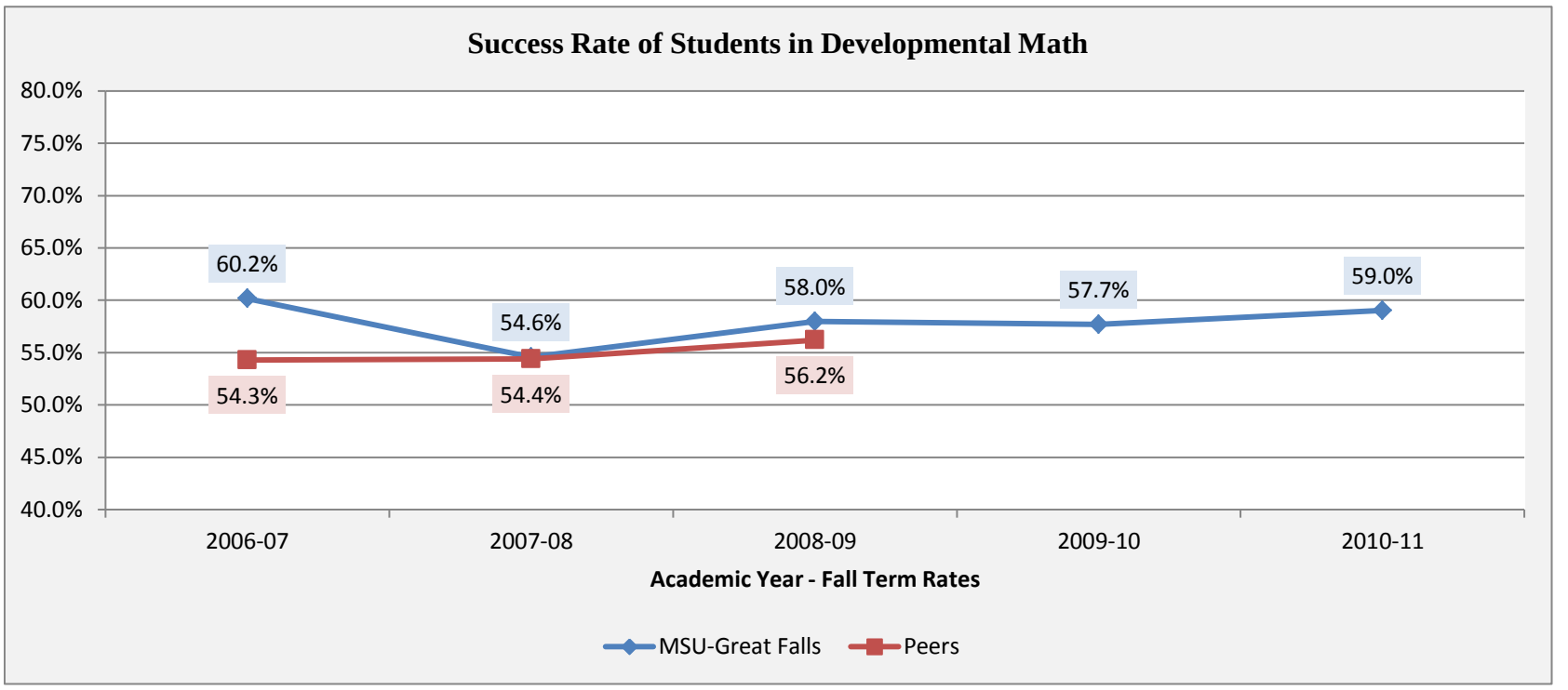
Core Themes
3. Academic Preparation

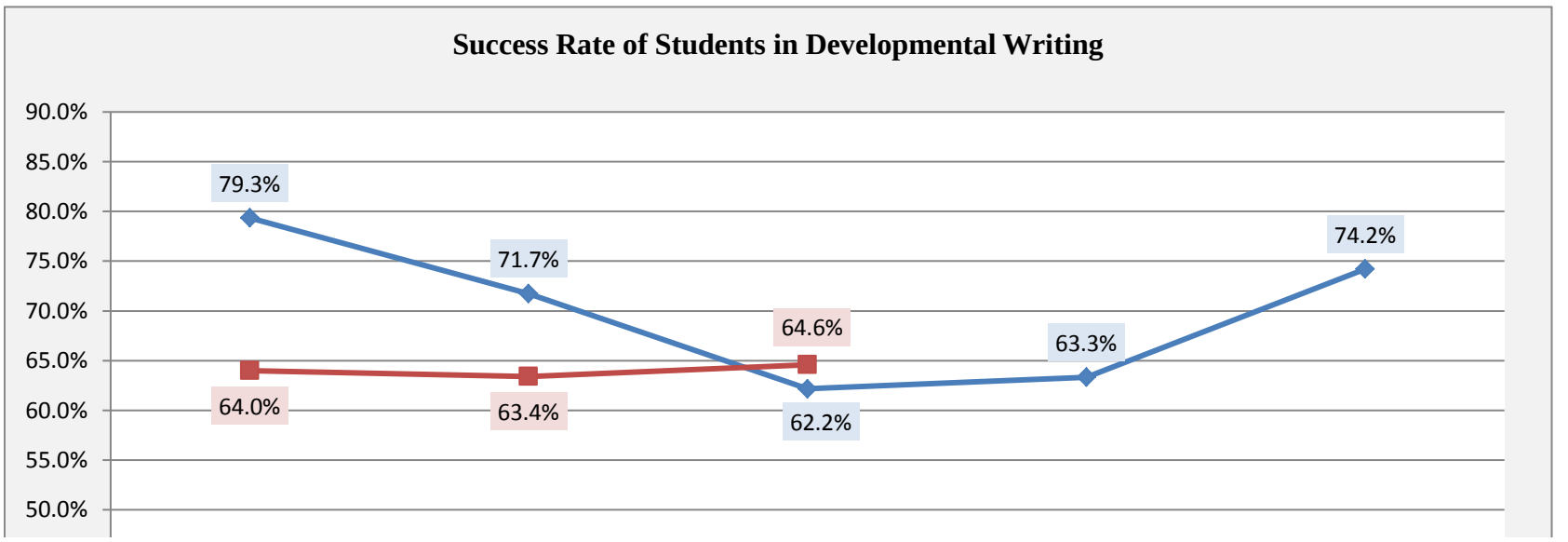
Summary
On average 58% of the MSU-Great Falls' students who enrolled in developmental math courses in the last five years were successful (completed the course with a C- or higher). The rates in math developmental coursework at MSU-Great Falls are similar to the median rate of NCCBP institutions. More students at MSU-Great Falls are successful in developmental writing courses than developmental math courses; over the last five years about 70% of students in these courses have been successful. In the falls of 2006 and 2007, MSU-Great Falls had significantly higher success rates than peer institutions in developmental writing courses; these rates dropped substantially in the next two fall terms, but increased in fall 2010 to 74%.

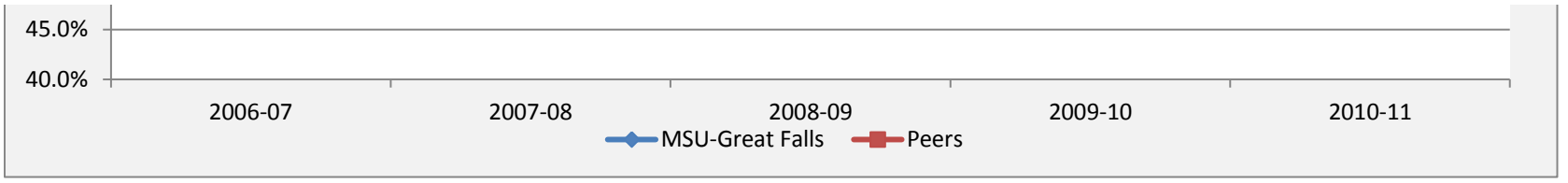
Implications
One of the College's core themes is academic preparation. We accomplish this in part by helping students become ready for college-level coursework in many fields, but primarily in math and writing Their success in these courses has been proven to increase their likelihood of persisting to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

Success of Remedial Students in Developmental Coursework








45.0%
40.0%
2006-07
2007-08
2008-09
2009-10
2010-11
MSU-Great Falls
Peers

Data

MSU-GF Developmental Coursework						
	Math Enrollments			Writing Enrollments		
AY	Total enrolled	Total C- or better	Percent	Total enrolled	Total C- or better	Percent
2006-07	359	216	60.2%	121	96	79.3%
2007-08	372	203	54.6%	99	71	71.7%
2008-09	407	236	58.0%	111	69	62.2%
2009-10	527	304	57.7%	120	76	63.3%
2010-11	532	314	59.0%	128	95	74.2%

Peer Data - Median Values		
AY	NCCBP Math	NCCBP Writing
2006-07	54.3%	64.0%
2007-08	54.4%	63.4%
2008-09	56.2%	64.6%
2009-10		
2010-11		

Core Indicator 7: Success of Remedial Students in First College-level Coursework

Statistics of Interest
The proportion of students who successfully complete the highest level developmental coursework, then enroll in related college level (100 level or above) courses, and then earn a grade of C- or better in the college level course. Statistics are collected for both Math and Writing/English coursework.

Frequency of Data Collection
Collected annually at end-of-term fall semester.

Recommended Method
Build a cohort of students who received passing grades in the highest level developmental math (090 or 095) and writing courses (WRIT 095) at the end of the previous fall term. Find the number of those students who enrolled subsequently in related college-level courses (100 level or above) within one subsequent academic year (the following spring, summer, or fall term), and then the number who completed the course successfully.

External Benchmark
NCCBP median values (Form 9).

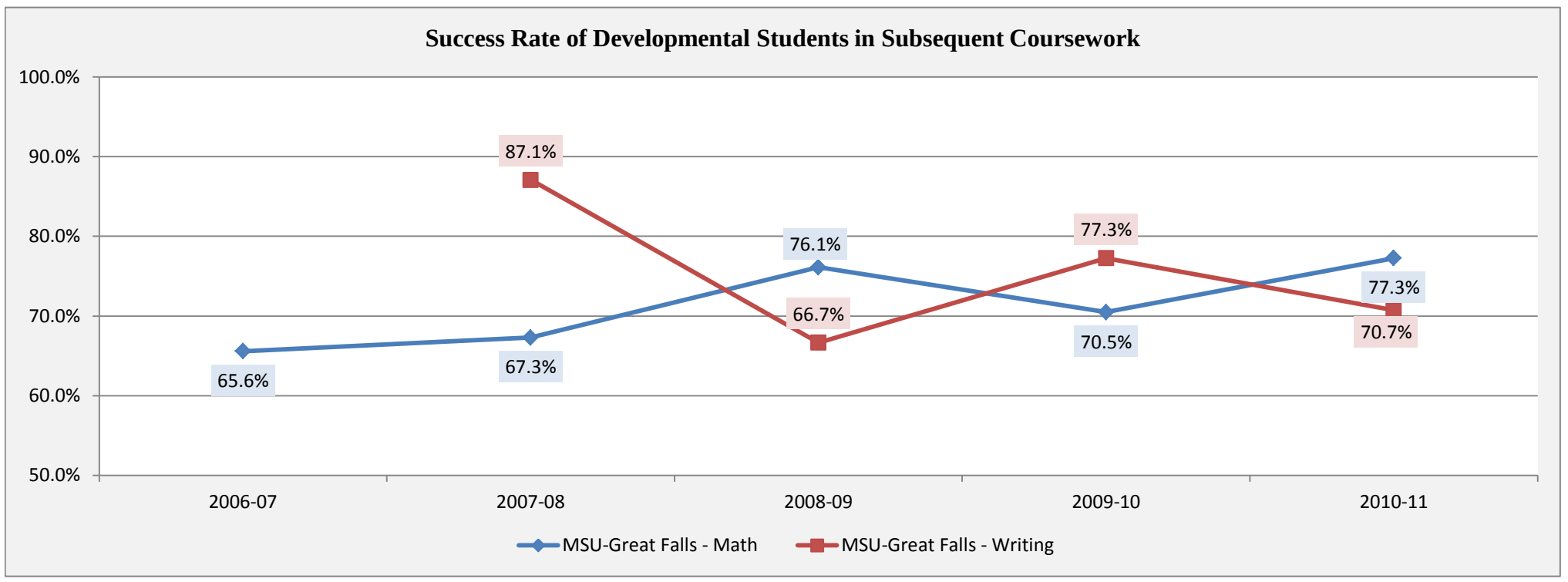
Aspirational Benchmark
NCCBP Form 9 - 90th Percentile Math Enrolled Success Rate - currently 79.40%; Writing Enrolled Success Rate - 82.11%

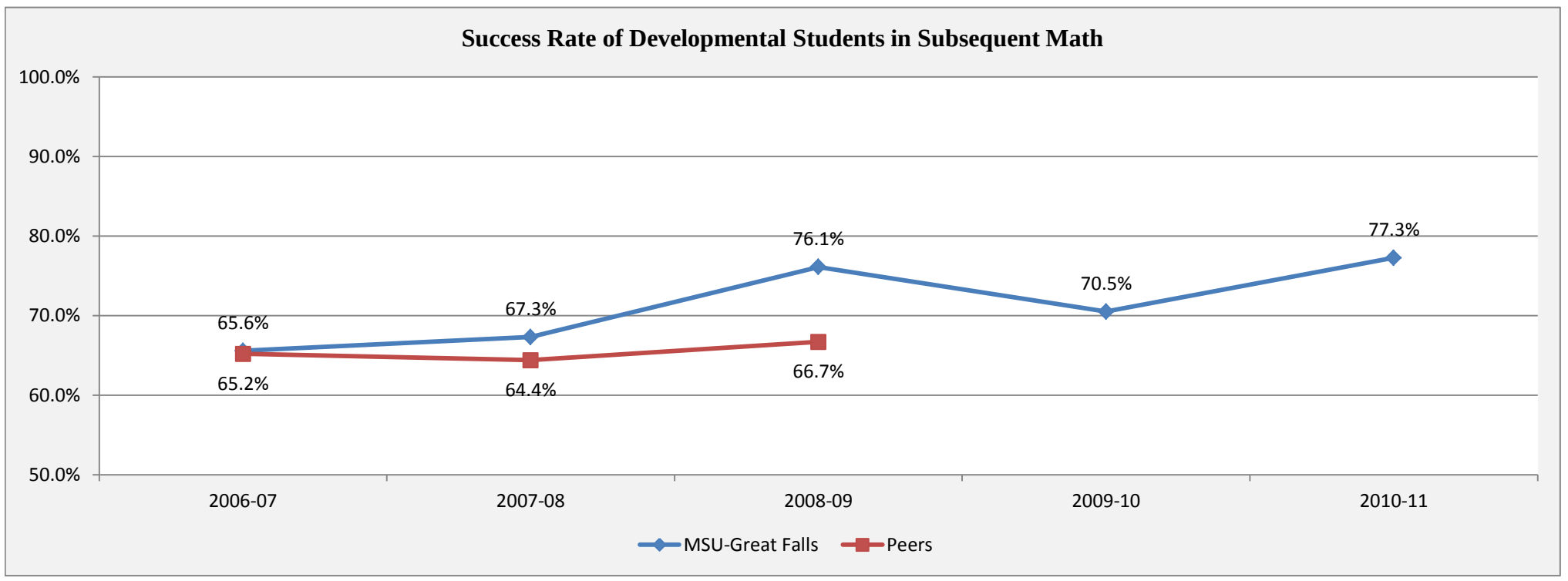
Core Themes
3. Academic Preparation

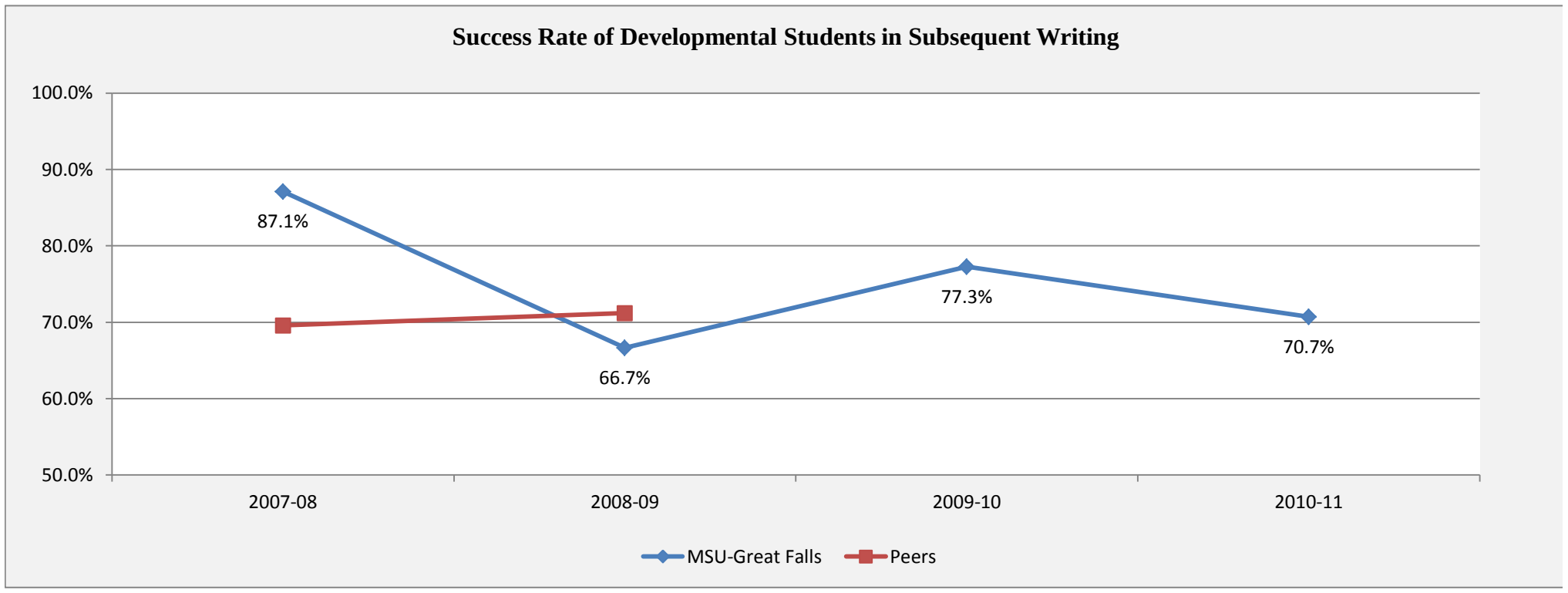
Summary
With relatively small sample sizes, the success rates of enrollees in developmental courses varies year to year for MSU-Great Falls. However, if we look at a three-year running average for students who were successful in the highest level developmental math (Math 090 and Math 095) and the percent who enrolled in and were successful in a college-level math course (defined to be anything 100 or more), the percentage is almost 75%. In general, MSU-Great Falls has performed slightly better than the NCCBP median rate.
With an even smaller sample size, the success rate for developmental writing courses has varied even more. Over the last three years, the running average was 72%. This is slightly more than the most recent median success rate for the NCCBP cohort of 71%.

Implications
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.

Success of Remedial Students in Subsequent Coursework







Data

MSU-GF Developmental Coursework										Peer Data - Median Values		
		Math				Writing						
AY	Fall Cohort	Successful Highest-Level Math Dev Enrollments (090/095) Fall	Number of Those Enrolled in College-Level Course in next academic year	Number of Those Successful in College-Level Course	Enrollee Success Rate	Successful Highest-Level Writ Dev Enrollments	Number Enrolled in College-Level Course in next academic year	Number Successful in College-Level Course	Enrollee Success Rate	Fall Cohort	NCCBP Math Enrollee Success Rate	NCCBP Writing Enrollee Success Rate
2006-07	2005	111	61	40	65.6%					2005	65.2%	70.4%
2007-08	2006	116	52	35	67.3%	51	31	27	87.1%	2006	64.4%	69.6%
2008-09	2007	130	67	51	76.1%	51	33	22	66.7%	2007	66.7%	71.2%
2009-10	2008	153	61	43	70.5%	50	44	34	77.3%			
2010-11	2009	190	88	68	77.3%	55	41	29	70.7%			

Core Indicator 8: Workforce Degree Production

Statistics of Interest
The number and proportions of applied degrees (AAS), certificates (CAS) and professional certifications granted annually by MSU-Great Falls.

Frequency of Data Collection
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.

External Benchmark
Use the median value of IPEDS peers for number of applied degrees (223 for 2010). No comparable peer data at this time for degree production rate..

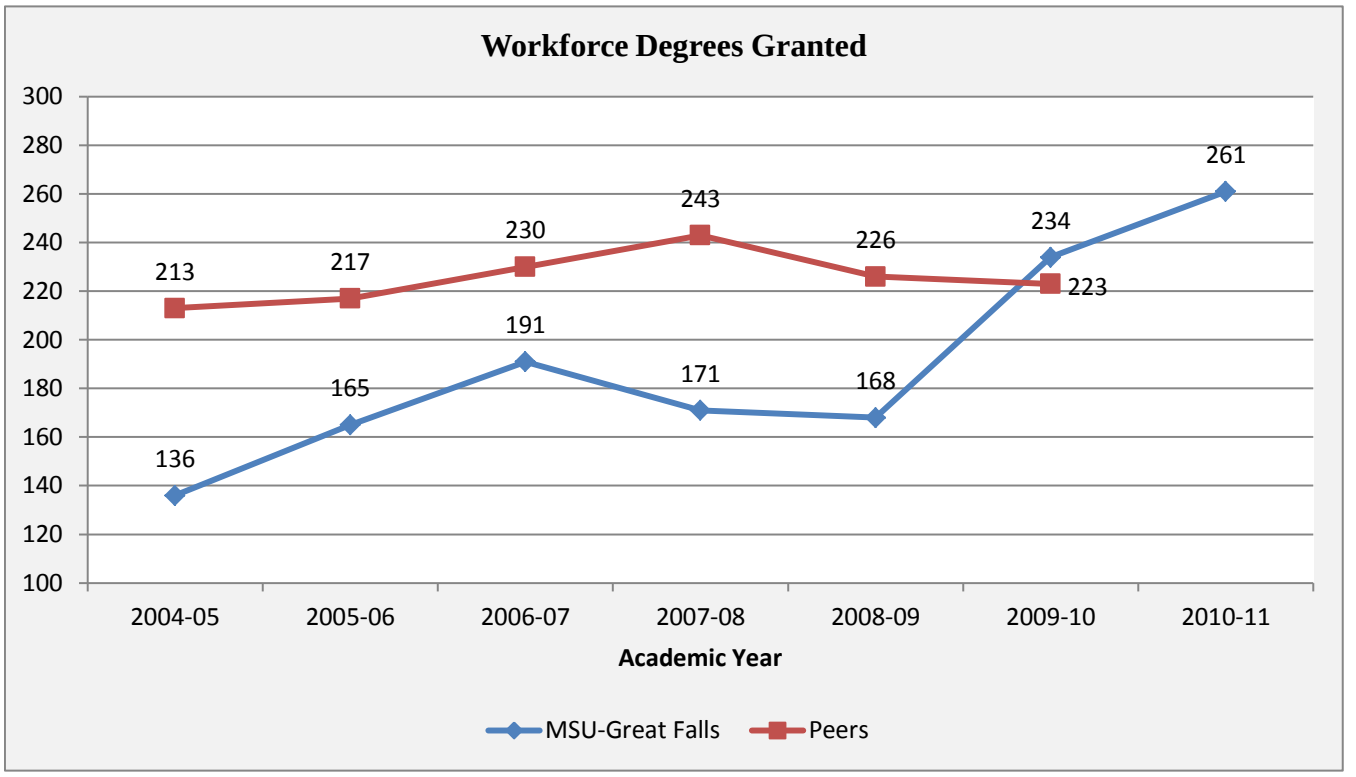
Aspirational Benchmark
For number of degrees use MSU-Great Falls' share of the additional degrees needed annual to reach National goal. Each year, we need 34 additional degrees/certificates (17 more applied, 17 more transfer). For degree production, analysis subcommittee will set - for AY 2011-12 set to be 35%.

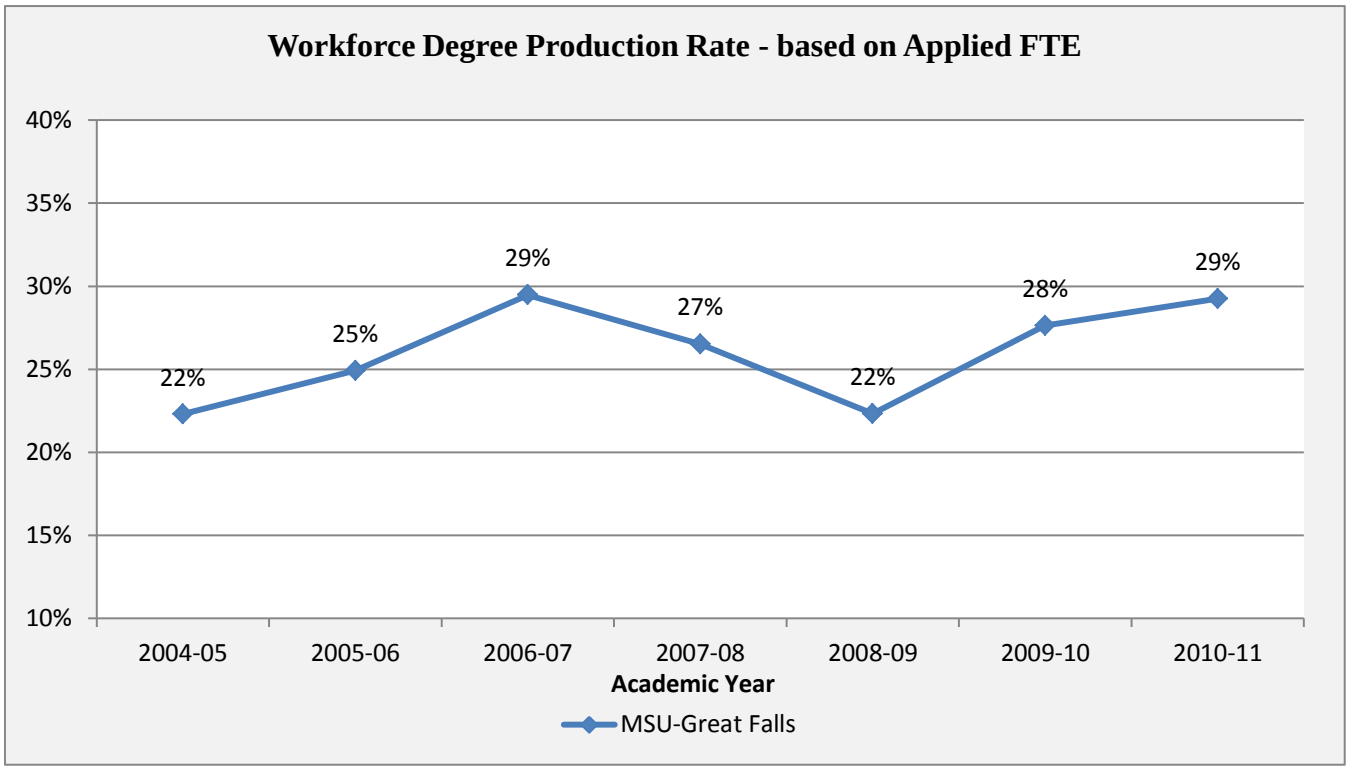
Core Themes
1. Workforce Development

Summary
In the 2010-2011 academic year, the number of workforce degrees granted increased at MSU-Great Falls by 12%. This corresponded to a 5% increase in the average annual FTE of students in applied programs. The production rate for this year increased slightly from 28% to 29%.
Comparisons between MSU-Great Falls and peer institutions are limited to the number of workforce degrees only, since FTE of applied programs only is not available for peer institutions. On this measure, MSU-Great Falls has seen more of a percentage increase (12%) in the number of workforce degrees granted than the median percentage increase (a 1% decrease this year) for peer institutions.

Implications
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.

Workforce Degree Production





Data

MSU-GF Workforce Degree Production				
AY	Average Total FTE for AY	Average FTE in applied programs for AY	Number of AAS, CAS, and Prof Certs this AY	Percent - Production Rate (applied FTE)
2004-05	1080	610	136	22%
2005-06	1080	662	165	25%
2006-07	1069	648	191	29%
2007-08	1035	645	171	27%
2008-09	1144	752	168	22%
2009-10	1313	847	234	28%
2010-11	1415	892	261	29%

Comparison Data - Median Values	
AY	Peer - Median Number of AAS, CAS, and Prof Certs
2004-05	213
2005-06	217
2006-07	230
2007-08	243
2008-09	226
2009-10	223
2010-11	

Core Indicator 9: Job Placement and Earnings

Statistics of Interest

Three statistics are utilized. First is a internal measure of job placement. This measure excludes students who are employed out of field and continuing their education and also excludes students who are only continuing their education from the placement rate. It finds the proportion of MSU-Great Falls' graduates earning a degree or certificate intended for immediate employment responding to the MSU-Great Falls graduate survey who reported being (1) employed in their field or (2) employed in their field and continuing their education.The second is a comparative measure of job placement, used to compare against NCCBP median values. This comparative measure includes the students excluded from the measure above, as NCCBP does. Lastly, the average hourly wage is calculated for all graduates employed for all four quarters in the year following their graduation.

Frequency of Data Collection

Hourly wage is collected annually, typically in the fall, and is provided to the College by OCHE. Graduation survey data is available late in the fall.

Recommended Method

At the end of term fall semester, calculate the proportion of workforce degree 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. 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 08/09 academic year, would be calculated at the end of fall semester of the 09/10 academic year.
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.

External Benchmark

The proportion benchmarks against the median values for career program completers employed in a related field of all two-year colleges participating in the NCCBP (Form 10). Data for Montana's average individual earnings for the most recent year, for which data is available, is presented for informational purposes only; it is not benchmarked against the hourly wages.

Aspirational Benchmark

NCCBP Form 10 - % Employed in Related Field - 75th percentile (73% for 2010). There is no aspirational benchmark for hourly wages.

Core Themes

1. Workforce Development

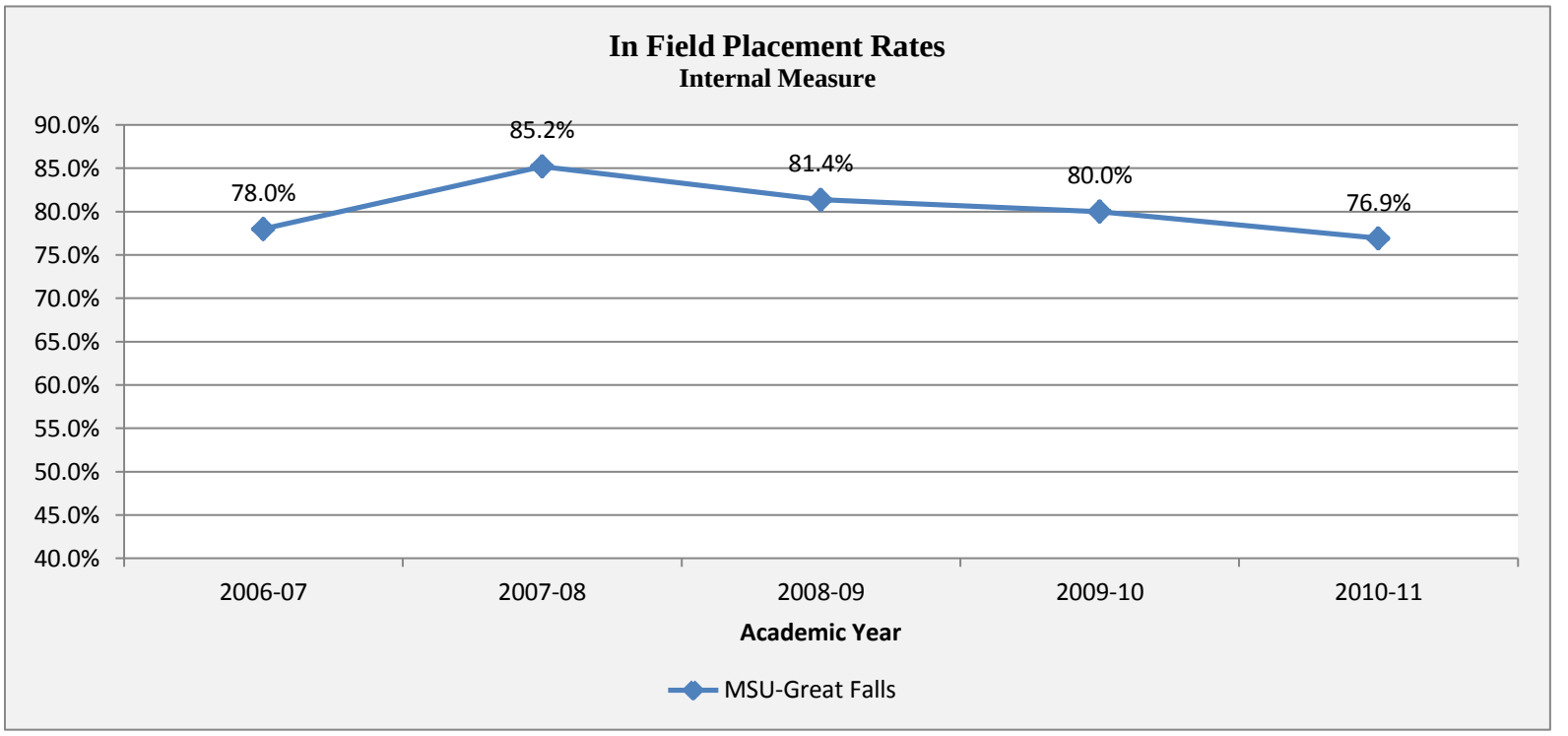
Summary

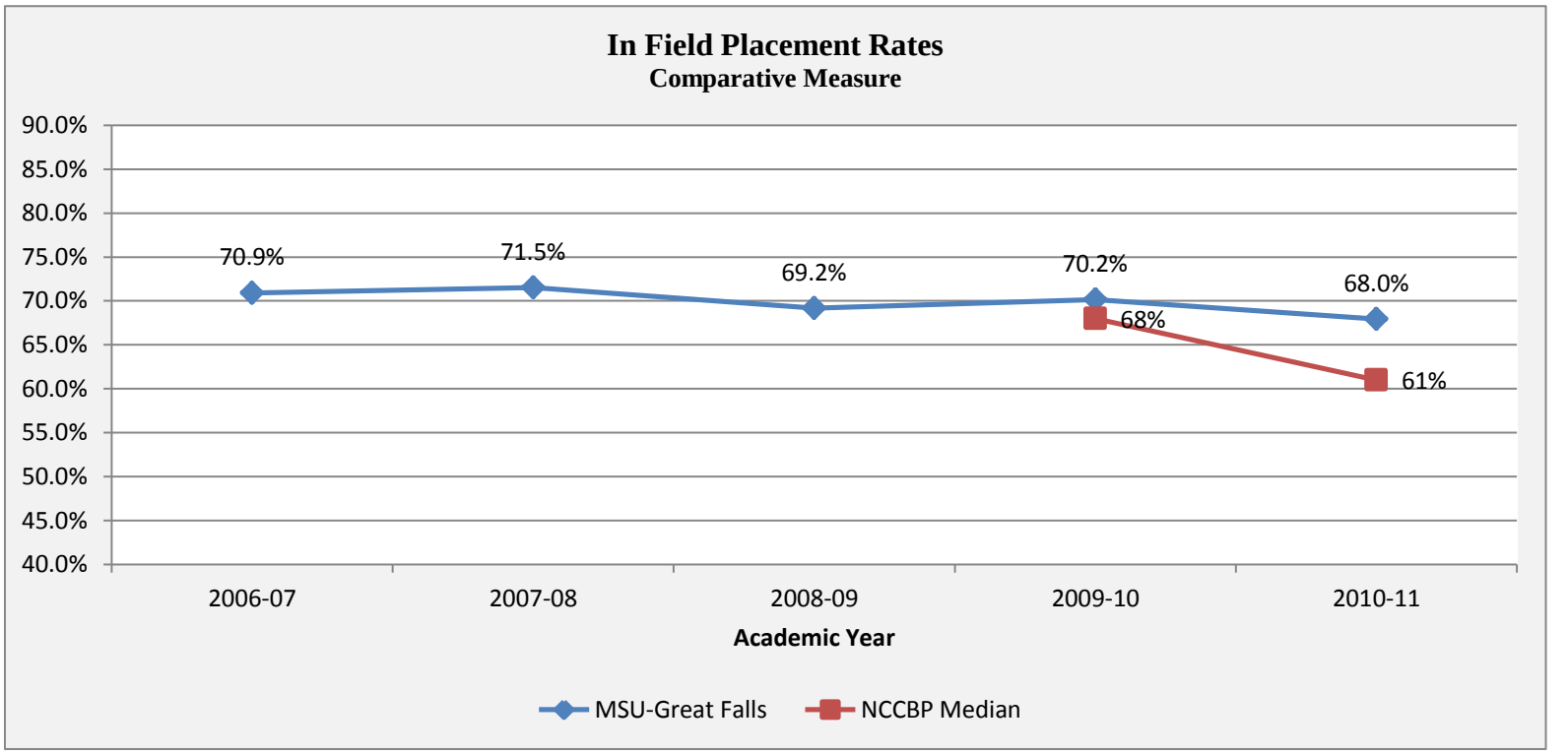
Internal measures of job placement rates have averaged about 80% over the last five years. Comparative in field placement rates at MSU-Great Falls are higher than the median rate at NCCBP peer institutions. The rate at MSU-Great Falls has been around 70% for the last few years. Average hourly wages for graduates, however, are lower than the average hourly wage for all of Montana. There may be a number of reasons for this: prior to 2009-2010, wage data was calculated from the College's graduate survey, the wages of recent graduates will be less than the wages of ALL employed Montanans who may have many years of experience in a field, and all career fields are included in the average hourly Montana rate shown.

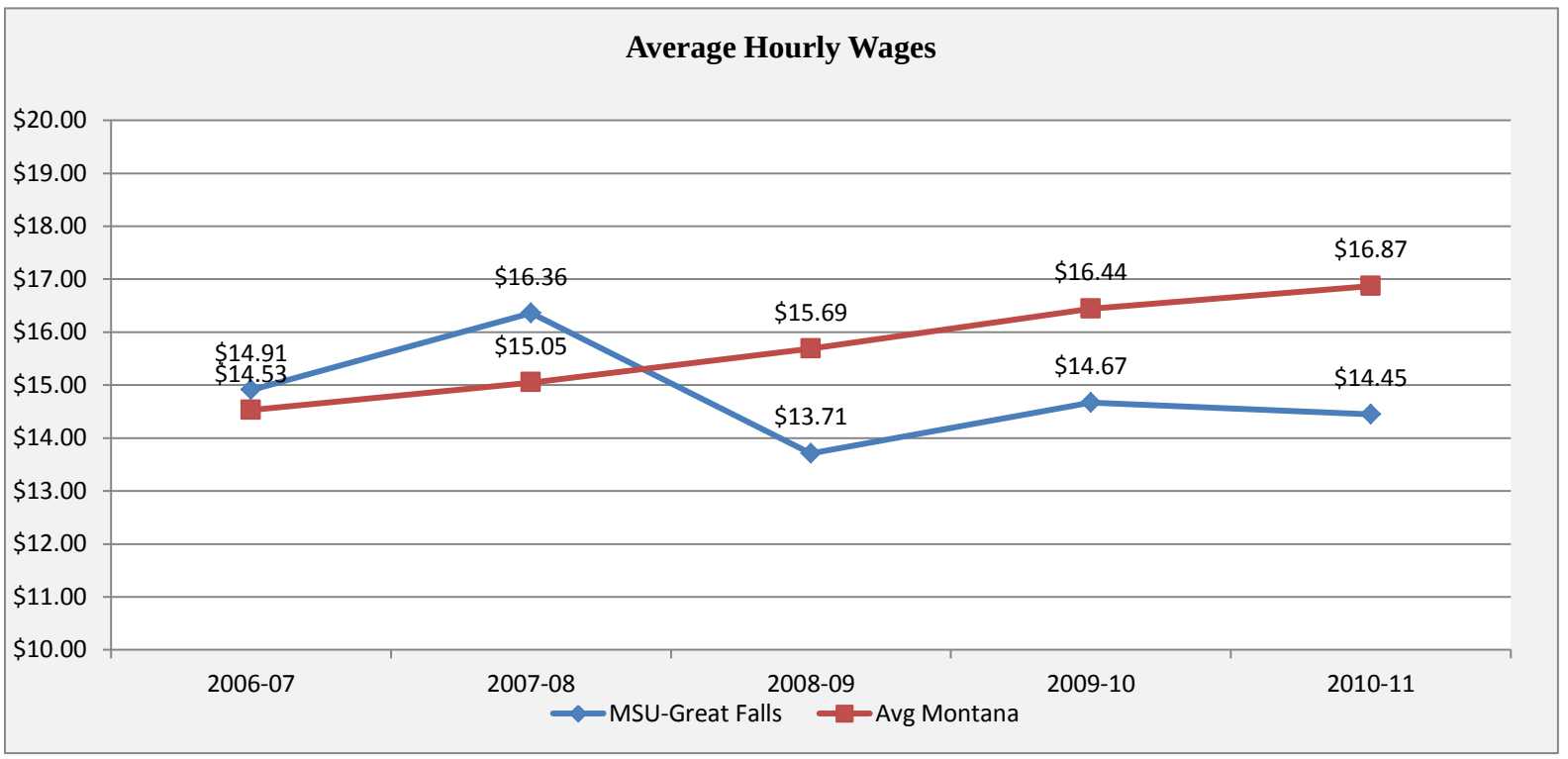
Implications

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.

Job Placement and Earnings






Average Hourly Wages
$20.00
$19.00
$18.00
$17.00
$16.00
$15.00
$14.00
$13.00
$12.00
$11.00
$10.00
$14.91
$14.53
$16.36
$15.05
$15.69
$13.71
$16.44
$14.67
$16.87
$14.45
2006-07
2007-08
2008-09
2009-10
2010-11
MSU-Great Falls
Avg Montana

Data

MSU-GF In Field Placement									
AY	Grad Year	Respondents - Health Sciences & BTT Only	In Field	In Field & Cont. Education	Not In Field, Continuing Education	Cont Ed Only	Placement Rate - Internal Measure	Placement Rate - NCCBP Comp	Average Hourly Wages
2006-07	2005-06	110	60	18		10	78.0%	70.9%	$14.91
2007-08	2006-07	137	68	30	3	19	85.2%	71.5%	$16.36
2008-09	2007-08	120	70	13	1	17	81.4%	69.2%	$13.71
2009-10	2008-09	57	34	6	2	5	80.0%	70.2%	$14.67
2010-11	2009-10	103	54	16	2	10	76.9%	68.0%	$14.45
2011-12	2010-11								

Peer Data		
AY	Montana Avg Hourly Wages	NCCBP Median Placement Rate
2005-06	$14.53	
2006-07	$15.05	
2007-08	$15.69	
2008-09	$16.44	68%
2009-10	$16.87	61%
2010-11	$17.35	

Core Indicator10: License and Certification Pass Rates

Statistic of Interest
The proportion of MSU-Great Falls students who attempt an industry license or certification exam and successfully pass earning an industry recognized/required credential. *Note: At this time, accurate data is only available for the Health Sciences division.*

Frequency of Data Collection
Collected annually, typically in the fall, through a survey of academic program directors who track and report the licensing and certification pass rates of their students.

Recommended Method
A requirement for the 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 program with an industry recognized certification or license and (2) attempt the license or certification examination. The percentage of those who pass is recorded.

External Benchmark
No external benchmark at this time. Per Health Sciences division director, many external agencies use 80%.

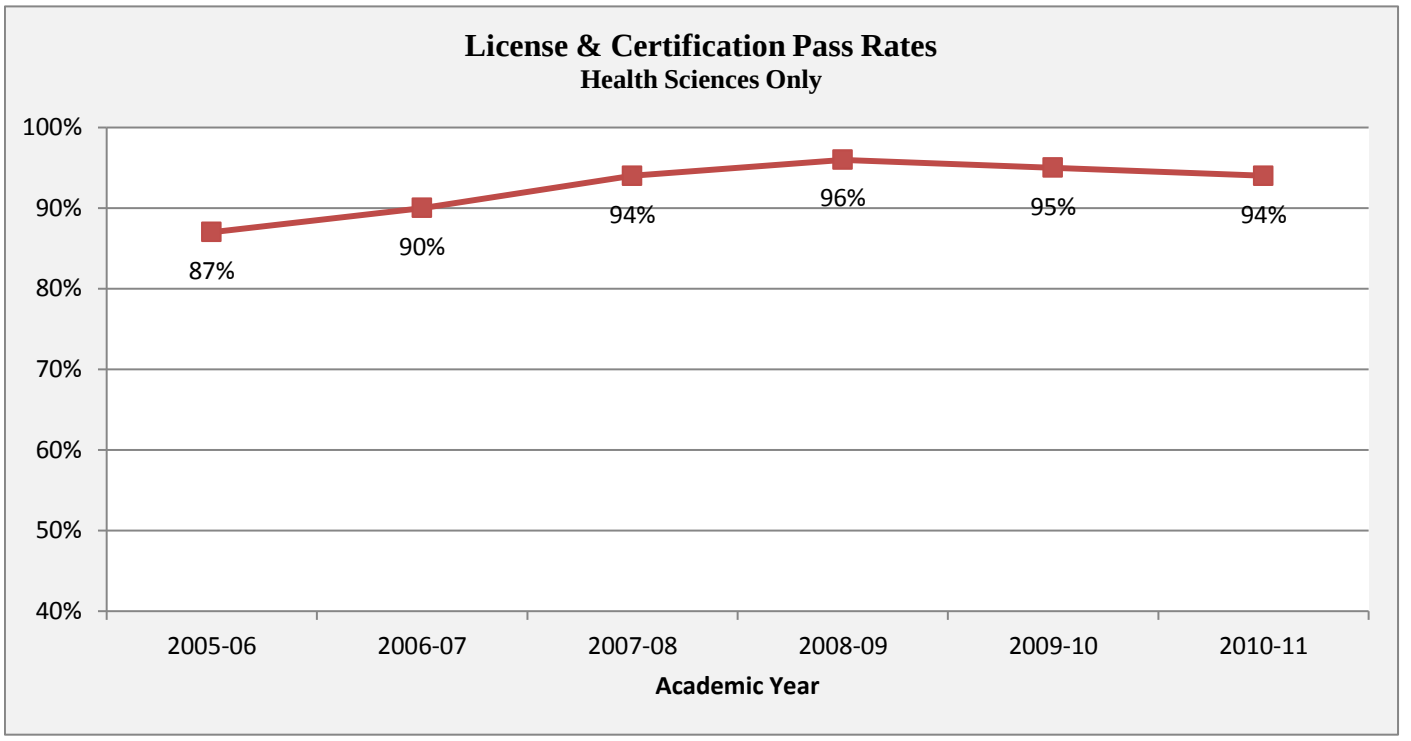
Aspirational Benchmark
100% - per Health Sciences Division Director

Core Themes
1. Workforce Development

Summary
Pass rates for the health sciences are high. On average, over 90% of those students who attempt an exam, pass it. Currently data is only available for health sciences.

Implications
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 (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.

License and Certification Pass Rates



Data

MSU-GF Pass Rates	
AY	Pass Rates (only Health Sciences)
2005-06	87%
2006-07	90%
2007-08	94%
2008-09	96%
2009-10	95%
2010-11	94%

Core Indicator11: 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 they are "somewhat", "very", or "extremely" satisfied with the graduate's preparation.

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 and Great Fall Development Authority. This statistic will be derived from questions asking if the employers have hired recent graduates of MSU-Great Falls and their ranking of the preparation of these employees.

External Benchmark
Median score of NCCBP's values on employer satisfaction; currently 95% for 2010. Form 10.

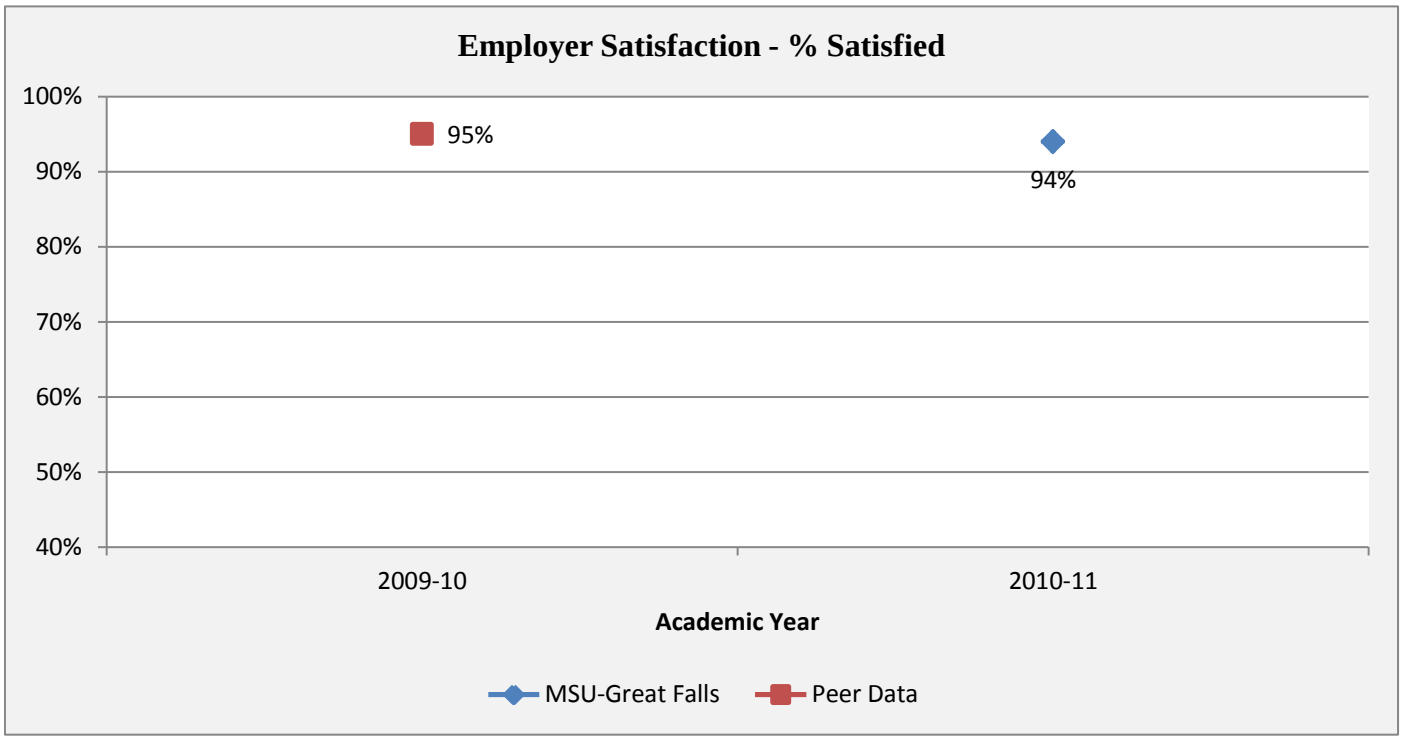
Aspirational Benchmark
NCCBP 75th Percentile on Employers Satisfied with Preparation (100% for 2010).

Core Themes
1. Workforce Development

Summary
Ninety-four percent of surveyed employers who had employed MSU-Great Falls' graduates indicated they were satisfied with the overall preparation of these employees. This is just slightly lower than the 95% satisfaction rate reported by NCCBP peer institutions.

Implications
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.

Employer Satisfaction with Graduates



Data

MSU-Great Falls Data	
AY	% Hiring Employers Satisfied
2009-10	
2010-11	94%

Peer Data	
AY	NCCBP Median Satisfaction Rate
2009-10	95%
2010-11	

Core Indicator 12: Transfer Degree Production

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

Frequency of Data Collection
Degree production data are collected annually at the end of term spring semester.

Recommended Method
Degree production data are derived from the number of Associate of Science degrees, Associate of Arts degrees, and MUS Cores awarded annually divided by the average annual FTE in transfer programs for the same academic year.

External Benchmark
No comparable peer data at this time.

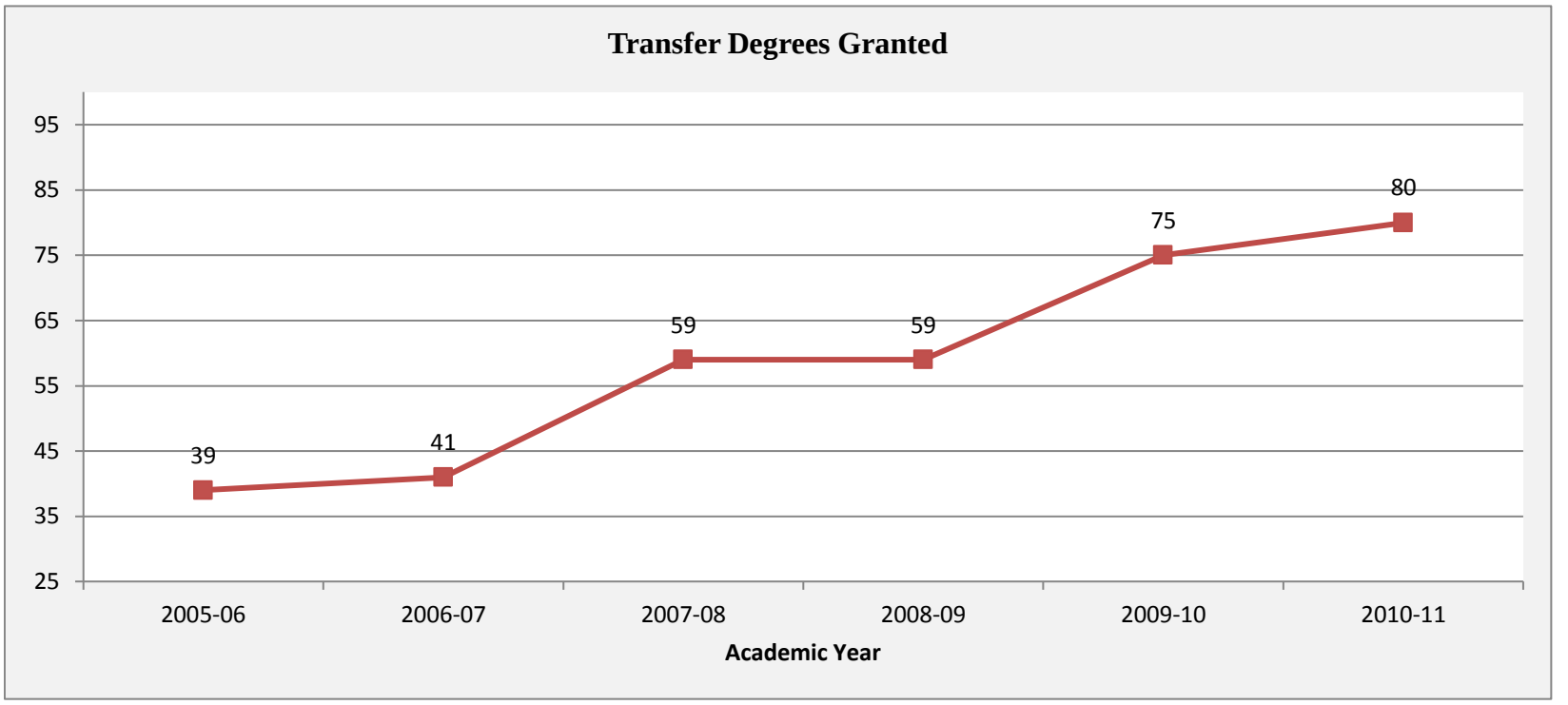
Aspirational Benchmark
Additional 17 per year for count according to MSU-Great Falls' share of *American Graduation Initiative* . Analysis subcommittee set aspirational benchmark of 25% for transfer degree production rate (based on # of degrees).

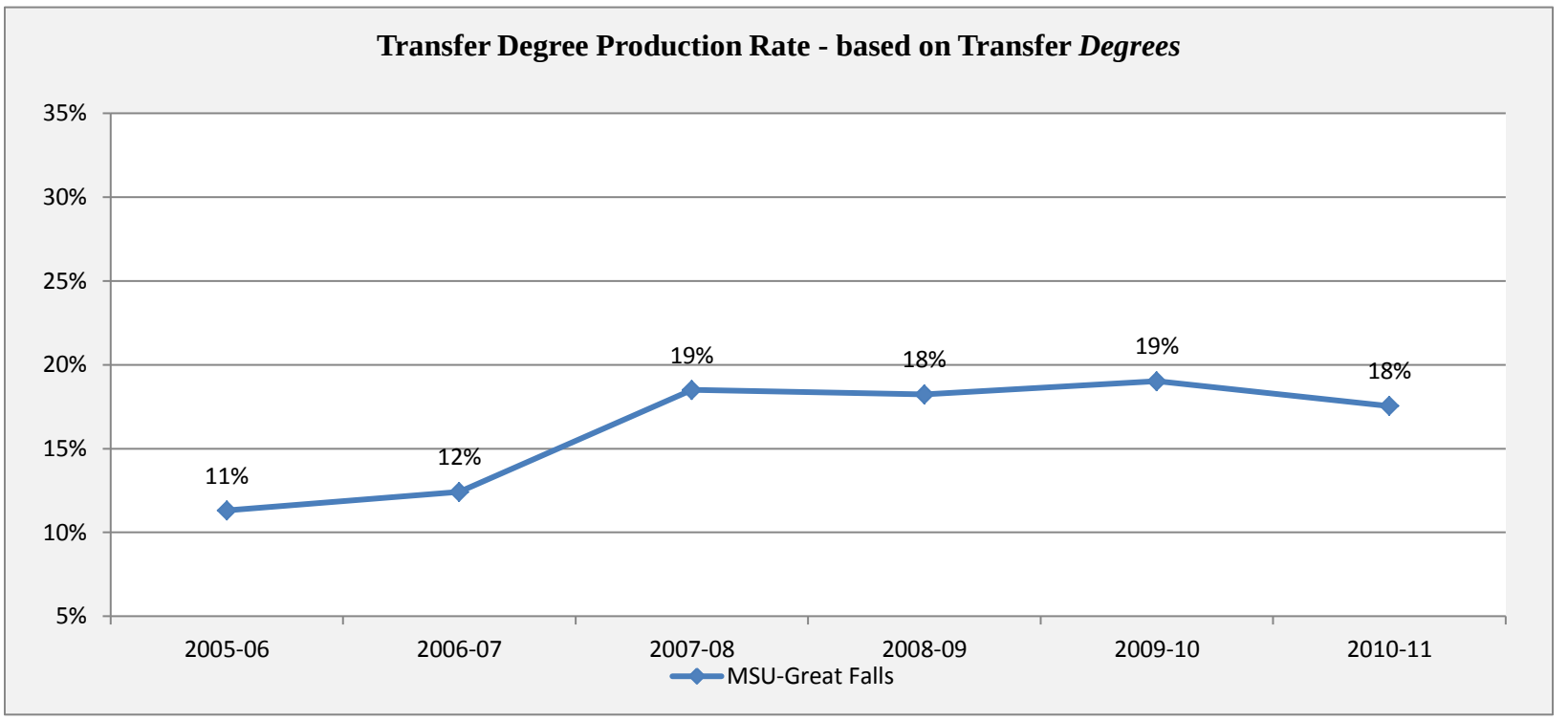
Core Themes
2. Transfer Preparation

Summary
The number of transfer degrees granted increased in 2010-2011, as did overall enrollment in transfer programs. One of MSU-Great Falls' strategic priorities is to increase the number of students in transfer programs - this number increased by 16% last year.

Implications
The transfer program at the College 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 percentage of the total student FTE seeking a transfer credential, allows the College to monitor the annual success rate of students in obtaining these credentials.

Transfer Degree Production





Data

MSU-GF Transfer Degree Production					
AY	Unduplicated Headcount	Average FTE in transfer programs	Transfer Degrees (AS,AA, MUS)	Transfer Degree Unique Graduates	Percent - Production Rate (using degrees)
2005-06	660	345	39	38	11%
2006-07	643	330	41	40	12%
2007-08	601	319	59	50	19%
2008-09	621	324	59	47	18%
2009-10	722	394	75	68	19%
2010-11	828	456	80	72	18%

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) were enrolled in a transfer program, (3) are not enrolled at MSU-Great Falls in fall semester, and (4) are enrolled at a four-year campus.

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, (2) were 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 four-year campus participating in the National Student Clearinghouse.

External Benchmark
None at this time.

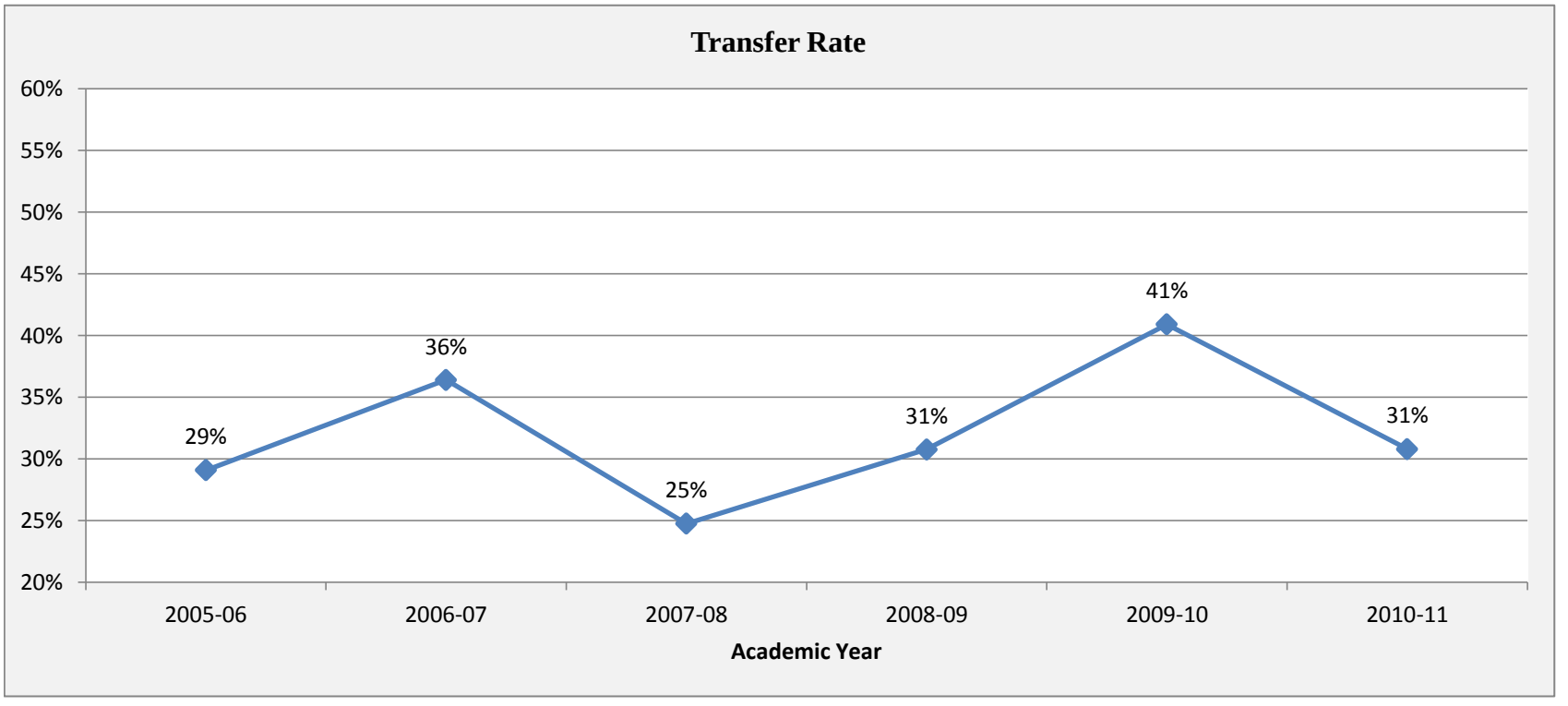
Aspirational Benchmark
Set by analysis subcommittee- currently 50% (set May 2011).

Core Themes
2. Transfer Preparation

Summary
The transfer rate has averaged about 33% in the last three years. After an increase to 41% for the 2009-2010 academic year, the transfer rate for the 2010-2011 academic year decreased to 31%. This value has varied over the years. One of MSU-Great Falls' strategic priorities is to increase the number of students in transfer programs - this goal has been accomplished, now the work continues to ensure that these students actually do transfer to a four-year institution.

Implications
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.

Transfer Preparation and Matriculation Rates



Data

MSU-GF Transfer Rate				
AY	Student Year	Number in cohort - 12 or more credits, in AA, AS Not here next fall	Number enrolled in NSC four-year	Transfer Rate
2005-06	2004-05	251	73	29%
2006-07	2005-06	228	83	36%
2007-08	2006-07	210	52	25%
2008-09	2007-08	221	68	31%
2009-10	2008-09	198	81	41%
2010-11	2009-10	250	77	31%

Core Indicator 14: Performance After Transfer

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

Frequency of Data Collection
Annually in fall semester. (*Note: Graduation warehouse files aren't due to Tyler until Sept/Oct).*

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

External Benchmark
None at this time.

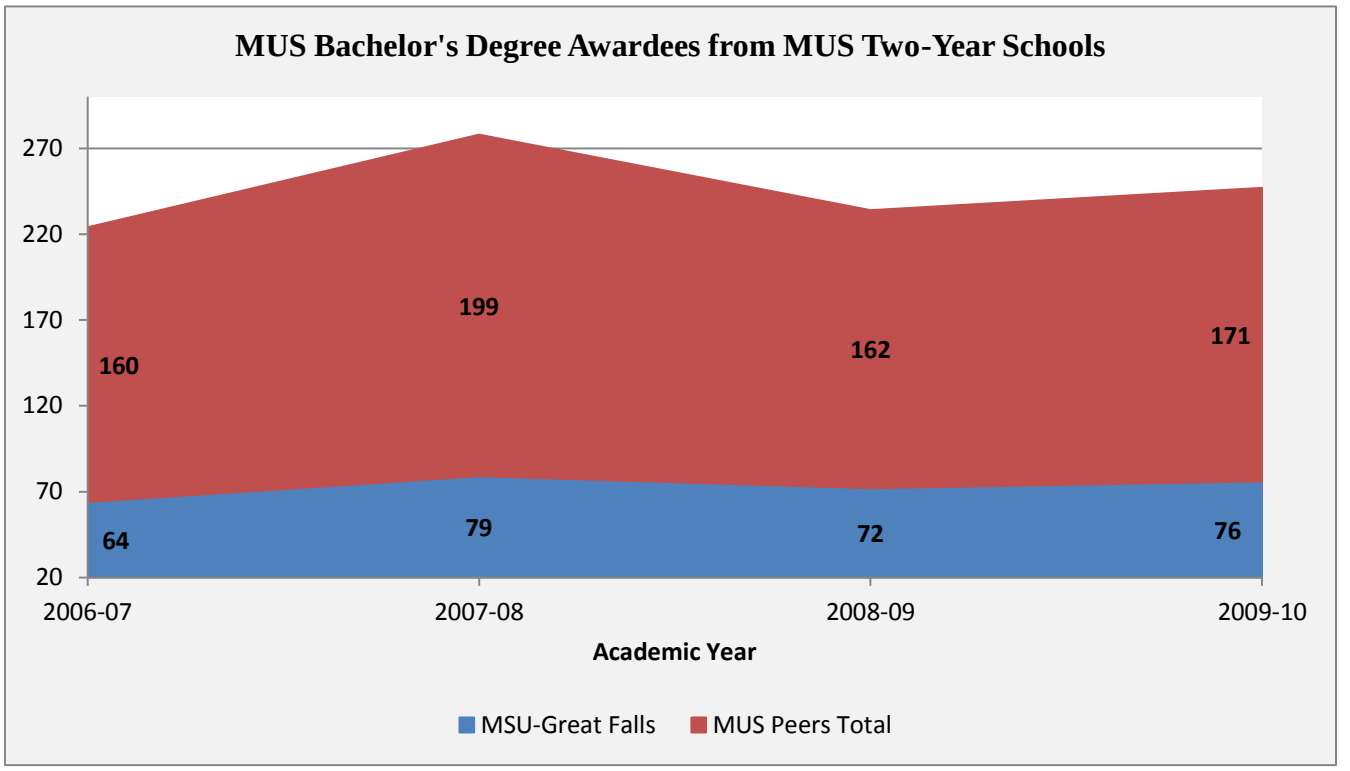
Aspirational Benchmark
None.

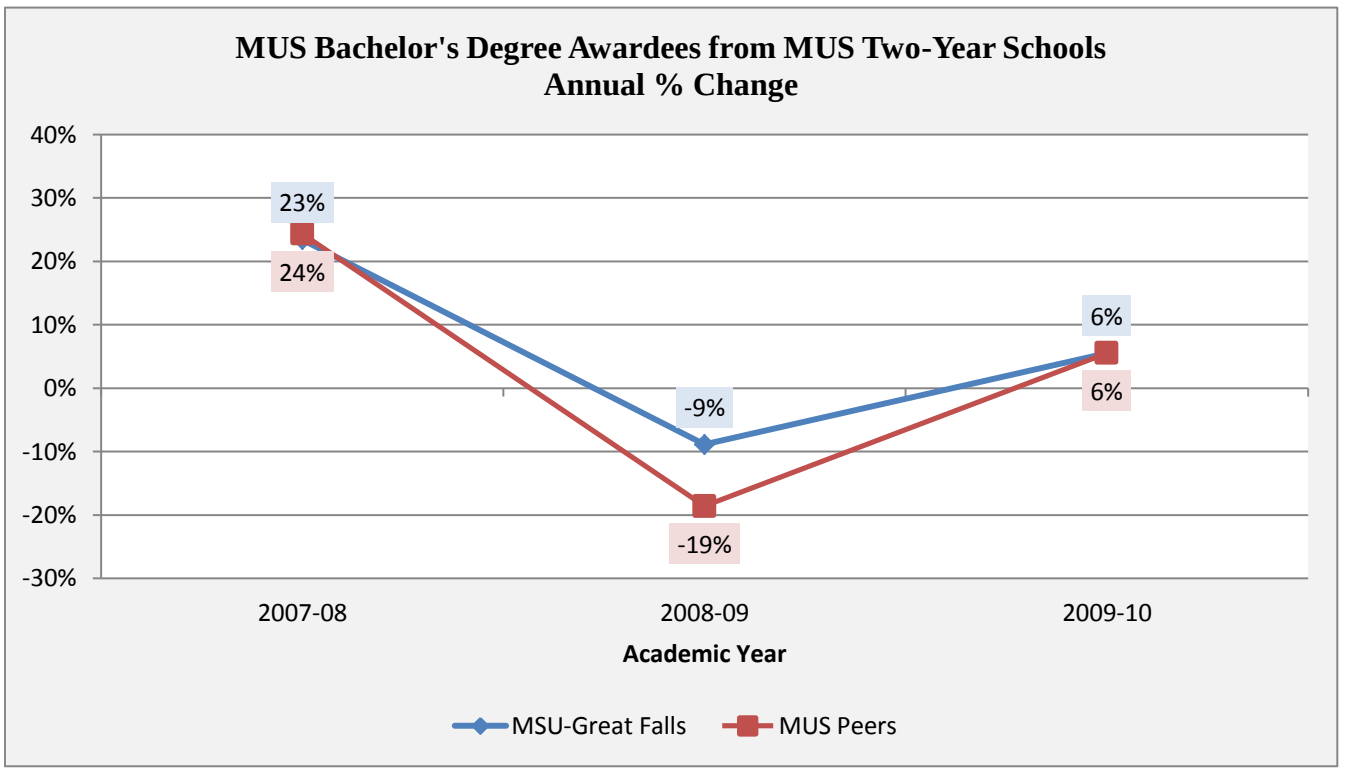
Core Themes
2. Transfer Preparation

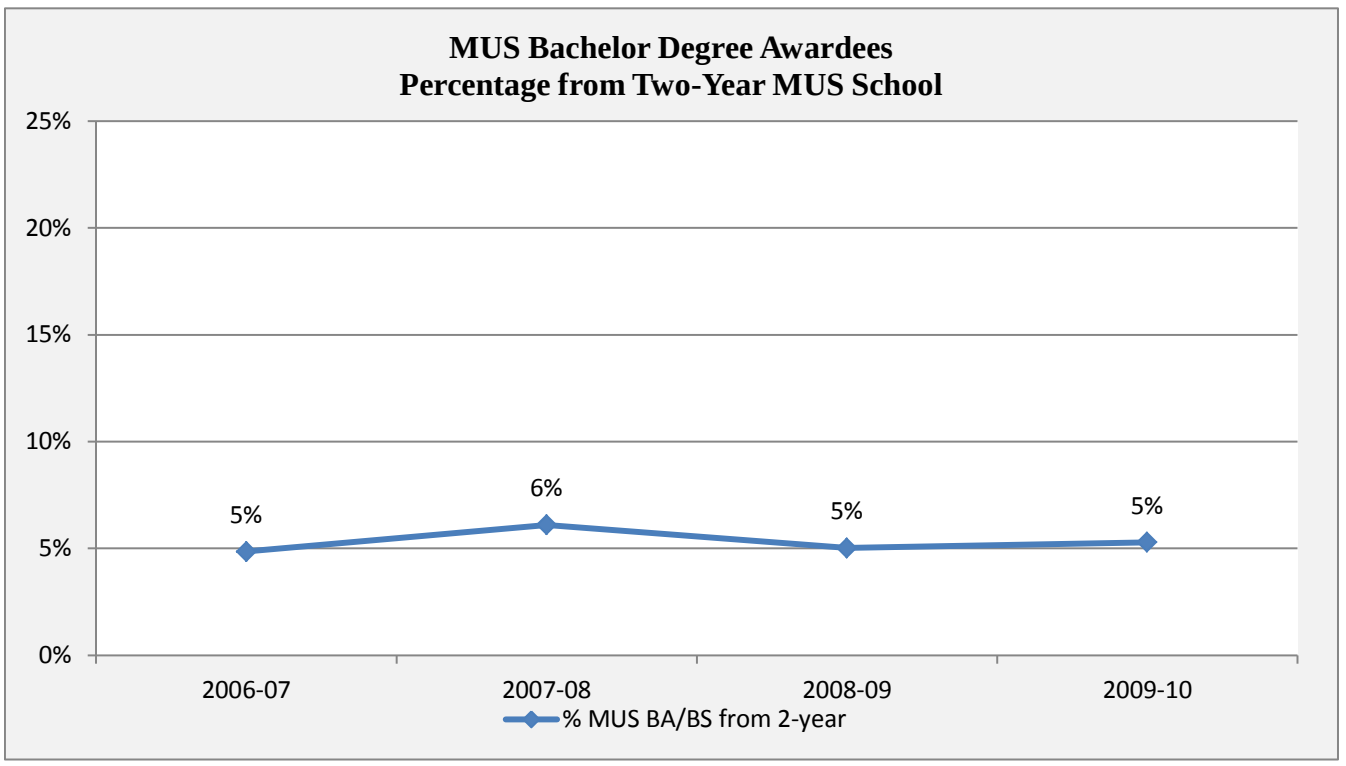
Summary
MSU-Great Falls is producing more transfer students who go on to complete their bachelor's degrees at an MUS institution than all other MUS two-year institutions, with the exception of Flathead Valley Community College. However, in general, all MUS two-year institutions produce only about 5% of the bachelor's degree recipients at all MUS four-year institutions in a given academic year.

Implications
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 students do not only complete their transfer credential and successfully matriculate at a four-year institution, but also that these students 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 institutions.

Performance After Transfer






MUS Bachelor Degree Awardees
Percentage from Two-Year MUS School
25%
20%
15%
10%
5%
0%
5%
6%
5%
5%
2006-07
2007-08
2008-09
2009-10
% MUS BA/BS from 2-year

Data

Degree Attainment After Transfer								
AY	Number of MUS BA/BS degrees from MSU-GF	% Change from Prior Year	Total Number of MUS BA/BS degrees from Peers	% Change from Prior Year	Average Number of MUS BA/BS degrees from Peers	MUS Total BA/BS Degrees	% Change from Prior Year	% MUS BA/BS from 2-year
2006-07	64		160		23	4617		5%
2007-08	79	23%	199	24%	28	4554	-1%	6%
2008-09	72	-9%	162	-19%	23	4662	2%	5%
2009-10	76	6%	171	6%	24	4672	0%	5%
2010-11								

Core Indicator 15: Participation (Professional and Continuing Education)

Statistic of Interest
The total unduplicated annual student headcount and total number of student enrollments in professional and continuing education (094 and 194) coursework 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.

External Benchmark
None at this time.

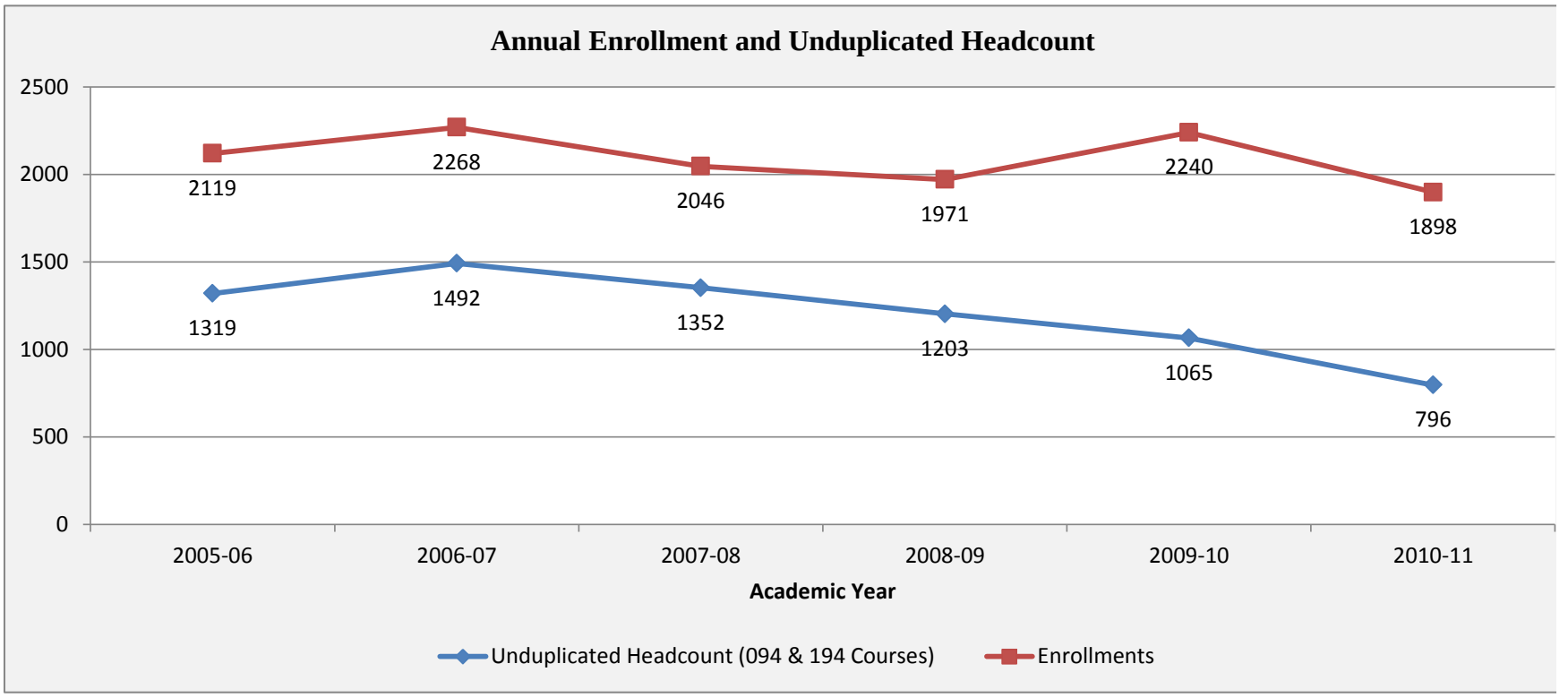
Aspirational Benchmark
Ten percent increase in 094 student unduplicated headcount and total enrollments. For 2011-12 this would be an additional 53 unduplicated headcount in 094 courses (for a total headcount of 586) and an additional 190 enrollments (for a total of 2,088).

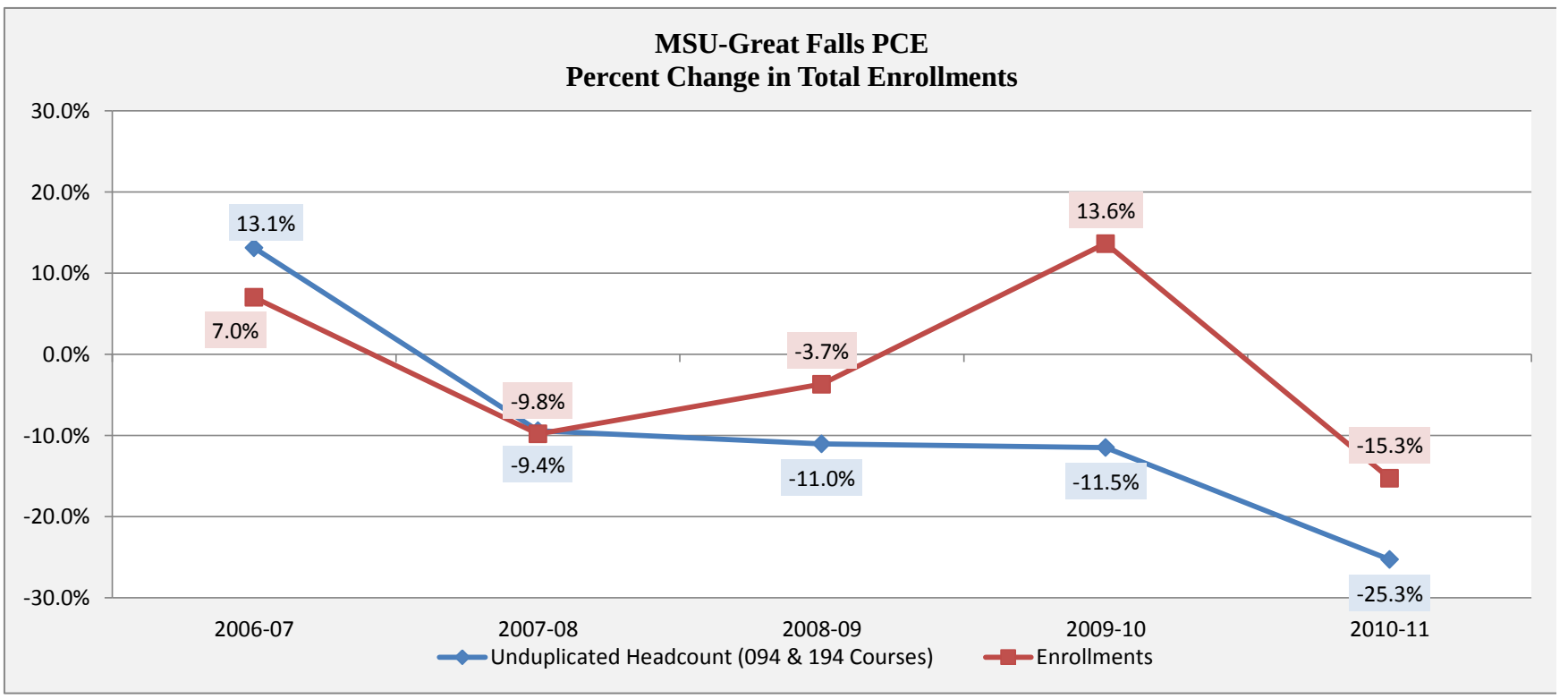
Core Themes
1. Workforce Development
4. Community Development

Summary
There seems to have been a substantial decrease (25%) in unduplicated headcount from the 2009-2010 academic year to the 2010-2011 academic year. Total enrollments also decreased, but only by 15%. This indicates that fewer students are each taking more classes (on average 2.4 courses in the academic year). There are a number of possible reasons for this, including the current economic climate.

Implications
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.

Participation - Professional and Continuing Education





Data

MSU-GF Headcount & Enrollment							
AY	Unduplicated Headcount (094/199 Only)	Unduplicated Headcount (194/116 Only)	Unduplicated Headcount (094 & 194 Courses)	Diff	Enrollments	Diff	Enrollments/Undup HC
2005-06			1319		2119		1.6
2006-07	1389	109	1492	13.1%	2268	7.0%	1.5
2007-08	1179	189	1352	-9.4%	2046	-9.8%	1.5
2008-09	1008	209	1203	-11.0%	1971	-3.7%	1.6
2009-10	769	311	1065	-11.5%	2240	13.6%	2.1
2010-11	533	282	796	-25.3%	1898	-15.3%	2.4

Core Indicator 16: Business & Industry Training

Statistic of Interest

Two statistics are tracked. First is the total duplicated headcount of participants in non-credit business and industry trainings offered by the College in an academic year. The second is the total number of businesses served through business and industry training in an academic year.

Frequency of Data Collection
Collected annually at the end of the fiscal year.

Recommended Method
Data should be requested and received from the Department of Outreach and Workforce Development, which will provide both duplicate headcount and number of companies served through contract training during the academic year. In addition, this office will provide the number of third-party billings for non-credit continuing education courses (094 courses). The courses included in this measure are: on-site scheduled vocational courses, contract vocational training on- and off-campus that are not eligible for Title IV federal financial aid, and continuing professional education. It **does not include** internal staff development, community service activities, adult basic education, ESL courses, and cultural activities. Customized training enrollment numbers are received from Outreach; 094 professional course enrollments are found by excluding those department/courses which are cultural or recreational in nature (for FY 11 excluded ART, EDU, EET, GE, GEOL, HHD, HSTA, M, MUSI, SCI, WRIT). Outreach will provide the list of excluded departments each year.

External Benchmark
NCCBP Median value of duplicated headcount B&I productivity (Form 15) and total number of companies served.

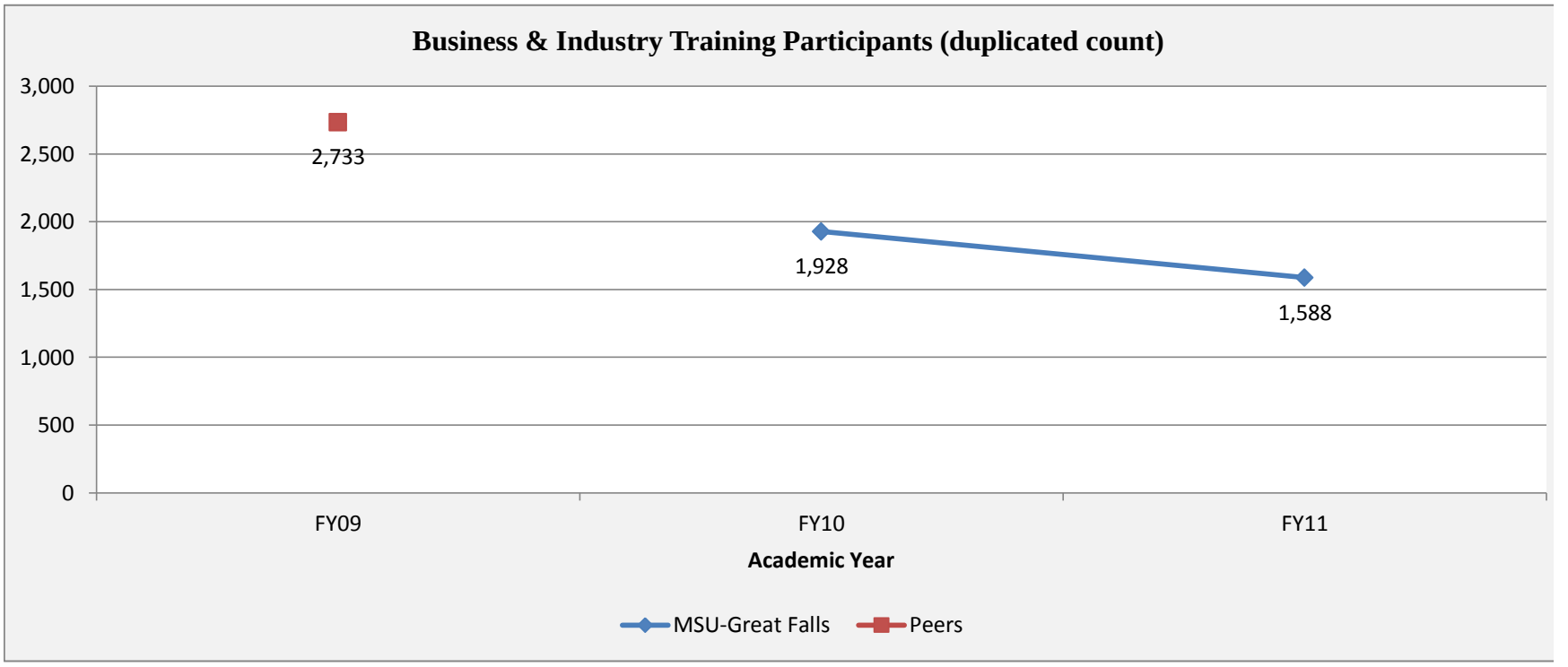
Aspirational Benchmark
NCCBP Median number of companies served (currently 61 for 2010).

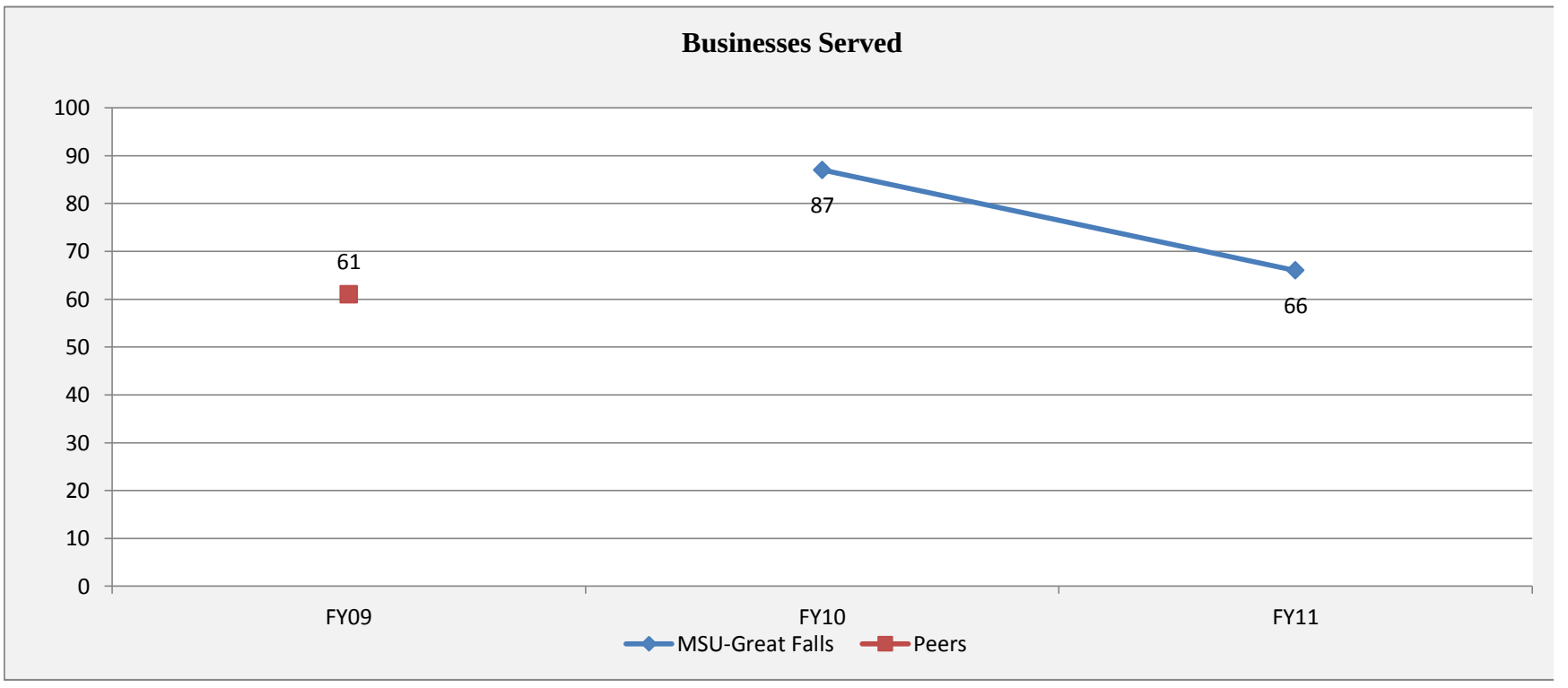
Core Themes
1. Workforce Development
4. Community Development

Summary
The number of participants in business and industry training decreased about 21% from fiscal year 2010 to fiscal year 2011. This drop was a result of cyclical changes in contract training numbers, since enrollments in professional continuing education courses remained stable. The number of business served also dropped; this drop was about 32%. Overall, MSU-Great Falls has fewer participants but more businesses served than the median NCCBP institution. This is an area where growth could occur.

Implications
The strengths of any community reside in both its social and economic health. Community colleges play a vital role in developing both aspects. Business and industry training, including both contract training and professional continuing education is an effective mechanism in which community colleges work 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 business and industry training provides valuable insight on how well the College is contributing to the economic aspect of community development.

Business & Industry Training





Data

MSU-GF Participants & Businesses Served				
	Participants - Duplicated			
FY	094 B&I Courses	Contract Training	Total	Businesses
FY09				
FY10	1,369	559	1,928	87
FY11	1,369	219	1,588	66

Peer Data - NCCBP Median				
FY	Participants	Diff	Businesses	Diff
FY09	2,733		61	
FY10				
FY11				

Strategic Priority 1: Increase Transfer Student Participation

Statistic of Interest
The average annual FTE and unduplicated headcount of transfer students.
The number of transfer degrees (AA and AS) granted and MSU Core's transcripted annually by MSU-Great Falls.

Frequency of Data Collection
Degree production data are collected annually at the end of term spring semester.

Recommended Method
Degree data are derived from the number of Associate of Science degrees, Associate of Arts degrees, and MUS Cores awarded annually. Most of this data can be found in Core Indicator 12.

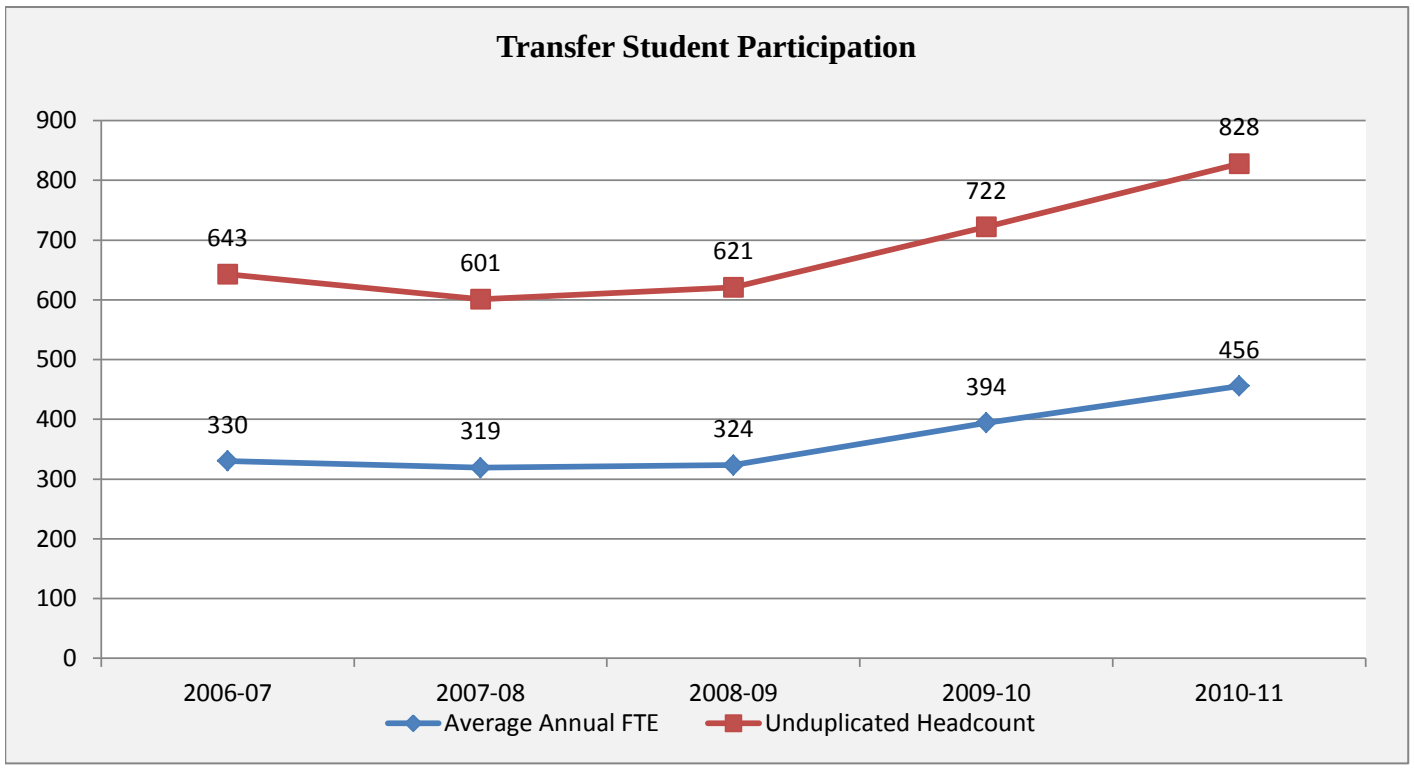
Aspirational Benchmark
Use 50% of total headcount (see below).

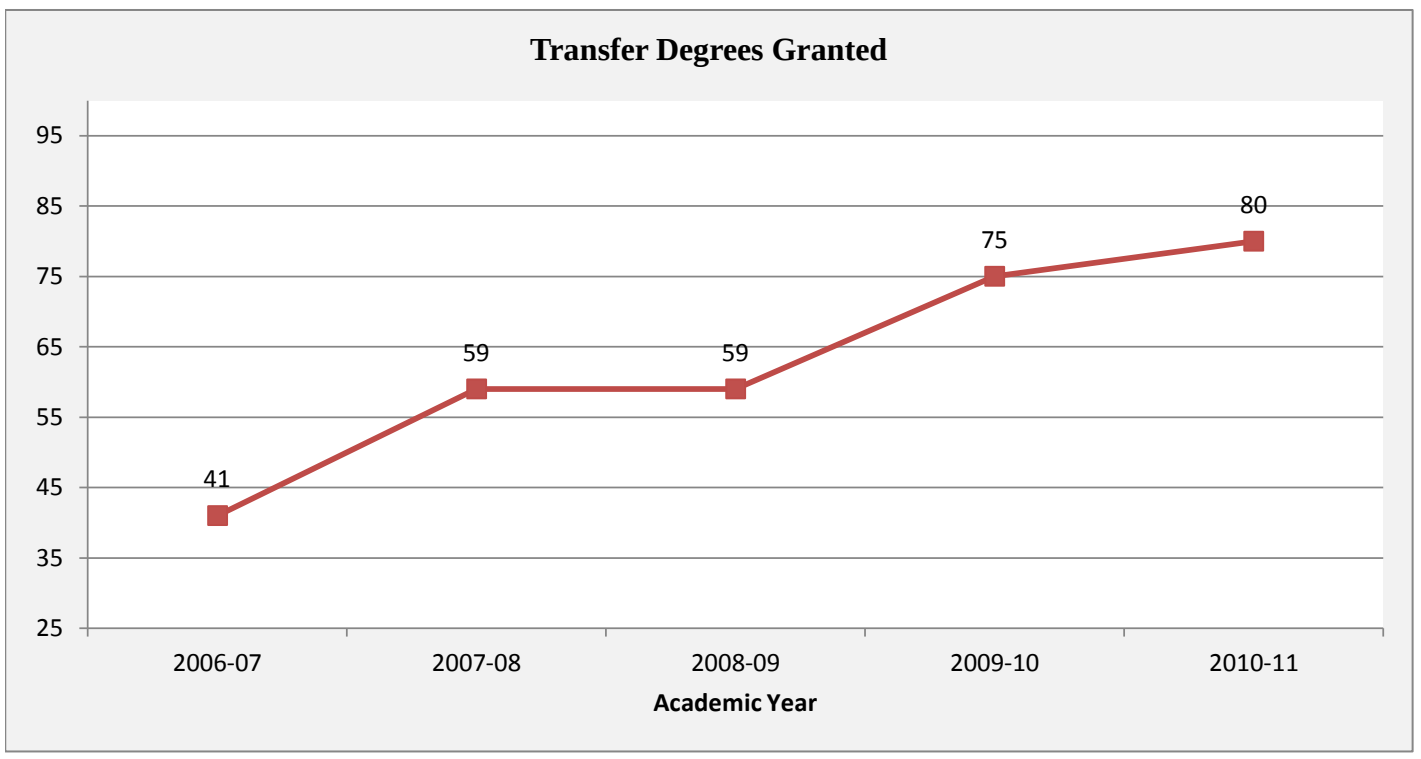
Core Themes
2. Transfer Preparation

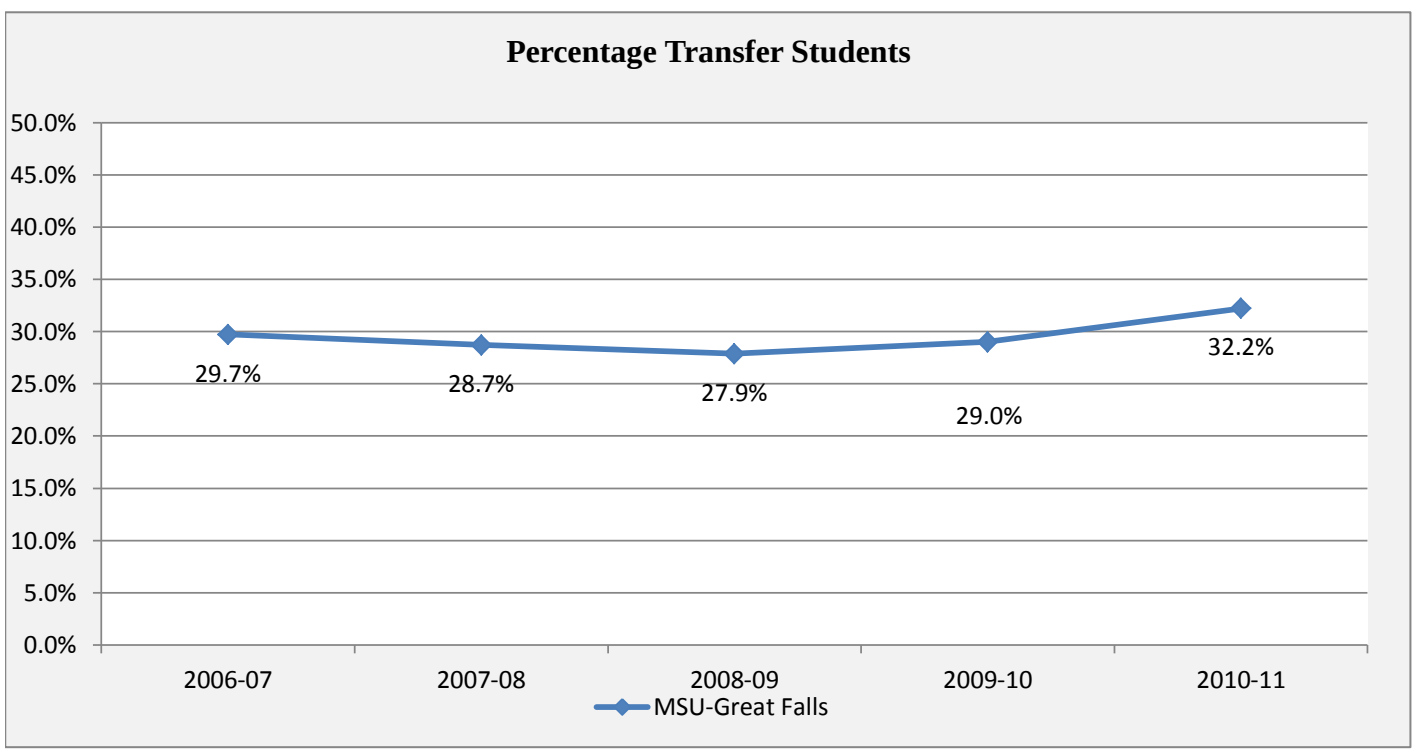
Summary
MSU-Great Falls is increasing transfer student participation. The unduplicated count of students participating in transfer programs increased 15% from 2009-2010 to 2010-2011. In addition, the FTE increased 16% as well last year. The number of degrees awarded increased by 7%. The percentage of total MSU-Great Falls headcount enrolled in transfer programs has increased to about 32%.

Implications
In comparison to other states, Montana's two-year colleges are being under-utilized by students for transfer to bachelor degree programs. Enrollment in and completion of transfer programs at MSU-Great Falls account for roughly 32% 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.

Transfer Student Participation







Data

MSU-GF Transfer Degree Production						
AY	Unduplicated Headcount	Average FTE in transfer programs	Transfer Degrees (AS,AA, MUS)		MSU-GF Total Undup Headcount	% Transfer
2006-07	643	330	41		2163	29.7%
2007-08	601	319	59		2093	28.7%
2008-09	621	324	59		2227	27.9%
2009-10	722	394	75		2489	29.0%
2010-11	828	456	80		2569	32.2%

Strategic Priority 2: Increase Adult Participation

Statistic of Interest
The average annual FTE and unduplicated headcount of credit adult (25 and older) students.
The number of degrees and certificates granted annually to adult students by MSU-Great Falls.
The percentage of adult students in the total student population.

Frequency of Data Collection
Once a year at spring end of term.

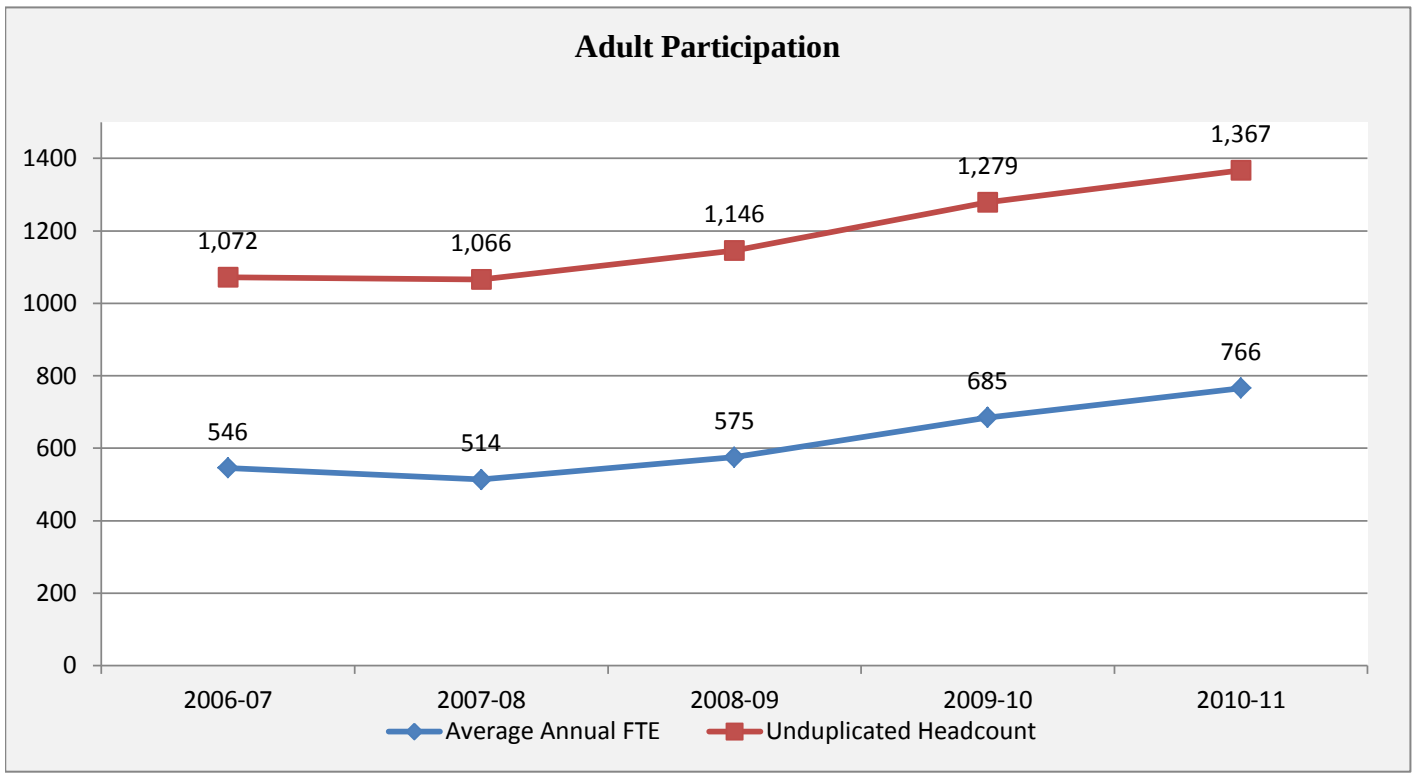
Recommended Method
Find FTE, unduplicated headcount, degrees earned, and percentage of adult students at end-of-term spring semester. Adult students are those who turn 25 at some point in the academic year.

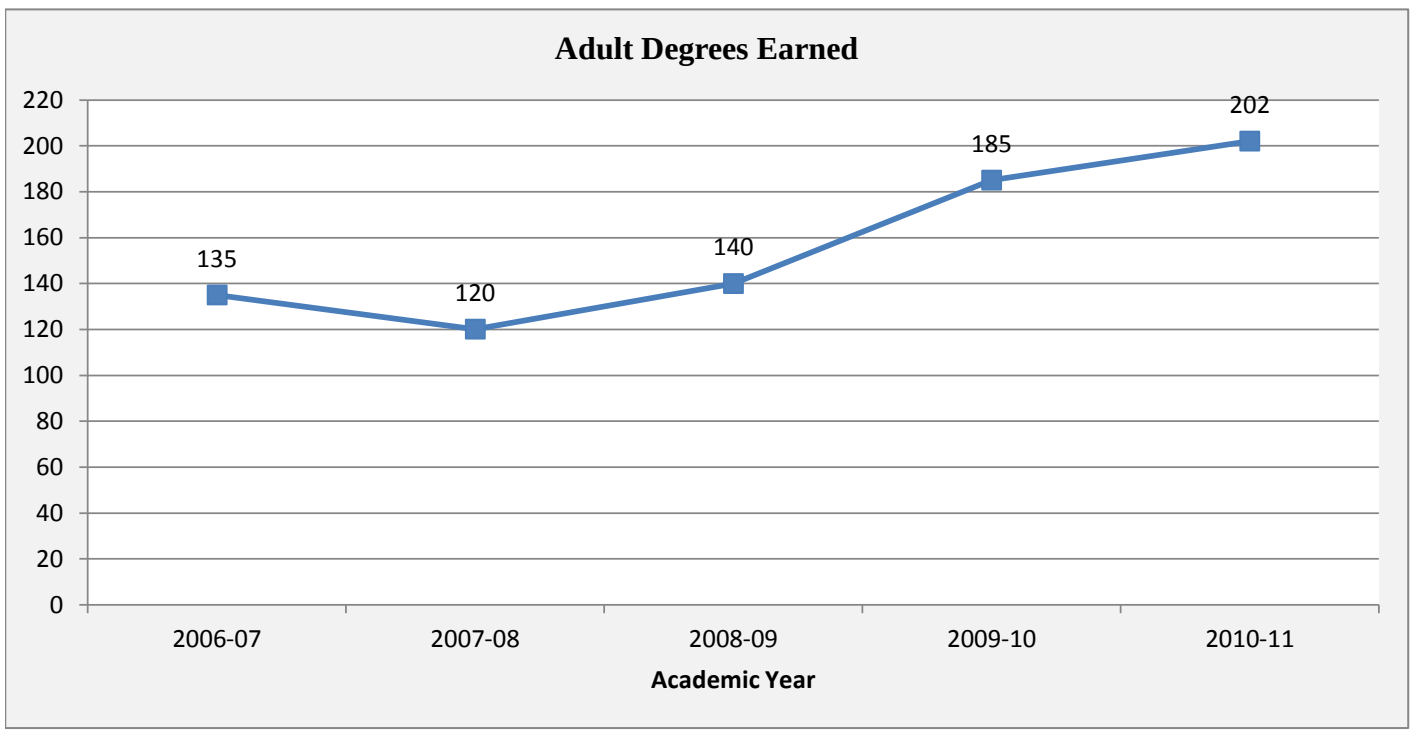
Aspirational Benchmark
None

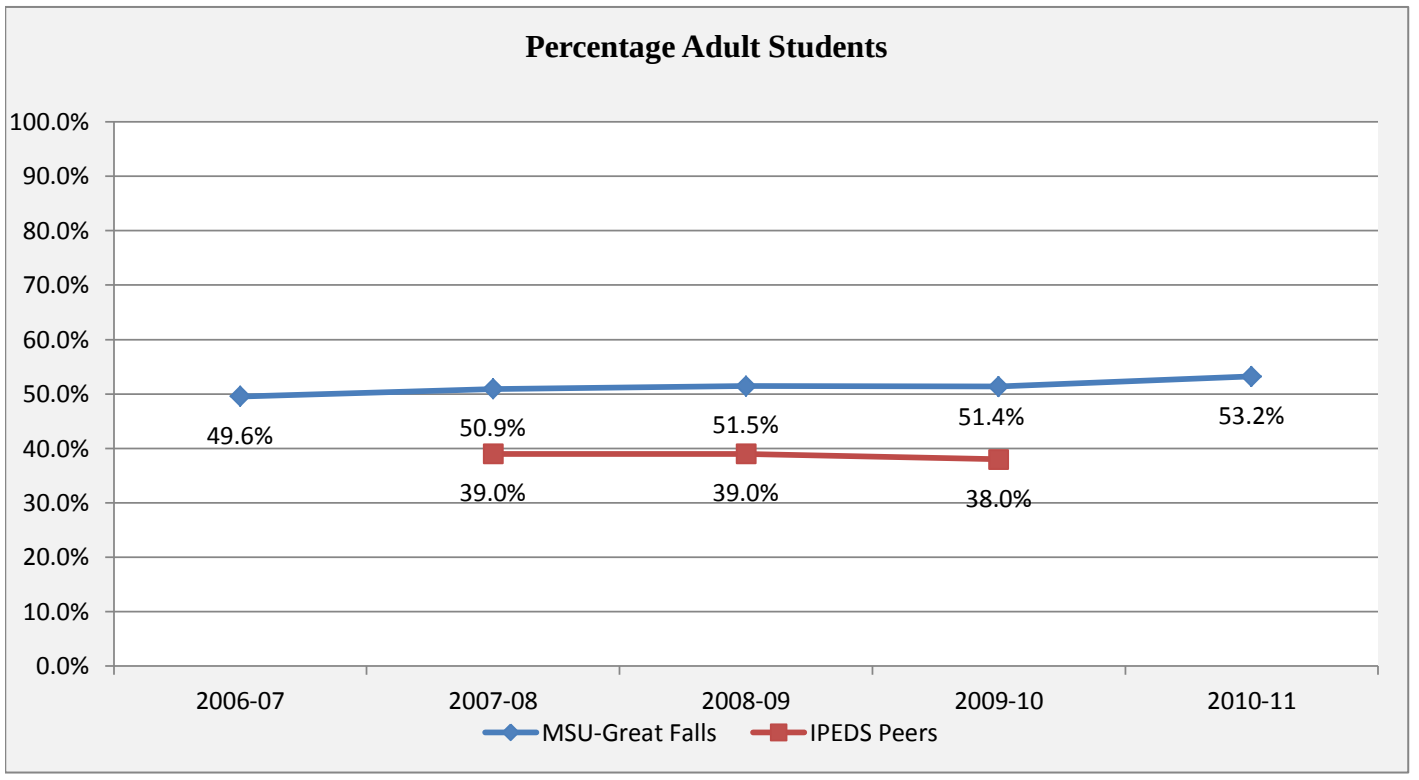
Summary
MSU-Great Falls is increasing adult student participation. The unduplicated count of adult students increased about 7% from 2009-2010 to 2010-2011, and has increased by more than 25% since the 2007-2008 academic year. In addition, the FTE increased 12% last year. The number of degrees awarded to adult students increased by 9%. The percentage of the total MSU-Great Falls' headcount who are adult students was 53% for the academic year 2010-2011. This is much higher than the median value for our IPEDS peers of 38%, and indicates this strategic priority may have been met.

Implications
Montana ranks last in the west and near last in the nation for the number of adults in higher education. According to the Census data, there will be an increase in adults through 2017. At the same time, the number of students graduating from high school will continue to decrease. The increase in the adult population offers the College an opportunity to recruit non-traditional age students to respond to emerging workforce needs. MSU-Great Falls has performed well on this indicator in the last few years; in fact the percentage of adult students is almost 15 percentage points higher than that of our IPEDS peer institutions.

Adult Participation







Data

MSU-GF Adult Student Participation							
AY	Unduplicated Headcount	Average FTE - adult students	Adult Degrees & Certs		MSU-GF Total Undup Headcount	% Adult	IPEDS Peers
2006-07	1,072	546	135		2163	49.6%	
2007-08	1,066	514	120		2093	50.9%	39.0%
2008-09	1,146	575	140		2227	51.5%	39.0%
2009-10	1,279	685	185		2489	51.4%	38.0%
2010-11	1,367	766	202		2569	53.2%	

Strategic Priority 3: Increase High School Student Participation

Statistic of Interest
The average annual FTE and unduplicated headcount of high school students.
The percentage of high school students in the total student population.

Frequency of Data Collection
Once a year at spring end of term.

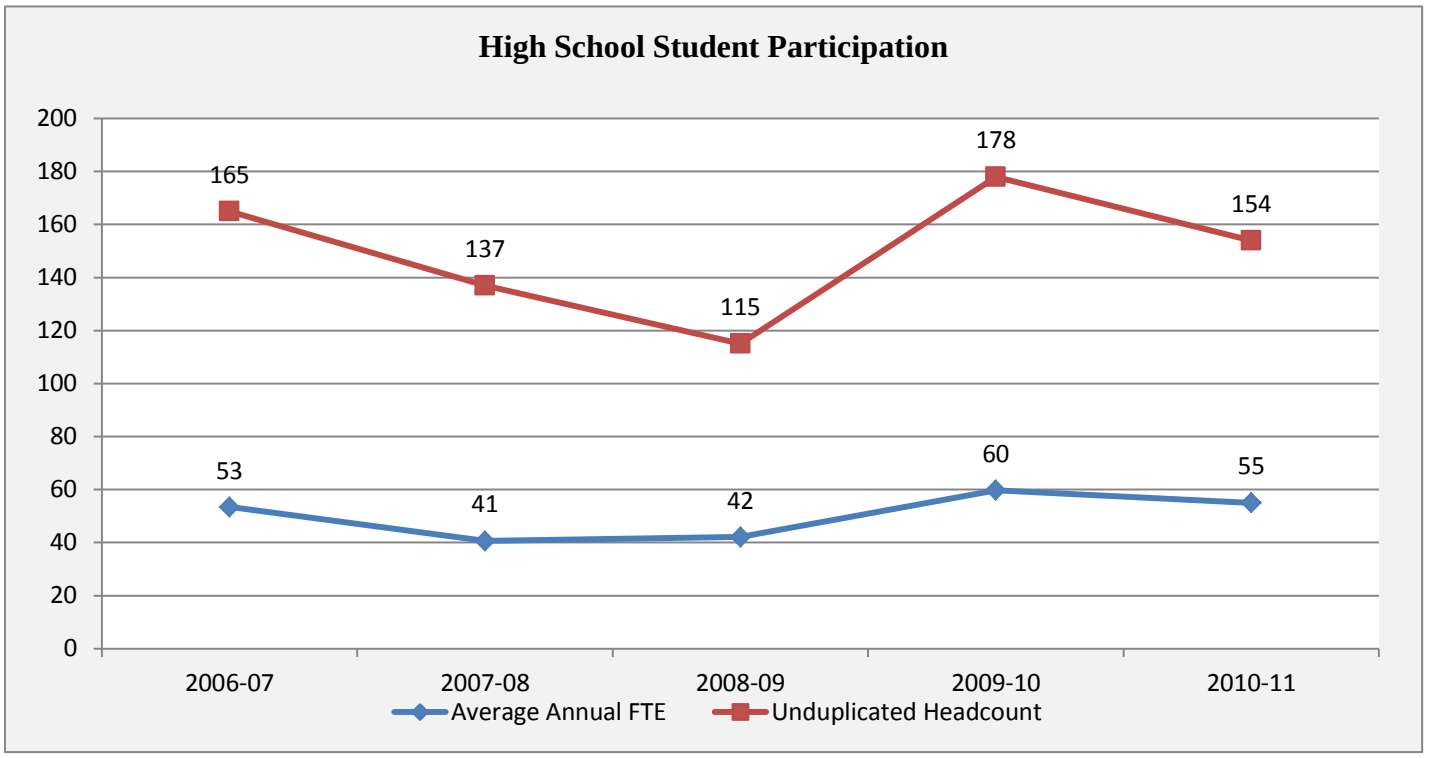
Recommended Method
Find FTE, unduplicated headcount and percentage of high school students at end-of-term spring semester. High school students are defined to be those with major codes "DC" - dual credit or "EA" - early admit.

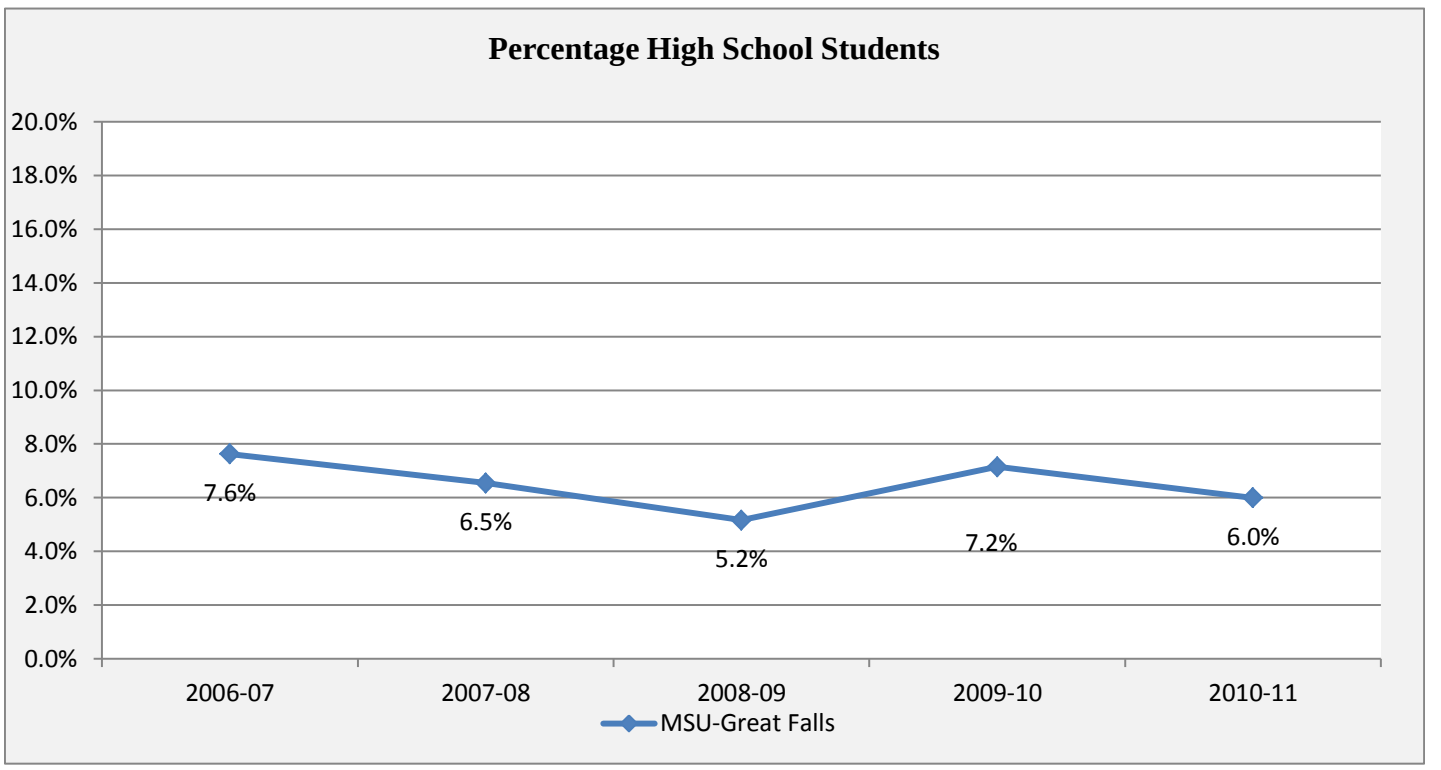
Aspirational Benchmark
None

Summary
High school student participation decreased in the 2010-2011 academic year. The unduplicated count of high school students was 154 in 2010-2011, a decrease of about 13% or 24 students from the previous year. The average annual FTE for the current academic year was 55, a decrease of about 8%. With increasing overall enrollment numbers, the percentage of the total MSU-Great Falls' headcount who are high school students has dropped to 6% for the current academic year. Part of the reason for the decrease seems to have come from high school counselor turnover.

Implications
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. According to Census data, there will be fewer high school graduates in the future, therefore MSU-Great Falls must engage them earlier. 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.

High School Student Participation





Data

MSU-GF High School Student Participation						
AY	Unduplicated Headcount	Average FTE - HS students			MSU-GF Total Undup Headcount	% High School
2006-07	165	53			2163	7.6%
2007-08	137	41			2093	6.5%
2008-09	115	42			2227	5.2%
2009-10	178	60			2489	7.2%
2010-11	154	55			2569	6.0%

APPENDIX 3

Montana State University - Great Falls

COMMON GROUND

"Progress towards a decade of student success"

MONTANA STATE UNIVERSITY – GREAT FALLS

2100 16th Avenue South, Great Falls, MT 59405

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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.

changing *lives* – achieving *dreams*

2011 - 2016 OPERATIONAL PLAN

Montana State University - Great Falls

COMMON GROUND

"Progress towards a decade of student success"

What is Common Ground?

Common Ground is a campus-wide effort designed to elevate every student who walks through the doors of the College and to strengthen the 21st Century learning experience by bringing about deep change in the beliefs, norms, and structures of interactions between faculty, staff, and students. We will accomplish this by setting measurable goals and targets; creating and utilizing interdisciplinary project teams; and cultivating a safe climate for innovation. Common Ground articulates this effort into six primary goals and accompanying tasks. Interdisciplinary teams of faculty, staff, and students are responsible for accomplishing the goals and tasks identified in this plan.

Background

In the spring of 2006, MSU – Great Falls began its transformation towards an institution designed, and focused, on the success of our students. From 2006 to the present, the College's faculty, staff, and community have made many accomplishments towards that end.

Over the next five years, we must continue this momentum and firmly establish MSU – Great Falls as a high-performing institution in regards to student success. The Community College Research Center's (CCRC) *Assessment of Evidence Series*[1] builds the foundation for our continued efforts. The CCRC's work provides four general recommendations to guide us.

1. Colleges should ensure broad **engagement** of all faculty becomes the foundation for policies and practices to increase student success, including active faculty involvement in student support programs and services.
2. Colleges should work to **simplify** the structures and bureaucracies that students must navigate.
3. Colleges should be encouraged to align course curricula, define common learning **outcomes** and assessments, and set high standards for those outcomes.
4. Colleges should collect and use **data** to inform a continuous improvement process.

MSU – Great Falls is midway through a decade of transformative change, centering the College on the common ground of student success. We will finish this decade guided by a strong operational plan, appropriately titled *Common Ground.*

Operational Plan: 2011-2016

Jenkins' (2011) research identified seven practices of highly effective organizations.

MSU – Great Falls is currently underway in many of these regards, and yet more work is necessary to ensure we are employing all seven of these practices in a concerted and coherent manner.

To realize the transformational power of these practices, and to be effective, they must be implemented in concert, not isolation, and at scale.

1. **Strong Leadership**
   Inclusive leaders, across the organization, who are results oriented
2. **Functional Alignment**
   "Institutional program coherence" or interrelation of programs for students (curriculum, instruction, assessment, climate, etc.)
3. **Focus on the Customer**
   Student Centeredness
4. **Process Improvement**
   Continued analysis of organizational processes to ensure programs and services improve over time
5. **Use of Measurement**
   Measurable goals, assessment, evaluation at all levels to inform process improvement and management decisions
6. **Employee Involvement and Professional Development**
   Employee understanding of organizational goals, and developed to lead the necessary reforms
7. **External Linkages**
   Connections to K12 and four-year colleges and universities

Works Cited

[1]Bailey, T., Smith-Jaggars, S., & Jenkins, D. (2011). Introduction to the CCRC assessment of evidence series. New York, NY: Columbia University, Teachers College, Community College Research Center.

Jenkins, D. (2011). *Redesigning community colleges for completion: Lessons from research on high performance organizations.* New York, NY: Columbia University, Teachers College, Community College Research Center.

Montana State University - Great Falls

COMMON GROUND

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Our Charge . . .

We must now turn our efforts towards an aggressive approach to accelerating our progress in becoming a high-performing institution with regards to student success. We have established the foundation, structured the organization, and now we have identified the work remaining in the following six areas.

Goal 1.

Set and Achieve Institutional and Student Success Goals

We will establish clear, measureable goals for improved student success and institutional effectiveness. These will be communicated broadly and measured consistently.

Task A. Establish a new indicator that directly measures students' success through the analysis of successful course completion, looking at the percent of students who earned a C- or higher in all coursework.

Task B. Using historical data, comparative peer data, and aspirational targets, establish FY12 goals for the College's Core Indicators of Institutional Effectiveness. Communicate these via a special focus IR newsletter during early fall term, with continued communication through a variety of modes (blurb in Weekly News, video screens, Facebook, etc.).

Task C. Identify the "Top 10 Underperforming Courses" with the smallest percentage of successful student completions, and the primary gatekeeper courses with below-average rate of student success (institutional average in FY10 is 77%), and establish multi-year goals for improvement in these rates.

Task D. Create and maintain a SharePoint site where institutional reports (e.g., core indicator reports, enrollment reports, survey reports, etc.) can be shared with the campus community. Institutional Research will also start a documentation process for all reports so that any data used in reports can be replicated.

Goal 2.

"Close the Loop" on the Assessment of Student Learning

We will systematically align institutional/instructional expectations, instructional activities, and the assessment of student learning, and institutionalize a process for capturing and analyzing student learning data.

Task A. Finalize/verify the establishment of common student learning outcomes (course objectives) for all courses at the College (e.g., all ANTH 100 courses have common outcomes regardless of instructor or modality of delivery).

Task B. Identify and/or design common assessment protocols for measuring student learning on the established learning outcomes (e.g., all ANTH 100 courses would employ the same assessment protocols for measuring student achievement of the common learning outcomes within that course).

Task C. Utilizing an institutionally adopted format (e.g., Phase IV Form), create rubrics for assessing the various levels of student learning on common learning outcomes for every course and program offered at the College.

Task D. Research, identify, and employ a college-wide system for storing student learning outcomes data and longitudinally tracking those data to guide instructional improvement and target needed interventions to improve student learning and success.

Task E. Implement the process for conducting assessments, recording student achievement of learning outcomes, and reporting those results.

Goal 3.

Strengthen Student Support Services and Programs

We will establish intrusive student support mechanisms that will (1) create social relationships for students, (2) help students clarify aspirations and enhance their commitment, (3) develop the "College Know-How" in students, and (4) help make college life feasible for our students.

Task A. Catalyzed by the establishment of a new advising center, redesign the advising process so that it is intrusive, streamlined, and personalized. The new advising process should be designed to utilize all campus resources, including faculty, as well as be tied to a student early alert system.

Task B. Building from the COLS 102 Pilot Course, design and implement a mandatory student success course, tied to orientation and advising, for all students new to the College. This course should include components modeled after best practices such as the development of an academic and career plan to be utilized in the advising process.

Task C. Improve the "front door" experience through innovations including a mandatory, extended, and expanded student orientation, tied to advising and the student success course that includes such things as orientation to placement testing, financial literacy education.

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Goal 4.

Enhance and Strengthen the Learning Process through Curricular and Pedagogical Reforms

Teaching is central to our mission, and thus it plays the largest role in whether or not our students succeed. We will reform and innovate in those areas with the greatest need and potential for increases student success.

Task A. Building from current research, reform and redesign the developmental education offerings to increase the percent of students who are successfully remediated for college-level coursework and at the rate in which they succeed in this process.

Task B. Implement enhanced instruction/learning models and other reforms, including, but not limited to Supplemental Instruction, learning communities, paired courses, and/or contextualized learning, to increase the rate of student success in gatekeeper and "Top 10 Underperforming Courses."

Task C. Establish mechanisms for predictive analysis of student success and to target intervention. This includes the establishment of a common grade reporting system, mandatory student attendance reporting/tracking, and frequent student progress feedback (e.g., quarterly grades or academic progress reports).

Task D. Increase student preparedness for online and technical courses through the development of a systematic means to evaluate incoming students' basic computer skills, a remedial basic computer skills course, and by evaluating the current Introduction to Computer course (CAPP 120) in order to modify its curricula based upon program needs.

Task E. Research and Develop a Certificate of General Studies credential and curriculum, and shepherd it through the approval process for implementation.

Task F. Research and Develop a Certificate program or credential to recognize the completion of pre-requisite coursework for Health Sciences Programs.

Goal 5.

Strengthen External Linkages with K12 and University Partners

We will work to improve the relationships and interconnectivity between the College and our primary partners in the K12 and four-year university sectors.

Task A. K12 - through partnership with the Great Falls Public Schools, hire and deploy pathways advisors to: (1) offer college placement test orientation and testing in the high schools; (2) assist with college and financial aid applications and literacy; and (3) provide orientation and support services to college, college planning, and dual credit.

Task B. Universities - establish more formalized articulation agreements to provide opportunities for general education students intending to transfer that lead them effectively into a program of study early on.

Goal 6.

Identify Key Points of Success and Challenge Our Students Face

We will establish interdisciplinary teams to track cohorts of entering students (first-time and transfers) along the continuum of initial engagement to student success to identify where students face irrevocable challenges in their educational journey.

Task A. Utilizing AACC's Voluntary Framework of Accountability (VFA), identify key success points along the continuum of student success (e.g. completing developmental education, completing the first college-level course, achieving 15, 30, etc. college credits). Create cohort data sets of key student types (e.g. pre-health students, students of color, transfer students, traditional and non-traditional, etc.) and have teams follow their progress to identify areas where students struggle.

Task B. Taking the findings from above, make recommendations for improvements to services, processes or protocols to the appropriate individual or areas. Implement changes to improve student outcomes along the continuum of student success.

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APPENDIX 4

Outcomes Assessment Course

This outline may be helpful if you are looking to obtain information on a specific OA topic.

MAJOR TOPIC	COURSE CONTENT FILES	INFORMATION WITHIN EACH COURSE CONTENT FILE
Introduction	OA Welcome	OA Course Goal, OA Course Purpose, OA Course Instructor, Level of Course, How to Ask Questions, How to Add page or Discussion
	Why Is Outcomes Assessment Like Riding A Bike?	The Emotional Highs and Lows of OA, Tweaking OA, Budgeting Time for OA, Letting Go of Trepidations Regarding OA
	FAQ	N/A
	Summary of Topics Covered in Each Course Content File	N/A
The OA Process	What Is Outcomes Assessment?	The Definition of Outcomes Assessment, The Goal of Outcomes Assessment, The Benefits of Outcomes Assessment
	Step 1-Writing Goals	Benefits of Student Learning Goals, Where Student Learning Goals Are Used, Nomenclature for Student Learning Goals, Who Writes the Student Learning Goals
	a. General Tips on Writing Educational Goals	The Steps Involved In Writing a Student Learning Goal: Active Verb, Clear & Concise, Measurable
	b. Documentation and Tips Specific to Each Type of educational Goal	For each Type of Learning goal: • The Location • The Length • The Purpose
	Step 2-Aligning Goals	The Benefits of Alignment, Map of the Student Learning Pathway, Description of the Student Learning Pathway, Location of the Student Learning Pathway for a Course (Outcomes Assessment Alignment table in the Syllabus), Course Objective Labels (Introduce, Reinforce, Emphasize)
	Step 3-Asessment Tools and	The Purpose of Course Assessment Tools,

	Benchmarks	Examples of Course Assessment Tools, Location of Course Assessment Tools (Outcomes Assessment Alignment table from the syllabus), Selecting Assessment Tools, Introduction to Rubrics, Common Assessment Tools, The Purpose of Benchmarks, The Location of Benchmarks (Phase IV form)
	Step 4-Assessing and Documenting	The Benefits of Assessing and Documenting, Who is Responsible for Assessing and Documenting, Location of Course Assessment Data (Phase IV form), Describing the Level of Course Assessment
	Step 5-Recommendations of Change	Benefits of Recommendations for the Student Learning Process, Location of the Recommendations (Phase IV form), Recommendations When Students Meet Benchmarks, Recommendations When Students Fail to Meet Benchmarks, Closing the Loop, Improved Student Learning, Storing Phase IV forms, Faculty Evidence of Student Learning books
Program and Degree Outcomes Assessment	OA Steps 1-2	Rationale for Assessing Program and Degree Outcomes, Writing Program and Degree Outcomes, Aligning Program and Degree Outcomes (Outcomes Assessment Alignment table from the syllabus)
	OA Steps 3, 4, and 5	Forms for Documenting the Assessment of Program & Degree Outcomes, Assessing Program & Degree Outcomes, Assessing Abilities within a Program & a Degree, Assessing Program Competencies (optional), Evidence of Student Learning for Each Program and Degree, Introduction to Mapping
Institutional Outcomes Assessment	Assessing Institutional Abilities	Assessing Institutional Abilities within a Program and Degree, Assessing Institutional Abilities, Skills and Criteria for the Institutional Abilities, Calendar form Revising the Institutional Abilities
	Abilities Assessment Calendar	NA
	Abilities Skills and Criteria	NA
Tools of Outcomes	Syllabus Template and Check Off List	NA

Assessment		
	How to Engage Students in Outcomes Assessment	The Advantages of Engaging Students in Outcomes Assessment, The Rationale for Student Portfolios, How to Engage Students in Outcomes Assessment
	Letter Introducing Students to OA	NA
	Rubrics-An Assessment Tool	Defining a Rubric, The Usage of a Rubric, Rationale for 3 Phases of Assessment with a Rubric, Using Rubrics for Peer and Student Review, Examples of Rubrics
	Mapping Degrees and Programs	The Purpose of Maps, What to Map, Where to Find Sample and Proposed Blank Maps
Examples of Rubrics	Student Lab Evaluation-Cayko	NA
	Creative Presentation-Woloszyn	NA
	Creative, Writing Presentation-Woloszyn	NA
	Poster-Woloszyn	NA
	Lesson Plan-Woloszyn	NA
	Critical & Analytical Thinking-Westford Academy	NA
	Speaking-Westford Academy	NA
	Writing-Westford Academy	NA
Mapping Programs & Degrees Samples & Templates	Proposed Template Map for Degree Outcomes	NA
	Proposed Template Map for Degree Institutional Abilities	NA
	Proposed Template Map for Program Outcomes	NA
	Proposed Template Map for Program for Institutional Abilities	NA
	Proposed Template Map for	NA

	Program Competencies	
	Sample Map for Program Outcomes-Diet Tech	NA
	Sample Map for Program for Institutional Abilities-Diet Tech	NA
	Sample Map Program Competencies-Diet Tech	NA
Assessment Programs & Degrees Samples	Proposed Template for Assessment of Program/Degree Outcomes	NA
	Proposed Template for Assessment of Program/Degree for Abilities	NA
	Proposed Template for Assessment of Program Competencies	NA
	Sample Assessment for Program Outcomes-Diet Tech	NA
	Sample Assessment for Program Institutional Abilities-Diet Tech	NA
Faculty Evidence of Student Learning Book	Overview of Faculty Evidence of Student Learning Book	Why Faculty Maintain A Book, Contents of Faculty Evidence of Student Learning Book
	Binder Cover Faculty	NA
	Institutional Abilities	NA
	Institutional OA Definitions	NA
	Student Learning Pathway	NA
	Phase IV Form	NA
Program/Degree Evidence Of Student Learning Books	Overview of Program/Degree Evidence of Student Learning Books	Why Program and Division Directors Maintain A Book, Contents of the Evidence of Student Learning book
	Program/Degree Binder	NA
Resources		NA

APPENDIX 5

MONTANA STATE UNIVERSITY - GREAT FALLS FY11

Performance Report Card

CORE THEME(S)	CORE INDICATORS	AY06	AY07	AY08	AY09	AY10	AY11	PERCENT CHANGE	GOAL	EXCEPTIONAL	GOOD	SATISFACTORY	REQUIRES ATTENTION	GRADE
All	CI 1: Participation (Credit-Bearing FTE)	1,080	1,069	1,035	1,144	1,313	1,415	8%	1,321	> 1,322	1,321 1,210	1,209 1,098	1,097 <	A
All	CI 1: Enrollment (Credit-Bearing Headcount)	2,158	2,163	2,093	2,227	2,489	2,569	3%	2,631	> 2,632	2,631 2,476	2,475 2,321	2,320 <	B
All	CI 2: Regional Market Penetration Rates (Credit)	N/A	1.0%	1.0%	1.0%	1.2%	1.2%	2%	1.8%	> 1.9%	1.8% 1.7%	1.6% 1.6%	1.5% <	D
4	CI 2: Regional Market Penetration Rates (PCE)	N/A	0.7%	0.6%	0.5%	0.4%	0.2%	-31%	0.7%	> 0.8%	0.7% 0.6%	0.5% 0.3%	0.2% <	D
All	CI 3: Retention (First-Time, Full-Time Students)	47.0%	49.0%	44.0%	52.0%	60.0%	54.0%	-10%	56.9%	> 57.0%	56.9% 50.7%	50.6% 44.5%	44.4% <	B
All	CI 3: Retention (First-Time, Part-Time Students)	34.0%	45.0%	40.0%	44.0%	49.0%	49.0%	0%	44.7%	> 44.8%	44.7% 39.0%	38.9% 33.2%	33.1% <	A
All	CI 4: Graduation Rates (First-Time, Full-Time within 3 years)	N/A	20.0%	19.0%	24.0%	22.0%	23.0%	5%	23.2%	> 23.3%	23.2% 20.9%	20.8% 18.6%	18.5% <	B
All	CI 4: Graduation Rates (First-Time, Part-Time within 5 years)	N/A	N/A	N/a	20.0%	11.0%	15.0%	36%	14.9%	> 15.0%	14.9% 8.5%	8.4% 2.0%	1.9% <	A
All	CI 5: Demonstration of Abilities	N/A	N/A	N/A	N/A	4.00	4.00	0	N/A	> 3.96	3.96 3.96	3.96 3.96	3.96 <	A
3	CI 6: Success of Students in Remedial Courses (Math)	N/A	60.2%	54.6%	58.0%	57.7%	59.0%	2%	60.5%	> 60.6%	60.5% 58.2%	58.1% 55.8%	55.7% <	B
3	CI 6: Success of Students in Remedial Courses (English)	N/A	79.3%	71.7%	62.2%	63.3%	74.2%	17%	72.0%	> 72.1%	72.0% 64.0%	63.9% 55.9%	55.8% <	A
3	CI 7: Success in Subsequent and Related Coursework (Math)	N/A	65.6%	67.3%	76.1%	70.5%	77.3%	10%	73.0%	> 73.1%	73.0% 68.4%	68.3% 63.7%	63.6% <	A
3	CI 7: Success in Subsequent and Related Coursework (English)	N/A	N/A	87.1%	66.7%	77.3%	70.7%	-8%	79.4%	> 79.5%	79.4% 69.1%	69.0% 58.8%	58.7% <	B
1	CI 8: Workforce Degree Production (# of Degrees)	165	191	171	168	234	261	12%	238	> 239	238 209	208 179	178 <	A
1	CI 8: Workforce Degree Production (Rate)	24.9%	29.5%	26.5%	22.3%	27.6%	29.3%	5.9%	30.2%	> 30.3%	30.2% 27.5%	27.4% 24.7%	24.6% <	B
1	CI 9: In-Field Job Placement Rates	N/A	70.9%	71.5%	69.2%	70.2%	68.0%	-3.2%	69.0%	> 69.1%	69.0% 68.0%	67.9% 66.9%	66.8% <	B
1	CI 9: Graduate Earnings	N/A	14.91	16.36	13.71	14.67	14.45	-1.5%	16.05	> 16.05	16.05 14.95	14.95 13.86	13.85 <	C
1	CI 10: Licensure and Certification Pass Rates	87.0%	90.0%	94.0%	96.0%	95.0%	94.0%	-1.1%	92.1%	> 92.2%	92.1% 88.3%	88.2% 84.4%	84.3% <	A
1,2	CI 11: Employer Satisfaction with Graduates	N/A	N/A	N/A	N/A	N/A	94.0%	N/A	97.5%	> 97.6%	97.5% 92.3%	92.2% 87.0%	86.9% <	B

SEPTEMBER 2011

CORE THEME(S)	CORE INDICATORS	AY06	AY07	AY08	AY09	AY10	AY11	PERCENT CHANGE	GOAL	EXCEPTIONAL	GOOD		SATISFACTORY		REQUIRES ATTENTION	GRADE
2	CI 12: Transfer Degree Production (# of Degrees)	39	41	59	59	75	80	7%	74	> 75	74	59	58	43	42 <	A
2	CI 12: Transfer Degree Production (Rate)	11.3%	12.4%	18.5%	18.2%	19.0%	17.5%	-8%	20.0%	> 20.1%	20.0%	16.3%	16.2%	12.4%	12.3% <	B
2	CI 13: Transfer Rates	29.1%	36.4%	24.8%	30.8%	40.9%	30.8%	-25%	41.1%	> 41.2%	41.1%	34.8%	34.7%	28.3%	28.2% <	C
2	CI 14: Performance after Transfer (MSUGF Transfer Bachelors Graduates)	N/A	N/A	64	79	72	76	6%	75	> 76	75	68	67	59	58 <	A
4	CI 15: Participation (PCE Unduplicated Headcount)	1,319	1,492	1,352	1,203	1,065	796	-25%	1,389	> 1,390	1,389	1,228	1,227	1,066	1,065 <	D
4	CI 15: Participation (PCE Enrollments)	2,119	2,268	2,046	1,971	2,240	1,898	-15%	2,198	> 2,199	2,198	2,072	2,071	1,945	1,944 <	D
4	CI 16: Business & Industry Training (Participants)	N/A	N/A	N/A	N/A	1,928	1,588	-18%	2,196	> 2,197	2,196	1,956	1,955	1,715	1,714 <	D
4	CI 16: Business & Industry Training (Businesses)	N/A	N/A	N/A	N/A	87	66	-24%	78	> 79	78	63	62	48	47 <	B
2	SP 1: Increase Transfer Student Participation (FTE)	N/A	330	319	324	394	456	16%	368	> 369	368	333	332	296	295 <	A
2	SP 1: Increase Transfer Student Participation (Headcount)	N/A	643	601	621	722	828	15%	684	> 685	684	631	630	577	576 <	A
2	SP 1: Increase Transfer Student Participation (Degrees)	N/A	41	59	59	75	80	7%	75	> 76	75	61	60	46	45 <	A
2	SP 1: Increase Transfer Student Participation (% Population)	N/A	29.7%	28.7%	27.9%	29.0%	32.2%	11%	36.2%	> 36.3%	36.2%	35.4%	35.3%	34.6%	34.5% <	D
All	SP 2: Increase Adult Participation (FTE)	N/A	546	514	575	685	766	12%	632	> 633	632	558	557	483	482 <	A
All	SP 2: Increase Adult Participation (Headcount)	N/A	1,072	1,066	1,146	1,279	1,367	7%	1,210	> 1,211	1,210	1,111	1,110	1,011	1,010 <	A
All	SP 2: Increase Adult Participation (Degrees)	N/A	135	120	140	185	202	9%	165	> 166	165	137	136	108	107 <	A
All	SP 2: Increase Adult Participation (% Population)	N/A	49.6%	50.9%	51.5%	51.4%	53.2%	4%	51.1%	> 51.2%	51.1%	50.3%	50.2%	49.3%	49.2% <	A
All	SP 3: Increase High School Participation (FTE)	N/A	53	41	42	60	55	-8%	54	> 55	54	45	44	35	34 <	A
All	SP 3: Increase High School Participation (Headcount)	N/A	165	137	115	178	154	-13%	163	> 164	163	135	134	106	105 <	B
All	SP 3: Increase High School Participation (% of Population)	N/A	7.6%	6.5%	5.2%	7.2%	6.0%	-16%	7.1%	> 7.2%	7.1%	6.1%	6.0%	4.9%	4.8% <	C

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Overall Institutional Grade =