MILES
COMMUNITY COLLEGE

2012
Year Three
Self-Evaluation Report

Miles Community College

Year Three Self-Evaluation Report

Prepared For

The Northwest Commission on Colleges and Universities

March 12, 2012

Miles Community College

2715 Dickinson

Miles City, Montana 59301

Affirmative Action / Equal Opportunity Institution

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Miles Community College promotes student success and lifelong learning through accessible, quality programs and community partnerships.

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3. Funding

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INSTITUTIONAL OVERVIEW

Miles Community College was founded in 1939 as Custer County Junior College. For almost 20 years, the College operated out of a few rooms in the local public high school. In 1957 the College moved into the former Milwaukee Railroad Depot building.

In June 1967, the College moved into a new building that was constructed after passage of a bond issue by county voters. On April 4, 1970, voters of the district elected the first independent Board of Trustees for the College. In December 1971, Miles Community College was granted accreditation by the Northwest Commission on Colleges and Universities.

The campus has grown and developed over the years since its 1967 move to its current location. From 1971 to 1972, the College constructed a student center that houses the cafeteria and bookstore. In 1977, the College received a grant of $1.5 million from the Montana Coal Board for the construction of a vocational building and a library/classroom building. The College then constructed a physical education facility in 1980. In August 1997, the College built three student residential buildings and a commons building. In October 2003, the College completed a $2.3 million residence hall. Starting in 2007, the College has done much to upgrade its facilities, including an extensive remodel of the cafeteria and bookstore; the retrofitting of a classroom into an additional science lab; the installation of energy-efficient windows in the administration/classroom building; the installation of energy-efficient heating and air conditioning for the administration/classroom building, library/classroom building, and physical education facility; as well as installation of new carpeting in the hallways throughout the administration, library, and classroom buildings.

In addition to the development of the physical plant, in recent years the College (1) has developed curricular programs that meet the needs of transfer students in a variety of disciplines; (2) has been responsive to place-bound students by expanding its distance delivery of courses; (3) has created and modified professional-technical programs that prepare students for immediate entry into the workforce; (4) has refined assessment and placement of students who need additional academic preparation before enrolling in college-level courses; and (5) has been active in identifying appropriate partnerships with industry and other educational institutions to enhance economies of scale.

INSTITUTIONAL CONTEXT

Miles Community College is located in Miles City, Montana, a rural community of approximately 9,000 people in southeastern Montana. It is one of three community colleges in the state of Montana. In addition, Montana is home to five colleges of technology and seven tribal colleges that offer two-year postsecondary education. At the Office of the Commissioner of Higher Education (OCHE), the Deputy Commissioner for Two-Year and Community College Education facilitates coordination and collaboration among the two-year colleges (excluding the tribal colleges, which are completely independent of the Montana University System) within the state.

Miles Community College offers general transfer Associate of Arts and Associate of Science degrees, an Associate of Science in Nursing degree that is also accredited by the National League of Nursing Accrediting Commission, Inc., Associate of Applied Science degrees in a variety of professional-technical fields, Certificate programs, Continuing Education and Workforce Training, and Adult Basic Education. The College also sponsors intercollegiate athletic teams in basketball, baseball, golf, and rodeo.

The following table summarizes the fall semester 2011 demographics of Miles Community College:

MILES COMMUNITY COLLEGE DEMOGRAPHICS, FALL 2011	
Average Age	24.5
Female	298
Male	193
Total Headcount	510
Degree-seeking Headcount	458
Non-degree-seeking Headcount	52
Degree-seeking Freshmen	261
Degree-seeking Sophomores	197
Degree-seeking Students	457
Non-degree-seeking Students	33
Full-time Degree-seeking Students	321
Part-Time Degree-seeking Students	137
Enrollment FTE	406.26
Average Student Credit Load	13.2
Gross FTE (Degree- & Non-degree-seeking)	415.53
Total Custer County Students	196
Total Montana Students	411
Total Out-of-State Students	80
Caucasian Students	473
Native American	17
Hispanic, Asian, African-American	20
Students in Transfer Programs	213
Students in Career-Technical Programs	258
Degrees Awarded Spring 2011	101
NCLEX Pass Rate for Nursing Class of 2011	68% (The pass rates for the classes of 2008, 2009, and 2010 were at the national average of 87%.)

PREFACE

Institutional Changes Since the Spring 2011 Year One Self-Evaluation Report

Since our Spring 2011 Year One Self-Evaluation Report, the College has undertaken several initiatives of which we are very proud. As a result of our transition to the Banner information system, we discovered that we had lost some components that were helpful to the instructional process. After researching options to remedy this challenge, the Vice President of Academic Affairs determined that the most feasible course of action was to use the eCompanion component offered by our online platform provider, eCollege. The use of eCompanion enables faculty to communicate with their class, post information on a

limited basis (so that the class does not evolve into a *de facto* online class), and maintain an online gradebook that allows students to monitor their progress in their courses.

The Center for Academic Success has implemented a GED "boot camp." The first two cohort groups have achieved a pass rate of 100% and 80% respectively on the GED exam. This program has opened up opportunities to disadvantaged students to improve their employment options and it has instilled in them the confidence to continue their educational development. We have also begun to invite GED graduates to participate in our spring commencement exercises to receive recognition for their achievement.

The math instructors have implemented the use of *My Math Lab* as a means of enhancing students' opportunities to be successful in mathematics courses. One of the math instructors offered an intensive math refresher just before the fall semester to give students the opportunity to try to test into a higher level math class than their original placement score indicated.

Since September 2011, personnel from the Mobile Veterans Center have been making monthly visits to the campus to provide support to the veterans who have served their country in recent years. We are pleased to have the opportunity to host this service, which provides significant support to our students who are military veterans in aiding them with any post-traumatic stress they may be experiencing and in apprising them of the benefits for which they are eligible as a result of their service to their country.

In the fall of 2011, we acquired and set up two golf simulators at our athletic facility. The simulators provide opportunities for the members of our golf team to continue developing their golf skills during our harsh Montana winters. Furthermore, our golf coach has set up winter golf leagues that will allow members of the community to hone their golf skills at our athletic facility. We are optimistic that the winter golf leagues will also enhance our community's awareness of the College and what it has to offer to the community.

Response to Topics Previously Requested by the Commission

Miles Community College submitted its Year One Self-Evaluation Report in spring 2011. In a letter dated August 8, 2011, Dr. Sandra E. Elman, NWCCU President, indicated that the Commission had reaffirmed the College's accreditation on the basis of the Spring 2011 Year One Evaluation, with the following Recommendation:
> "Though the College has identified indicators of achievement for each core theme, the evaluation panel recommends that the College provide indicators that are measurable for evaluating the accomplishment of each objective for each core theme (Standard 1.B.2)."

Dr. Elman further stated that the Commission had requested that the "College address Recommendation 1 of the Spring 2011 Year One Peer-Evaluation Report in its updated response to Standard One as part of its Spring 2012 Year Three Self-Evaluation Report." In response to this recommendation, we have carefully reviewed each of the core theme indicators to ensure that they are stated in "measurable [terms] for evaluating the accomplishment of each objective for each core theme." Those modifications are reflected in the tables provided in section 1.B.2 of Chapter One.

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<p style="text-align:center;">**CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS**</p>

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2 – Authority

Miles Community College derives its authority from the State of Montana to grant degrees in accordance with *Montana Code Annotated, 2011, Title 20, Chapter 15,* which is accessible at the following link: http://data.opi.mt.gov/bills/mca_toc/20_15.htm

Eligibility Requirement 3 – Mission and Core Themes

The Board of Trustees of Miles Community College has final authority for the approval of the College's Mission, Core Themes, and Strategic Initiatives, all of which are consistent with those of a comprehensive community college that awards certificates and associate degrees. The College devotes substantially all of its revenues to support its Mission, Core Themes, and Strategic Initiatives.

Standard 1.A – Mission

1.A.1 Development, derivation, and dissemination of Mission Statement

In preparation for the 2006 Comprehensive Self-Study, one concern that came to the forefront during discussions regarding the Mission Statement was its cumbersome lengthiness, albeit thorough, in articulating the College's function as a comprehensive community college. In the fall of 2005, Dr. Stefani Gray Hicswa, at that time an educational and planning consultant, was invited to conduct a two-day workshop to help the College employees identify the strengths and priorities of Miles Community College. That campus-wide collaborative process resulted in the development of a Mission Statement and seven Strategic Initiatives, which were subsequently approved and adopted by the Board of Trustees on November 21, 2005.

In the fall of 2011, the College employees underwent a similar process to examine the Mission Statement and Strategic Initiatives. At that time we reaffirmed the Mission Statement and determined that it was time to revise our Strategic Initiatives. Accordingly, as a result of that planning session and subsequent all-employee meetings, the Strategic Initiatives have been modified to reflect the College's current priorities, needs, and realities.

Mission Statement

Miles Community College promotes student success and lifelong learning through accessible, quality programs and community partnerships.

Strategic Initiatives

1. **Student Experience**: *Provide* a quality <u>student experience</u>—both curricular and extra-curricular.
2. **Enrollment**: *Ensure* stable levels of <u>enrollment</u>, including retention and completion.
3. **Funding**: *Secure* sustainable <u>funding</u>.
4. **Reputation**: *Enhance* the College's <u>reputation</u>.
5. **Innovativeness**: *Foster* <u>innovativeness</u> with technology, facilities, and equipment.

The College's Mission Statement and Strategic Initiatives are made public through a variety of venues. They are published in the college catalog and student handbook. As well, they appear on the College's web site. Additionally, the Mission Statement, Core Themes, and Strategic Initiatives are posted prominently throughout the campus. Finally, employees have received a laminated pocket card that has the Mission Statement, Core Themes, and Strategic Initiatives printed on it.

1.A.2   Articulation of mission fulfillment: Outcomes and threshold of acceptability

The Strategic Initiatives constitute the foundation and paradigm upon which mission fulfillment is articulated and assessed. Indeed, all planning and goal setting take place within the context of these initiatives. Each summer since 2007, the Leadership Team, now the President's Cabinet, has participated in a two-day planning retreat to review and analyze the accomplishments and challenges of the previous year and to establish tactics for the accomplishment of the Strategic Initiatives for the upcoming year. The Strategic Initiatives remain constant, whereas the tactics change from year to year, depending upon the needs of the College, external factors and forces, and the priorities established by the College Board of Trustees at their annual planning retreat. Early in January of each year, the President's Cabinet meets for a half-day retreat to conduct a mid-year review of the progress being made toward the fulfillment of the tactics that were established the previous summer.

The following table for the current academic year illustrates the results of this process:

MILES COMMUNITY COLLEGE
STRATEGIC INITIATIVES
President's Cabinet
2011-2012
MISSION:
Miles Community College promotes student success and lifelong learning through accessible, quality programs and community partnerships.

Key to names listed:
Stefani→Stefani Hicswa, President
Shelly→Shelly Weight, Vice President of Academic Affairs
Lisa→Lisa Watson, Vice President of Administrative Services and Finance
Darren→Darren Pitcher, Vice President of Student Success and Institutional Research and Institutional Research
Jessie→Jessie Dufner, Dean of Enrollment Services
Garth→ Garth Sleight, Associate Dean of Academic Affairs (Accreditation Liaison Officer)
Kylene→ Kylene Phipps, Human Resources Director
Brandi → Brandi Gray, Endowment Executive Director
*__Kassie__ →Kassie Taylor, Workforce Development Coordinator (not a member of the President's Cabinet).

Strategic Initiative 1: Student Experience Provide a quality student experience—both curricular and extra-curricular					
Core Themes	**Tactics**	**By Whom**	**Performance Indicators**	**Timeframe**	**Status as of January '12**
1,2,3,	Enhance functionality and aesthetics of facilities: +Deferred maintenance	Lisa	Update deferred maintenance spreadsheet.	Mar. 31, 2012	In progress
	+Beautification	Darren	Implement Student Senate Legacy for campus beautification among student groups.	May 15, 2012	In progress
	+Master Plan	Lisa	Update facilities Master Plan to include functional requirements & vision prioritization.	June 30, 2012	Revisiting current plan
Strategic Initiative 2: Enrollment Ensure stable levels of enrollment, including retention and completion.					
Core Themes	**Tactics**	**By Whom**	**Performance Indicators**	**Timeframe**	**Status as of January '12**
2,3	Monitor state higher education initiatives: +College! Now +Digital Academy +Program duplication +Dual enrollment +Career Pathways	Stefani	Regular updates at all-employee meetings & President's Cabinet meetings. Distribute email & communication	June 30, 2012	Current as of 1-9-12
1,2,3	Prioritize enrollment management as a central focus: +Strategic Marketing +Advising +Waivers +Prompts	Stefani	Reorganize enrollment management committee. Message at In-service.	Aug. 19, 2011 Aug. 20, 2011	Complete Complete
		Darren	Develop Strategic Marketing Plan for 2011/12 w/ enrollment management focus.	Jan., 2012	Made adjustments to plan currently in progress
		Shelly	Determine break-even points for programs.	June 30, 2012	Paraed., Insurance, Med. Recept. & Office Tech. AAS
		Darren	Enrollment Management agenda to include specific strategies for faculty and staff.	Ongoing	

Core Themes	Tactics	By Whom	Performance Indicators	Timeframe	Status as of January '12
		Darren	Identify prompts for crucial activities.	Nov. 1, 2011	Board discussion-9/22/2011
		Stefani	Evaluate strategic use of waiver money.	Dec. 31, 2011	Almost complete
		Shelly	Develop advising plan.	Mar. 30, 2012	
		Darren & Jessie	Implement advising plan.		

Strategic Initiative 3: Funding					
Secure sustainable <u>funding.</u>					
Core Themes	**Tactics**	**By Whom**	**Performance Indicators**	**Timeframe**	**Status as of January '12**
3	Create a structured fundraising plan with specific priorities, including facilities, alumni, athletics, & strategic marketing.	Brandi	Develop plan.	June 30, 2012	In process; retreat scheduled for Endowment Board on Feb. 18th
			Present plan to stakeholders: Boards, employees etc.	Aug. 30, 2012	

Strategic Initiative 4: Reputation					
Enhance the College's <u>reputation.</u>					
Core Themes	**Tactics**	**By Whom**	**Performance Indicators**	**Timeframe**	**Status as of January '12**
3,4	Communicate clear direction and vision of College to stakeholders.	Stefani	MCC 2020 Vision at in-service.	Aug. 22, 2011	Complete
			Strategic plan at in-service.	Aug. 22, 2011	Complete
			Presentation to Board of Trustees.	Oct. 24, 2011	Complete-policy changes made
			Review/Update at January Convocation.	Jan. 30, 2012	Complete
			President's Cabinet mid-year update.	Jan. 30, 2012	Complete
			Presentations to service organizations.	June 30, 2012	Scheduled
			Presentation to Endowment Board.	Oct. 30, 2011	
			Press release.	Oct. 30, 2011	
			Radio interview.	Oct. 30, 2011	
			Social Media.	Oct. 30, 2011	
			Compile Departmental Goals.	Oct. 30, 2011	Complete
1,2,3,4	Prepare NWCCU Year Three Self-Evaluation Report.	Garth	Complete report draft	Jan. 15, 2012	In progress
			Assemble documents	Apr. 28, 2012	In progress
			Prepare workroom	Apr. 28, 2012	
			Make arrangements	Apr. 28, 2012	In progress
3	Recognition of accomplishments.	Kylene	Implement "Lure" Award	Sept. 30, 2011	Complete

3	Provide targeted education for employees.	Kylene & Kassie*	Develop of TGIF	May 15, 2012	In progress
		K & K	Complete TGIF	Aug. 30, 2012	
		K & K	Prof. Dev. For staff:		
			Customer Service;	Dec. 6, 2011	Complete
			Communication & conflict management;	Mar. 5, 2012	Complete
			Supervisor training;	June 22, 2012	
		Stefani	Highlight departments at all-employee meetings and on website.	Sep. 2011 – May 2012	October, November
		Darren	Enhance employee directory with links to biographies, etc. (Pilot w/ Student Services).	June 30, 2012	Bios complete, photos in progress

| Strategic Initiative 5: Innovativeness |
| *Foster* <u>innovativeness</u> with technology, facilities, and equipment. |

Core Themes	Tactics	By Whom	Performance Indicators	Timeframe	Status as of January '12
1,2,3	Achieve Banner functionality and efficiencies.	Garth	Adjunct faculty training	Aug. 22, 2011 / Jan. 17, 2012	Complete / Complete
		Shelly	Waitlist functionality	Dec. 15, 2011	Completed 11/30/11
		Lisa	Statements	June 30, 2012	In progress
		Kylene	HR self-service	Mar. 30, 2012	Pay & Employee info Oct. 2011
		Lisa	Investigate online bill payment	June 30, 2012	
		Lisa	Self-service budgeting	June 30, 2012	
		Lisa/Jessie	Security	June 30, 2012	In progress: Melinda Lynnes & Shelley Freese complete
		Lisa	Self-service purchase orders	June 30, 2012	
		Jessie	Online admissions application	June 30, 2012	
		Jessie	F/A self-service	June 30, 2012	
		Lisa	Native Banner finance design	June 30, 2012	In progress
		Stefani	Sustainable financing of Banner	June 30, 2012	In progress
		Lisa	Finance Data Warehouse	Aug. 30, 2012	
		Darren	Research degree audit	June 30, 2012	Training needed
		K,L,S,J	Campus user training	June 30, 2012 In-service	HR Self-service, SOAR complete
		Stefani	Communication at in-service	Aug. 19, 2011	Complete

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3	Expand and refine campus procedures.	VPs	Identify high-level job functionality (daily, weekly, monthly, seasonally).	June 30, 2012	
		Shelly & Kylene	Staff evaluation instrument	Dec. 30, 2011	Development complete. Training needed in spring.
		Shelly, Lisa, Kylene	Faculty Pay Schedule	June 30, 2012	
		Shelly	Expand communication system for events.	Dec. 30, 2011	
3	Status updates	Stefani	President's Cabinet agenda (bimonthly)	Aug. 31, 2012	In progress

By way of clarification, the "By Whom" column identifies which member(s) of the President's Cabinet has (have) responsibility for identifying and involving appropriate stakeholders to ensure completion of the identified tactics. From a more holistic perspective, the President and Vice Presidents oversee the completion of the tactics that fall within their respective jurisdictions by collaborating with the employees they supervise to accomplish these goals and their individual department goals. In addition, the Vice Presidents lead in the development of goals specific to their respective divisions.

The "Performance Indicator" column articulates the "acceptable threshold or extent of mission fulfillment" in that particular tactic.

Standard 1.B – Core Themes

1.B.1   Essential elements of the collective mission

In response to the implementation of the new accreditation standards and evaluation process that were approved by the Board of Commissioners of the Northwest Commission on Colleges and Universities in 2010, we have identified four Core Themes for Miles Community College. Discussion took place on campus that entailed a careful examination of the Mission Statement and Strategic Initiatives in order to ensure that the Core Themes would "individually manifest essential elements of [the College's] mission and collectively encompass [the College's] mission." Once the Core Themes were identified, they were presented to the College employees for their feedback before being presented to the Board of Trustees for official approval and adoption. The Core Themes were approved by the Board of Trustees on December 20, 2010, with a slight revision to Core Theme # 4, which was approved on January 24, 2011.

The **Core Themes** are as follows:

1. Student Success
2. Academic Excellence
3. Resource Management
4. Community Outreach and Partnerships

The Core Themes were derived from the Mission Statement and represent our judgment of the essential elements that collectively encompass the College's Mission to "promote student success and lifelong

learning through accessible, quality programs and community partnerships" in a manner that supports our Strategic Initiatives of (1) providing a quality **student experience**—both curricular and extra-curricular; (2) ensuring stable levels of **enrollment,** including retention and completion; (3) securing sustainable **funding**; (4) enhancing the College's **reputation**; and (5) fostering **innovativeness** with technology, facilities, and equipment.

1.B.2 Objectives with meaningful, assessable, and verifiable indicators of achievement

The following tables indicate each Core Theme with its respective vision statement, objectives, indicators of achievement, rationale for the indicators, and the tools used to assess and verify fulfillment of the indicators.

CORE THEME # 1: STUDENT SUCCESS
Core Theme Vision Statement: At Miles Community College we have an open-door admissions policy. As a result, we face the ubiquitous challenge and opportunity of admitting students from diverse educational and socioeconomic backgrounds. Our goal is to identify our students' current level of preparation and then to help them succeed at achieving their academic potential in order to fulfill their personal goals. In addition, we strive to provide the students with socially and culturally enriching opportunities as they attend Miles Community College.
Objective # 1: Equip students with the basic knowledge needed to navigate the educational process.
Indicators of Achievement: - The College holds Student Orientation, Advising, and Registration (SOAR) sessions before each semester. The sessions teach the basic information needed to navigate the educational process. Attendance at a SOAR session is required of all new students.   - The College requires successful completion of the First Year Pioneer freshman seminar for all general AA and AS students.
Rationale for Indicators: The retention literature describes clear correlation between student success and completion of a new-student orientation and participation in a freshman seminar; therefore, students who attend a SOAR session and participate in the First Year Pioneer freshman seminar are more aware of the resources and services available to help them succeed in achieving their academic and personal goals.
Tools of Assessment: - The Student Services staff reviews the agenda for SOAR and verifies that it contains material they judge necessary for student success in navigating the educational process.   - The Director of Educational Support Services maintains a record of attendance at each SOAR session. Students who fail to attend are put on registration hold and are required to complete an online orientation before they can register.   - A committee of the faculty and student services staff reviews the syllabus for First Year Pioneer to verify that it contains material they deem necessary for student success in navigating the educational process.   - Students complete evaluations to assess the value of the SOAR and First Year Pioneer sessions. Feedback is used to implement improvements.

Objective # 2: Provide a quality student experience.
Indicators of Achievement:
- The College provides opportunities for students to be involved in student organizations that represent the interests of the student body.   - The Residence Life Program promotes a variety of social opportunities and activities for students.   - The College operates Intercollegiate Athletic programs using NJCAA and NIRA guidelines.   - The Colleges provides multi-cultural events and exhibits for students.   - The Centra Athletic Center provides students the opportunity to exercise and develop skills to maintain a healthy lifestyle.
Rationale for Indicators:
- Retention rates are higher for students who are involved in campus activities.   - Providing a variety of social opportunities helps students develop a sense of belonging and community.   - Intercollegiate athletics promote campus and community connections.   - Students who are exposed to different cultures and individuals with diverse backgrounds and lifestyles develop a greater understanding of the world in which they live.   - Students who exercise and stay fit enjoy better health.
Tools of Assessment:
- The Community College Survey of Student Engagement (CCSSE), which measures the students' perception of value and involvement with extra-curricular activities, is administered every three years.   - The annual Student Satisfaction Survey assesses currently enrolled students' opinion on a variety of topics, including residence life programming.   - The gate count and community sponsorships demonstrate campus and community connections through the athletic programs.   - The annual Student Satisfaction Survey assesses how and the degree to which the students' exposure to different cultures, backgrounds, and lifestyles enhanced their understanding of the world in which they live.   - Student use of the Centra is measured through the point of sales system and enrollment in physical education courses.

CORE THEME # 2: ACADEMIC EXCELLENCE
Core Theme Vision Statement: The mission of Miles Community College is to provide accessible quality programs and to facilitate our students' progression through their respective areas of study. As students complete their certificate or degree, they are prepared to succeed at their next goal, whether it is entering the workforce or continuing on to upper-division coursework at a transfer institution.
Objective # 1: Adhere to mandatory placement policies.
Indicators of Achievement:
- The College's information system, Banner, is programmed to prohibit students from enrolling in college-level coursework without the minimum placement scores (ACT, SAT, COMPASS), or equivalent transfer courses.   - Banner is programmed to prohibit students from enrolling in a course without the proper prerequisite course(s) passed at a C- or higher.

Rationale for Indicators:
• For both indicators of achievement, programming Banner to allow only students with the proper prerequisites to enroll in college-level courses eliminates advising errors and gives students the best possible chance to succeed.

Tools of Assessment:
• Banner pre-requisite rules are set up and maintained.
• Pre-requisite overrides by the Vice President of Academic Affairs are less than 1% of total course enrollment.

Objective # 2: Provide a sequence of developmental courses to prepare students for college-level courses.
Indicators of Achievement:
• Seventy percent of students who take developmental courses pass subsequent entry-level 100 series courses in the following semester.
Rationale for Indicators:
• Students who can pass entry-level 100 series classes validate the rigor of developmental courses and therefore have a greater chance of progressing through 200 series courses needed for degree completion.
Tools of Assessment:
• Seventy percent of students who take WRIT 095 (Developmental Writing) and enroll in WRIT 101 the following semester pass with a C- or higher.
• Seventy percent of students who take ED 105 (Reading & Study Skills) are able to pass subsequent 100-level academic classes that have ED 105 as a prerequisite with a C- or higher.
• Seventy percent of students who take M095 Intermediate Algebra and enroll in M121 College Algebra or M105 Contemporary Math in the following semester pass with a C- or higher.

Objective # 3: Prepare students for entry into the job market through career and technical program completion.
Indicators of Achievement:
• Seventy percent of students graduating with a Certificate of Applied Science or Associate of Applied Science are employed in their field within six months of graduation.
• Eighty-eight percent of ASN students pass the NCLEX exam the first time taken.
• Advisory groups for each program meet at least once every two years to align curriculum to current industry recognized standards.
Rationale for Indicators:
• State workers' comp. data show that, on average, 70% of students graduating with a Certificate of Applied Science or Associate of Applied Science are employed in their field within six months of graduation.
• Eighty-eight percent is the national average for ASN students who pass the NCLEX on their first try. If Nursing programs have continual pass rates below the national average, they are placed on probation by the Montana State Board of Nursing.
• Biannual meetings with the advisory groups allow the College to make curriculum adjustments in conjunction with the biannual catalog cycle.
Tools of Assessment:
• Carl Perkins placement report (4P1) is used for verification of the placement rate.
• The NCLEX Completion Report verifies the nursing students' pass rates.

• The Vice President of Academic Affairs maintains the minutes of each Advisory Board meeting and implements suggested programmatic changes as documented in the Academic Standards and Curriculum Committee minutes.

Objective # 4: Prepare students to succeed at transfer institutions.
Indicators of Achievement: • The College faculty aligns course prefixes, numbers, and learning outcomes through participation in the Montana University System Transfer Initiative.   • Fifty percent of MCC graduates transferring to a public four-year Montana college receive their degree within a three-year period.
Rationale for Indicators: • System-wide consistency in course prefixes, numbers, and learning outcomes facilitates transferability.   • Successful completion of the upper-division requirements for a bachelor's degree within three years demonstrates adequate preparation for transfer.
Tools of Assessment: • All MCC courses are listed on the Montana University System Course Equivalencies located at www.mus.edu.   • MCC graduates are queried against graduation lists of other public Montana four-year college graduation lists to obtain completion percentages through the Office of the Commissioner Higher Education (OCHE) data warehouse.

CORE THEME # 3: RESOURCE MANAGEMENT
Core Theme Vision Statement: At Miles Community College we strive to ensure responsible, prudent, and effectual stewardship of and accountability for (1) financial resources, (2) human resources, (3) auxiliary services, and (4) facilities management, all with the ultimate aim of aiding all stakeholders in carrying out the College's mission of promoting student success and lifelong learning through accessible quality programs and community partnerships.
Objective # 1: Obtain and account for all financial resources to support the mission of the College.
Indicators of Achievement: • The College collects over 99% of the revenue generated by the College.   • The College is represented at 100% of legislative hearings related to community college funding and analyzes legislation to maximize funding.   • The College vets federal, state, and private grants and applies for 100% of vetted grants that meet the provisions of the grant management strategic plan.   • The College reports to stakeholders on the financial condition of the College.
Rationale for Indicators: • The collection of revenues generated by the College maintains cash flow and ensures monies are available to support stakeholders in carrying out the mission of the College   • Participation in the legislative sessions provides legislators with information needed to provide funding that supports the operation of the College and therefore its mission.   • Application for grants that meet the grant management plan allows for the College to obtain grant funding which therefore supports the operations of the College.   • Timely and accurate financial reporting allows stakeholders to understand the financial condition of the College which can affect the mission of the College.

Tools of Assessment:
- Bad debt is compared to generated revenue to determine the percentage of bad debt.
- Transfers of funds from the County to the College are tracked.
- Participation in legislative hearings is recorded in minutes of the MCC Board of Trustees. The College's lobbyist provides a record of testimony and updates on the legislative sessions.
- Grants that are vetted and deemed appropriate to the mission of the College have a submitted grant application and record of funding and comments.
- Annual financial statements are developed and provided to appropriate stakeholders.

Objective # 2: Ensure effective resource allocation through a transparent and collaborative budgeting process.

Indicators of Achievement:
- The College holds at a minimum quarterly budget meetings with the Budget Committee to discuss, review, and plan resource allocation within the College.
- The College holds meetings quarterly with budget managers to review trends and plan for the following budget year.
- The VP of Finance gathers data from the Budget Committee and budget managers and presents preliminary budgets to faculty and staff following the legislative session or as soon as possible in April of each year. Feedback is then solicited and adjustments are made as feasible.
- The College prepares a preliminary budget for the Board of Trustees in June of each year. Feedback from the board, faculty and staff is solicited prior to final approval in July.

Rationale for Indicators:
- Quarterly meetings of the Budget Committee provide committee members the opportunity to learn about current budgets, discuss needs of the campus, and prepare prioritized preliminary lists of needs for submission to the VP of Finance for budget preparation.
- Quarterly meetings with budget managers allow individuals not on the Budget Committee to provide input in their budgetary areas.
- Preparing preliminary budgets by April by using data from the Budget Committee and the stakeholders, along with funding information from the legislature, ensures that all stakeholders have an opportunity to provide feedback on the budget.
- Presenting the preliminary budget to the Board of Trustees and requesting feedback from the board, faculty and staff fulfills the objective of ensuring a transparent and collaborative budget process.

Tools of Assessment:
- The College's Budget Committee meeting agendas and supporting spreadsheets demonstrate the resource allocation process.
- Individual budget spreadsheets and meeting notes in budget binder demonstrate reviews of trends and planning.
- Budget meetings with, or dissemination of the budget via email to, faculty and staff verify solicitation of feedback on budgets.
- The College's preliminary budget and the final annual budget are the outcome of the process.

Objective # 3: Effectively manage college resources based on enrollment.
Indicators of Achievement:
• The College operates within a budget based on enrollment.
• The College systematically adjusts staffing patterns and services based on enrollment.
Rationale for Indicators:
• The majority of revenue sources are based on enrollment.
• Over 80% of the budget is devoted to personnel and services.
Tools of Assessment:
• The year-end financial statement indicates break-even or a surplus.
• The College establishes minimum enrollment required for programs to be cost-effective.
• When program enrollment levels drop below the minimum requirement, the College assesses community need and awareness of the program before placing the program on moratorium.

Objective # 4: Recruit, develop, and retain qualified faculty and staff.
Indicators of Achievement:
• Standardized position descriptions are developed for all positions.
• Professional development is provided on campus semiannually.
• Additional professional development funding exists for off-campus continuing education.
• A competitive employee benefits package is available to full-time employees.
• Hiring processes are systematic and include faculty and staff input.
Rationale for Indicators:
• Position descriptions are developed for a positional need to assist in selecting qualified faculty and staff.
• Providing professional development opportunities on-campus provides a cost-effective way of ensuring faculty and staff members engage in general professional development each year to improve their skill sets.
• Providing resources for professional development opportunities off-campus allows faculty and staff members to attend training and to broaden their perspective of their profession by networking with colleagues at the regional or national level.
• The employee benefits package assists in recruiting and retaining faculty and staff.
• Vacancies are filled in a manner that is ethical, consistent, and inclusive.
Tools of Assessment:
• Current position descriptions are on file at the President's Office.
• Documentation of attendance and end of training evaluations are on file in the Workforce Development Office.
• Restricted and general budget reports reflect funding for professional development and actual expenditures are viewed through a budget query in Banner.
• The College's benefits package is compared to the benefits provided by the Montana University System.
• Search committee packets demonstrate systematic and ethical processes and broad-based participation.

Objective # 5: Provide auxiliary services that are sustainable and serve the needs of students, faculty, staff, and the community.
Indicators of Achievement:
- The College completes an annual a survey of students, faculty, staff, and the community to assess the needs of the auxiliary services provided by the College.   - The College completes an annual survey of students, faculty and staff, and the community to seek input on whether additional services may be needed. A recommended auxiliary service, if deemed viable, is implemented.   - The College reviews financial performance of existing auxiliary services each quarter and continues auxiliary services that are sustainable and supported by feedback from the users. Non-sustainable auxiliaries are considered for termination by the College at the end of each fiscal period.
Rationale for Indicators:
- Seeking feedback annually from students, faculty, staff, and the community allows the College to determine whether auxiliary services are meeting the needs of the College.   - Asking the students, faculty, staff, and the community for input on additional auxiliary services allows the College to provide auxiliary services that meet the needs of users.   - Reviewing financial performance of the auxiliaries ensures that the College is providing services that are self-supporting and meet the needs of the College.
Tools of Assessment:
- The results of auxiliary services annual surveys are on file in the appropriate office.   - The results of the annual survey seeking input on the need for additional auxiliary services are on file in the appropriate office.   - Analysis of auxiliary financial statements determines the continuance of the service.

Objective # 6: Provide safe and functional facilities with available resources.
Indicators of Achievement:
- The College implements a Campus Safety Committee that meets at least quarterly to discuss safety issues at the campus and implement safety measures as needed.   - The College maintains a deferred infrastructure improvement spreadsheet that is updated at least annually. This spreadsheet identifies and prioritizes improvements needed to the facilities. Input is sought from the faculty and staff and finalized by the Vice Presidents each year. The plan acts as the driver for budgeting improvements to the campus with available funds.   - MCC maintains a campus master plan that is reviewed and updated at least every three years. This document provides a high-level review of the campus facilities and the long-term plans to ensure the safety and functionality of the facilities.
Rationale for Indicators:
- The existence of a Safety Committee allows for input and review of safety issues within the College. Implementation of safety measures is a proactive approach to providing safe and functional facilities.   - Maintaining a deferred infrastructure improvement spreadsheet allows for the identification of areas needing improvement. Input is sought from all employees and improvements are prioritized to ensure improvements are being made to maintain the safety and functionality of the campus.

• The existence of a master plan allows for a longer term view of the safety and functionality of the facilities which in turn provides for a safe and functional campus.
Tools of Assessment:
• Campus Safety Committee meeting minutes and actions taken demonstrate that safety measures are implemented. • The deferred infrastructure improvement spreadsheet lists the needs that have been identified and prioritized. Improvements are incorporated into the budget and completed as resources allow. • The campus master plan is updated at least every three years.

Objective # 7: Perform fundraising and friend-raising functions to support College activities.
Indicators of Achievement:
• Fundraising events are held annually. • Friend-raising events are held annually.
Rationale for Indicators:
• Fundraising events are held to generate scholarship and general funding to support the prioritized needs of the College. • Friend-raising events are held to educate the general public and develop long-term relationships with potential donors.
Tools of Assessment:
• The Executive Director of the Endowment develops and distributes an annual report documenting fundraising activities. • Monthly reports to the Endowment Board by the President and Executive Director of the Endowment document friend-raising events.

CORE THEME # 4: COMMUNITY OUTREACH & PARTNERSHIPS
Core Theme Vision Statement: Miles Community College serves as an economic engine for our community and surrounding area. Consequently, we strive to provide timely, cutting-edge workforce training to enhance business development in the area. In addition, we provide meaningful opportunities to enrich the personal lives of area residents in order to foster lifelong learning. As a small community college, we also understand the need to create partnerships and linkages with industry and other educational institutions to ensure fiscal solvency and to maximize our economies of scale.
Objective # 1: Partner with other higher education institutions to provide additional degree program opportunities.
Indicators of Achievement:
• Increase program offerings at MCC through partnerships with other higher education institutions.
Rationale for Indicators:
• It is important to respond to the educational needs of the region in the most timely and cost-effective manner possible.
Tools of Assessment:
• The catalog reflects new degree programs offered in partnership with another college.

Objective # 2: Create linkages between secondary and postsecondary education.
Indicators of Achievement:

- Agreements for the Big Sky Career Pathways Initiative are completed as career and technical programs are identified.
- Interlocal agreements for dual enrollment are completed with secondary schools as instructors are identified.

Rationale for Indicators:

- Agreements are created in response to the legislative mandate to create pathways between high school and post-secondary curriculum.
- Dual enrollment provides access and opportunity for post-secondary education to qualified high school students.

Tools of Assessment:

- Signed agreements are on file in the office of the Vice President of Academic Affairs.
- Interlocal agreements with high schools are on file in the office of the Associate Dean of Academic Affairs.

Objective # 3: Provide workforce training to meet regional needs.
Indicators of Achievement:

- The College offers workforce training courses and seminars.
- The Workforce Development Coordinator meets with businesses and service groups to develop customized training.
- The College plans and markets continuing education courses to provide renewal units or renewal credits for participants.

Rationale for Indicators:

- Workforce training courses and seminars promote lifelong learning and improve the economy of eastern Montana.
- Customized training meets individual business needs and enhances community partnerships.
- Continuing education courses support area professionals in their career development needs.

Tools of Assessment:

- Marketing materials announce the workforce training courses available each semester.
- The Outlook calendar of the Workforce Training Coordinator verifies appointments.
- Flyers and brochures marketing the continuing education courses and conferences are on file in the Workforce Training Coordinator's office.

Objective # 4: Offer lifelong learning educational experiences to meet community needs.
Indicators of Achievement:

- The College provides community education courses addressing public interests and requests.
- The College arranges educational tours.
- The College offers senior citizens courses and special events.
- The College offers Kids College courses to encourage youth to start thinking of MCC as the place to go to meet their educational needs.

Rationale for Indicators:

- Community Education, educational tours, senior citizen courses and Kids College meet the lifelong learning and community outreach components of the College's mission and the intent of the Adult Education state mill levy.

Tools of Assessment:
- The Community Outreach flyer lists and advertises the courses offered each semester.
- The Community Outreach flyer and e-mail correspondence advertise tours each semester.
- The Community Outreach Flyer lists senior citizens courses and events each semester.
- The Community Outreach Flyer and local newspaper list Kids College courses.

CHAPTER TWO: RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements 4 through 21

Eligibility Requirement 4 - Operational Focus and Independence

The predominant focus of Miles Community College is post-secondary education. Developmental education, adult basic education, and workforce training are also integral elements of the mission of the College. The Miles Community College Board of Trustees and the Montana State Board of Regents recognize the value of regional accreditation and ensure that the College has the needed organizational and operational independence for adhering to the accreditation standards of the Northwest Commission on Colleges and Universities.

Eligibility Requirement 5 - Non-discrimination

Policy 600.2 *Equal Employment Opportunity/Non-Discrimination* of the Miles Community College *Board Policy Handbook* ensures that the College is committed to non-discrimination on the basis of race, color, religion, national origin, marital status, political beliefs or ideas, gender, age, disability, or veteran status. The policy also states that the College shall make reasonable accommodation for any known disability that may interfere with an applicant's ability to compete in the hiring process or any employee's abilities to perform the duties of the job. The policy also allows employees or applicants to file a discrimination grievance without retaliation if they feel they have been the recipients of discrimination. Finally, the policy provides for disciplinary measures against anyone found to be engaging in any type of unlawful discrimination.

Eligibility Requirement 6 - Institutional Integrity

The Miles Community College *Board Policy Handbook*, the *Miles Community College 2011–2012 Catalog*, and the *2011–2012 Student Handbook & Day Planner* provide clear expectations and thorough explanations in matters pertaining to academic honesty, course and program costs and requirements, hiring procedures and conditions of employment, purchasing, and other such standards for ensuring that the institution adheres to high ethical standards in all of its operations and relationships.

Eligibility Requirement 7 - Governing Board

The Board of Trustees is the governing body of Miles Community College. The Board consists of seven members who are elected by the voters of Custer County. The Board members do not have contractual, employment, or personal financial interest in the institution.

Eligibility Requirement 8 - Chief Executive Officer

Dr. Stefani Gray Hicswa serves as the president and chief executive officer of Miles Community College. Her full-time duties and responsibilities are to the College.

Eligibility Requirement 9 – Administration

The campus executive team is comprised of the College President, the Vice President of Academic Affairs, the Vice President of Student Success and Institutional Research, and the Vice President of Administrative Services and Finance. These four individuals supervise a cadre of dedicated faculty and

staff who provide the administrative, academic, and support services necessary to foster the fulfillment of the College's Mission, Core Themes, and Strategic Initiatives.

Eligibility Requirement 10 – Faculty

Miles Community College has a core of full-time faculty members who have the appropriate education and experience needed to provide instruction and training in the courses and programs currently offered at the College. The College also employs, as necessary, qualified adjunct faculty members to fill the instructional needs not met by the full-time faculty. Faculty members serve on numerous committees and thereby have the opportunity to be involved in the formulation of institutional policy, academic planning, and institutional governance.

Eligibility Requirement 11 - Educational Program

Miles Community College offers Associate of Applied Science, Associate of Science in Nursing, Associate of Arts, and Associate of Science degrees. It also offers certificates in several professional-technical specialties. The degrees offered (1) are aligned with the College's Mission, Core Themes, and Strategic Initiatives; (2) include expected student learning outcomes; and (3) lead to college-level degrees with degree designations that are consistent with program content in recognized fields of study.

Eligibility Requirement 12 - General Education and Related Instruction

Miles Community College has general education requirements in oral and written communication; computer education; humanities and fine arts; mathematics; science; and social science, economics, history, and political science. These requirements are integral components of the Associate of Arts, Associate of Science, and Associate of Science in Nursing degrees. The Associate of Applied Science and Certificate programs include required coursework in the areas of communication, computation, and human relations as essential components to complement the specialized training included in each program.

Eligibility Requirement 13 - Library and Information Resources

Miles Community College actively strives to maintain either holdings or access to library and information resources that are necessary to support the academic function of the College.

Eligibility Requirement 14 - Physical and Technological Infrastructure

The physical and technological infrastructure at Miles Community College is sufficient to enable the College to fulfill its Mission, Core Themes, and Strategic Initiatives.

Eligibility Requirement 15 - Academic Freedom

Miles Community College Board Policy 300.3-*Academic Freedom* affirms the College's commitment to ensuring that "[t]he institution maintains an atmosphere in which intellectual freedom and independence exist."

Eligibility Requirement 16 - Admissions

The admissions policies and procedures for Miles Community College appear in the college catalog, on the College's web site, and in the admissions packet provided by the Student Services Office. The admissions policies and procedures clearly specify the characteristics and qualifications appropriate for the College's programs. The College adheres to its admissions policies.

Eligibility Requirement 17 - Public Information

The college catalog, which is available in hard copy and electronically on the College's web site, provides current and accurate information regarding the College's Mission, Core Themes, and Strategic Initiatives; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Eligibility Requirement 18 - Financial Resources

The Vice President of Administrative Services and Finance, Controller, and other members of the Business Office work closely with the President, Board of Trustees, and budget managers in securing, managing, and planning resources in a manner that is fiscally responsible, consistent with the College's Mission, Core Themes, and Strategic Initiatives, and that realistically manages risk to ensure short-term solvency and long-term financial sustainability.

Eligibility Requirement 19 - Financial Accountability

Miles Community College undergoes an annual financial audit by external, professionally qualified personnel. The College has a long-term record of successful audits and timely responses to any findings that the College may receive.

Eligibility Requirement 20 - Disclosure

Miles Community College is committed to making available to the Northwest Commission on Colleges and Universities any and all such information as the Commission may require for carrying out its accreditation and evaluation functions.

Eligibility Requirement 21 - Relationship with the Accreditation Commission

Miles Community College voluntarily accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with the standards and policies as currently constituted or as modified in accordance with Commission policy. Miles Community College also understands and accepts the prerogative of the Commission to make known the nature of any action, positive or negative, regarding the College's status with the Commission to any agency or members of the public requesting such information.

Standard 2.A. – Governance

2.A.1   Governance: widely understood and inclusive of stakeholders

Montana Code Annotated places supervision and coordination of the community college districts under the Montana Board of Regents of Higher Education (see http://data.opi.mt.gov/bills/mca/20/15/20-15-103.htm) and a locally elected Board of Trustees (see http://data.opi.mt.gov/bills/mca/20/15/20-15-225.htm). The roles of the Board of Trustees, administrators, faculty, staff, and students are in accordance with *Montana Code Annotated* and are set forth in the Board of Trustees' *Board Policy Handbook*.

The governance structure of Miles Community College consists of seven locally elected Trustees. The *Board Policy Handbook*, Section 200: Governance and Organization, clearly defines the authority, roles and responsibilities of the Board of Trustees and the President. According to Policy 200.1.E, "[t]he Trustees shall be responsible for the hiring, supervision, and evaluation of the President [and] the Trustees shall delegate authority to the President to lead and administer all College operations and personnel decisions."

The President is directly responsible to the Board of Trustees for the implementation of College policies and provides the Trustees with comprehensive, timely, and relevant information to assist the Trustees in making informed decisions on issues (Policy 200.6.A). The President is further responsible for ensuring a staffing pattern that meets the needs of the College and for maintaining quality within budget constraints (Policy 200.6.B), as well as the hiring, supervision, and evaluation of all College employees (Policy 200.6. C).

The President has implemented a staffing pattern that clearly defines authority and supervisory responsibilities. This staffing pattern consists of three vice presidents who oversee three divisions: Administrative Services and Finance, Academic Affairs, and Student Success and Institutional Research (see Organizational Chart, 2/12, in Appendix B). Board policy further requires employment of personnel that uphold the College's Mission, Core Themes, and Strategic Initiatives (Policy 600).   The responsibilities of College employees are listed in their position description along with core competencies for their position.

In order to advance the College's Mission, Core Themes, and Strategic Initiatives, the President has implemented decision-making structures and processes that provide for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest. The following is a list of campus committees which are comprised of a balance of faculty, staff, and students, as appropriate:

- Academic Standards and Curriculum Committee
- Administrative Council
- Assessment Committee
- Blue and Silver Employee of the Semester Selection Committee
- Budget Committee
- Calendar Committee
- Campus Crisis Task Force
- Career and Technical Division
- Dining Services Advisory Committee
- Enrollment Management Committee

- Financial Aid Appeals Committee
- General Education Division
- Hall of Fame Selection Committee
- Main Event Steering Committee
- Nursing Admissions Committee
- Nursing Division
- President's Cabinet
- Residence Life Committee
- Safety & Security Council
- Scholarship Committee
- Social Committee
- Speakers Bureau Committee
- Student Account Appeals Committee
- Technology Committee
- Wellness Committee

A full list of committee assignments for FY 2012 is included as Appendix C. The committee assignments are updated annually. Each fall, the President invites faculty and staff input regarding committee assignments and gives employees, including the Faculty Association President, an opportunity to request changes or additions to committee assignments. The President or supervisory Vice Presidents communicate the authority, role, and scope of committees to the respective chairs. For a decision needing presidential approval, the committee chair forwards a committee's recommendation to the President, who then reviews and ratifies or overturns the recommendation. For decisions needing approval by the Board of Trustees, the President forwards recommendations to the Trustees after vetting the recommendation through the Board's appropriate sub-committee.

In addition to the committee structure described above, the President meets with the President's Cabinet, the membership of which is comprised of her direct reports. The purpose of these meetings is to discuss issues and update cabinet members. The President also meets weekly with her executive team, which includes the Vice Presidents and the Human Resources Director.

The organizational chart delineates the chain of command, thereby providing for a governance structure that is widely understood and inclusive of all stakeholders. The authority, roles, and responsibilities of the Trustees and President are clearly defined in Board Policy. The internal shared governance structure is communicated annually through the committee assignments. The annual strategic plan specifies the roles and responsibilities not specified in individual position descriptions

2.A.2 Multi-unit governance system

Montana Code Annotated 20-15 (see *http://data.opi.mt.gov/bills/mca_toc/20_15.htm*) clearly delineates the division of authority and responsibility between the Montana Board of Regents and the local Community College Trustees. As well, the code defines clearly and concisely the university system policies, regulations, and procedures that apply to the state's locally controlled community colleges.

2.A.3   Monitoring compliance with NWCCU Standards within the context of collective bargaining agreements, legislative actions, and external mandates

Miles Community College monitors its compliance with the NWCCU's eligibility requirements, standards, and policies for accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates. Board of Trustees Policy 300.1 states: "The College shall maintain accreditation with the Northwest Commission on Colleges and Universities." Additionally, Montana Board of Regents Policy 320.2 requires all Montana University System units and community colleges to maintain accreditation with the Northwest Commission on Colleges and Universities (see http://www.mus.edu/borpol/bor300/320-2.pdf). Accordingly, the Accreditation Liaison Officer, in collaboration with the President, reviews external mandates and legislative actions relative to NWCCU standards. His knowledge of the standards allows the Miles Community College administration and faculty collective bargaining team to be proactive when negotiating collective bargaining contracts. Likewise, we strive to be proactive with legislators to make them aware of any actions that would potentially contravene the Commission's accreditation requirements.

Governing Board

2.A.4   Governing Board: Composition of membership; defining, communicating, and understanding the relationship between the MCC Board of Trustees and the Montana Board of Regents

The Board of Trustees of Miles Community College is comprised of committed and engaged Trustees who take great interest in the success of the College. According to Policy 200.1, "The Board of Trustees shall be comprised of seven locally elected members. Trustees shall be elected for staggered three-year terms and may run for unlimited terms." The Miles Community College Board of Trustees consists of seven members from Miles City and the surrounding service area of Custer County. Brief biographies of the Trustees are included in Appendix A. Since each board member serves a term of three years on a rotating basis, continuity of trustee governance is ensured. Elections are held annually on the Tuesday following the first Monday in May.

The Board represents a wide range of business, professional, and agricultural interests. No board members are currently employed at Miles Community College, nor do any Trustees have contractual or financial interest in the institution. Following the annual election cycle, new officers are elected by the Board and committee assignments are made by the Chair at the Trustees' regular May meeting. Trustees also complete a conflict of interest statement at this meeting (see Appendix A). The statement requires Trustees to disclose any contractual, employment, or financial interest they may have with the College.

As stated in 2.A.2 of this report, the roles, responsibilities, and authority of the Montana Board of Regents as they relate to Miles Community College are clearly defined in *Montana Code Annotated* 20-15.

2.A.5   Functioning as a committee of the whole, except by formal delegation of the entire governing board

Board Policy 200.1.H explicitly states that Trustees shall act only as a committee of the whole and that no member or subcommittee is authorized to act on behalf of the Board. This policy further states that "[a]ll Board decisions must be made by a vote in an open public meeting. Outside of Board meetings, Trustees shall not make statements or commitments on behalf of the Board." In addition, Policy 200.1.G stipulates

that "the Board shall honestly debate the issues affecting the community. After a vote, Trustees shall support the decision and speak with one voice once a decision is made."

The actions of the Miles Community College Board of Trustees conform to the requirements specified in *Montana Code Annotated*. No Board member has the power to act on behalf of the Trustees, unless authorized by Board action. Regular meetings are scheduled for the fourth Monday of each month. All business is transacted at regular or special meetings.

2.A.6 **Role in reviewing, revising, and exercising broad oversight of institutional policies, including policies of self-governance**

The Board of Trustees establishes all institutional policies, including those regarding its own organization and operation. Section 200 of the *Board Policy Handbook* includes specific policies regarding organization and operation of the Trustees. Policy 200.7 outlines the process by which College policies are adopted and revised. "Policy shall be adopted or revised by a majority vote of the Trustees. The President shall propose new policy and suggested revisions. Trustees may direct the President to initiate policy changes."

In order to implement this policy, a campus committee has been established to review policy and propose revisions to the President. The President presents proposed policy changes to the Administrative Council for review. The President then forwards the documents to the campus community to solicit questions or concerns. Suggested policy revisions are then presented to the Board of Trustees' Human Resources Committee, which reviews all policy changes. Changes are then presented to the Board of Trustees as a whole for approval. Over the past five years, the Trustees have reviewed the *Board Policy Handbook* in its entirety and have made changes as deemed appropriate.

2.A.7 **Selection and evaluation of chief executive officer and delegation of authority to implement and administer board-approved policies**

According to Policy 200.1.E, "The Trustees shall be responsible for the hiring, supervision, and evaluation of the President [and] the Trustees shall delegate authority to the President to lead and administer all College operations and personnel decisions." The President is accountable for the operation of the institution and has appropriate authority to implement and administer board-approved policies related to all facets of College operations. The President has the authority to make final decisions on all executive and administrative matters consistent with *Montana Code Annotated*. The President is directly responsible to the Board of Trustees for the implementation of College policies and provides the Trustees with comprehensive, timely, and relevant information to assist them in making informed decisions on issues (see Policy 200.6.A).

The Trustees hired current president, Stefani Gray Hicswa, Ph.D., in 2006, following a national search in which four qualified finalists were interviewed in an open process involving community members, faculty, staff, and students. Annually thereafter, the President has been evaluated by the Trustees in a formal evaluation process (see the President's evaluation instrument in Appendix B). The Chair of the Trustees' Human Resources Committee oversees the evaluation process. Once Trustees have completed the evaluation instrument, the results are compiled and the Trustees discuss and review the evaluation. The Trustees apprise the President of the results and set annual goals for the President based on the evaluation and current needs of the College.

2.A.8   Self-evaluation to ensure effectiveness and efficiency

The members of the Board of Trustees perform self-assessments to evaluate their performance and to ensure that they are fulfilling their duties and responsibilities as delineated in the *Board Policy Handbook* and in *Montana Code Annotated*. They do so during their semiannual Board retreats. The winter retreat includes board training to meet the provisions of Policy 200.1.J, which states, "Trustees shall engage in regular and ongoing training and continuous improvement." Board training included in the winter retreat focuses on discussions of effective governance and the role of community college trustees. (Agendas for these retreats will be available in the resource room.) The summer planning retreat is devoted to reviewing and evaluating the accomplishment of the previous year's goals, and to planning and setting goals for the upcoming year. This strategic planning session is the basis for the annual goals the Board sets for the President as well.

The process used for evaluating the Board of Trustees is similar to the process used for evaluating the President. The evaluation instrument includes two parts. Part I is an evaluation of the Board as a whole and Part II is a self-evaluation in which each Trustee evaluates his/her own performance as a member of the Board. The instrument is included in Appendix A. Upon completion of the evaluation process, strengths and weaknesses are identified and addressed as appropriate.

Leadership and Management

2.A.9   Effective system of management with adequate staffing and appropriate levels of responsibility and accountability to engage in planning, organizing, managing institution, and assessing achievements and effectiveness

The system of leadership that the President has implemented over the past six years is designed to ensure compliance with Board Policy 200.6.B, which requires the President to implement a staffing pattern that meets the needs of the College and that maintains quality within budget constraints.

The administrative staffing pattern consists of three vice presidents who oversee three divisions: Administrative Services and Finance, Academic Affairs, and Student Success and Institutional Research (Organizational Chart Updated 2/12). Within the Academic Affairs division the President created an Associate Dean of Academic Affairs position in 2006. This individual also serves as the College's Accreditation Liaison Officer. In 2007, the President created the position of Human Resources Director. The Human Resources Director's duties were previously part of the responsibilities of the Vice President of Administrative Services and Finance. Originally the Human Resources Director reported directly to the Vice President of Administrative Services and Finance. Now the Human Resources Director reports directly to the President. In 2009, the President upgraded the position Director of Student Financial and Enrollment Services to Dean of Enrollment Services to enhance the role, scope, and authority of this position in order to alleviate the load that had previously been held jointly by the Vice President of Student Success and Institutional Research and the Vice President of Academic Affairs

These administrators, together with the Athletic Director and the Executive Director of the Endowment, make up the President's Cabinet. They are responsible for planning, organizing, and managing the College. A two-day planning retreat is held off-campus each August to assess College achievements during the previous year; to evaluate the effectiveness of the staffing pattern, budget, and program offerings; and to set goals for the upcoming academic year. Once the President's Cabinet annual strategic plan is developed, the Vice Presidents are charged with setting divisional goals to meet the goals set at the retreat.

In January of each year, a half-day retreat is held off-campus to assess progress in meeting the goals, achievements to date, and the effectiveness of college operations. The annual strategic planning goals are evaluated and updated appropriately. The current goals are included in Chapter One, Standard 1.A.2.

2.A.10 Chief executive officer: full-time responsibility to institution, and role with governing board

Miles Community College employs a qualified chief executive officer with full-time responsibility to the College. The President reports directly to the Board of Trustees. The Board delegates authority to the President to lead and administer all College operations and personnel decisions (Policy 200.1). The qualifications, responsibilities, and core competencies for the position of president are listed in the position description, which can be found in Appendix B.

In 2006, Miles Community College hired a new President. Dr. Stefani Gray Hicswa is our seventh president and the College's first woman president. She is appropriately qualified, as she received her Ph.D. in Community College Leadership from The University of Texas at Austin, with minors in rural development and public policy. Her dissertation examined the role of community college presidents in rural community development. Dr. Hicswa holds a master's degree in Adult Education from Montana State University, while her undergraduate degree is in Organizational Communication from The University of Montana. Prior to becoming president at MCC, she was a senior-level administrator at Cy Fair College in Houston, Texas; Parkland College in Champaign, Illinois; and Flathead Valley Community College in Libby, Montana. She is very involved in the community and provides leadership at the state level. She serves on a variety of boards and serves as the current president of the Miles City Rotary Club. President Hicswa is an ex officio member of the Miles Community College Board of Trustees. She also serves as an ex officio member of the Endowment Board of Directors. The President's résumé is in Appendix B.

2.A.11 Administrative structure adequate to provide effective leadership and management in fulfilling institutional mission

The College employs a sufficient number of qualified administrators who provide effective leadership for the College. The administrative staffing pattern meets the needs of the College within budget constraints. All of the Vice Presidents hold master's degrees in fields appropriate for their division. The Vice President of Student Success and Institutional Research is a doctoral candidate and plans to complete his Ed.D. later this year.

The Vice Presidents manage the College's three major divisions, which include all of the major support and operational functions of the campus, with the exception of human resources, athletics, and fundraising, which report directly to the President. All members of the President's Cabinet work collaboratively across institutional functions in order to ensure the fulfillment of the College Mission, Core Themes, and Strategic Initiatives.

The President's Cabinet is responsible for planning, organizing, and managing the College. In order to facilitate collaboration across institutional functions and units, as has been explained previously, a two-day planning retreat is held off campus each August and a half-day retreat is held off campus in January. These planning and evaluation sessions are in addition to weekly meetings of both the President's Cabinet and executive team to ensure effective leadership and management of the College.

Policies and Procedures

Academics

2.A.12 Communication of academic policies to students, faculty, administrators, and staff

Miles Community College makes academic policies readily accessible in the following places: college catalog, student handbook, *Faculty Master Agreement*, *Board Policy Handbook*, and shared drives on the college network. The college catalog covers the majority of academic policies on the campus. The students are given general information that includes class attendance policies, credit load recommendations, and explanation of Carnegie units to measure semester credits and the expectation of out-of-class work as it relates to the hours spent in the classroom.

All policies and procedures for the granting of incomplete grades, petitioning for academic bankruptcy, and repeating coursework are completely delineated. Students are also given the policies and procedures for dropping and adding classes, withdrawing from school, and auditing courses.

The policies concerning academic honors for the College are outlined in the catalog. These include scholastic recognition, honorary society, and graduating with honors. Since a majority of the graduates from Miles Community College transfer their coursework, an entire section is dedicated to the transfer of credits, including the operational rules for the Montana University System's general education core.

Students may utilize other methods of achieving college credit, such as CLEP, challenge examinations, and experiential/portfolio credit. The amount of credits allowed and the way to receive these credits are thoroughly specified in the policies.

The catalog contains the College's institutional philosophy of general education and the vision statement for each core area. In addition, the catalog enumerates the overarching outcomes and the general outcomes for each general education core area.

The student handbook includes the same academic policies as the catalog and also explains full-time and part-time classification and credit load recommendations. Additional information in the academic section includes late registration policies, changes to class schedules and the dropping of classes without penalty. The handbook also outlines the procedure for obtaining an official transcript from the College.

The Academic Affairs section of the *Faculty Master Agreement* also clearly outlines the expectations for contract year obligations, course teaching assignments, workload and working hours, curriculum responsibilities, and professional development. The faculty evaluation process also entails the following criteria, along with the weighted percentage of each criterion: (1) teaching and student support, 70%; (2) professionalism, 20%; and (3) service to the College and profession, 10%.

The *Board Policy Handbook* requires all instructors to give a final assessment during the last three days of the semester. In this policy, faculty members are also directed to submit grades electronically at midterm and at the conclusion of the course.

All forms and procedures not covered in the catalog, *Faculty Master Agreement* or *Board Policy Handbook* are contained on a shared drive, known as the wwwUserData (H:) drive. The faculty can access the wwwUserData (H:) drive and retrieve these written procedures and forms from the Academic Affairs file folder. An example of some of the procedures contained on the shared drive include advising;

Academic Standards and Curriculum Committee forms, agendas and minutes; syllabus guidelines; and project selection processes for the career and technical programs.

2.A.13 Documentation, publication, and enforcement of policies regarding library and information resources

Policy 300.9 of the *Board Policy Handbook* states that "the Library shall be open to all students, faculty, staff, and community members." The Miles Community College website located at www.milescc.edu contains a link on the front page to the library. Under this link, a patron or student can select the online catalog or the online reference page. The online reference page is a wiki that contains a link to "Library Services" which outline the library guidelines and services. Covered under the library guidelines are topics such as code of conduct, collection management, complaints, confidentiality and user rights, copyright and academic dishonesty, creating effective assignments, and the national information library standards.

The mission of the Judson H. Flower Jr. Library of Miles Community College is to ensure that students, faculty, staff, and the community are effective users of ideas and information. The Board of Trustees of Miles Community College is legally responsible for all matters relating to the operation of the College. Responsibility for the selection of library materials and equipment is delegated to the Library Director.

The availability of materials through interlibrary loan is considered in selecting materials for the collection, weighing copyright issues as well as immediate local access and availability of materials through interlibrary loan. Consideration is also given to instructor requests in the various academic areas. Library materials are selected to support the curriculum of Miles Community College. Race, nationality, religion, gender, sexual orientation, or political/social views do not have a bearing on selection or exclusion of materials.

Every online course at Miles Community College contains a link to the Library on the course's home tab. Under College Services is a statement about the Library which reads, "Library Services include reference assistance, library instruction, interlibrary loan, and reserve reading. The Library's core collection has 22, 424 print and non-print resources including eBooks and AudioBooks. The Library provides access to 12 online computers." The hours are also listed. The library link takes users directly to the home page of the Library on the College's website, which gives access to the online catalog and online databases.

2.A.14 Development, publication, and implementation of transfer-of-credit policy that maintains academic integrity while facilitating mobility of students

The College provides Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs designed to facilitate student transfer to four-year institutions. This objective is broadly accomplished by meeting the transfer standards of the Northwest Commission on Colleges and Universities and through participation in the Core Curriculum of the Montana University System (MUS), as well as ongoing articulation agreements with MUS units and nearby neighboring state colleges and universities. This statement is located under Degrees and Services in the college catalog.

In the spring of 2007, the 60th Montana Legislature funded the Montana University System to develop simple and clear procedures and policies regarding the transfer of credits among the various units of the system. The Montana University System has adopted a common-course numbering (CCN) policy which ensures that equivalent courses at different campuses have the same title, number, and prefix, and that all such equivalent courses are accepted in transfer as if they had been taken at the receiving campus. The

Transferability Initiative supports the faculty efforts needed to reach consensus on what courses should transfer, and to develop the centralized data and web support capabilities at the Office of the Commissioner of Higher Education to ensure that this information is available to all users of the MUS.

Faculty Learning Outcomes Councils (FLOCs) drawn from specific disciplines at institutions throughout the state examine individual transferable courses and reach consensus about appropriate learning outcomes for each one. The CCN process makes clear which courses are unique to different campuses, and which are considered by faculty to be equivalent for the purpose of transfer.

As previously stated, the CCN policy ensures that equivalent courses at different campuses have the same title, number, and prefix, and that all such equivalent courses are accepted in transfer as if they had been taken at the receiving campus. This makes it easy to know which courses taken at one campus have equivalents at other campuses, and thus which courses will transfer without the need for further transcript review. Because faculty councils for each discipline stand behind the course equivalencies identified in the course equivalency guide, students transferring to another campus can feel confident that they are as well prepared to succeed in their chosen academic field as students who took those courses at that campus.

The MUS website is www.mus.edu. Students, faculty, and administration can use this site to find information about course equivalencies across MUS campuses, guidelines for transferring general education and MUS core coursework, and guidelines for transferring AA and AS degrees to a four-year institution. After reaching the home page of the MUS, link to the "Transfer in MUS" button and choose the "Course Equivalency Guide" (see http://www.mus.edu/Qtools/CCN/ccn_default.asp).

The transfer policy as outlined in the college catalog states that "students who pass courses from accredited institutions with a C- grade or higher that are applicable to their major course of study will be recorded on their Miles Community College transcript. Courses passed with a D grade will not be accepted. Transfer grades will not be calculated in the Miles Community College grade-point average."

The College has also added a policy that will not allow lab sections to transfer independent of their co-requisite course. A "C-" or higher must be recorded for both the lab and classroom section of a co-requisite course in order for a lab section to be recorded on the transcript as a transfer course.

The College's nursing program has a separate transfer policy. Students wishing to transfer to the nursing program from other schools of nursing should contact the director of the nursing program, who then explains that a letter requesting admission to the College's nursing program is required and should be addressed to the Nursing Admissions Committee. The letter needs to outline the reasons for leaving the previous nursing program and the reasons the student thinks he/she will be successful in the Miles Community College nursing program. A letter of recommendation from the student's previous nursing program director or dean is required. Transfer of nursing credits is on a case-by-case basis through course evaluation. Transfer students must complete all nursing program admission requirements prior to enrollment. Nursing courses must have been taken within the past year from a nursing program that is approved by the Montana State Board of Nursing or a nationally recognized nursing accrediting body.

Students

2.A.15 Policies and procedures regarding students' rights and responsibilities

Policies and procedures regarding a student's rights and responsibilities are located on the website and are readily accessible to students and all other constituencies. Policy information and procedural directions concerning student rights and responsibilities, academic honesty, appeals, grievances, and assistance for students with disabilities are published within the student handbook. The handbook is updated and distributed to students annually. An electronic copy of the student handbook is accessible through the college website.

2.A.16 Admission and placement policies for courses and programs

The College has implemented several practices that guide the enrollment of students into the appropriate level of coursework, thereby giving them the best possible chance of success. Admission requirements are clearly stated in the college catalog. Other mandatory placement obligations, such as placement test taking; attendance at student orientation, registration and advising (SOAR) sessions; and late-registration are also included. Information regarding academic progress and student appeals also appears in the college catalog and the student handbook. The college catalog and the student handbook are available in hard copy at the Student Services office, and they are available electronically on the college website.

2.A.17 Policies on the roles and responsibilities of students and the institution regarding co-curricular activities

The College supports and enjoys a variety of student co-curricular activities. These activities are governed by the Student Senate, which is a representative body of the Associated Students of Miles Community College. All students are eligible to participate in activities of their choosing. Adherence to the Student Senate By-Laws, which are available at the Student Services Office, ensures fair and equitable participation. A list of clubs and activities is published in the college catalog and the student handbook, both of which are available in print format or electronically via the college website. Miles Community College does not publish a school newspaper nor operate any other mass media enterprise other than its Facebook page, the link of which is posted on the college website.

Human Resources

2.A.18 Development, publication, and implementation of human resources policies and procedures

Personnel practices of the College are consistent, fair, and equitable. The College maintains and publishes policies and procedures for faculty and staff regarding human resources in Section 600 of the *Board Policy Handbook*. The *Board Policy Handbook* is available in the Human Resources Office and an electronic copy is available on the wwwUserData (H:) drive. Furthermore, faculty obligations that are negotiated with the faculty association are found in the *Faculty Master Agreement*, which is also posted on the wwwUserData (H:) drive.

2.A.19 Notification of conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination

Personnel matters such as employment, work assignments, rights and responsibilities, criteria, evaluation, retention, promotion, and termination are addressed in the Section 600 of the *Board Policy Handbook* and in the *Faculty Master Agreement*.

New Employee Orientation is held once a year for new hires to explain the Mission, Core Themes, Strategic Initiatives, culture, expectations, and campus safety. On the first day of employment, new employees meet with the Human Resources Director, who reviews key policies and procedures. Supervisors review initial job assignments, position descriptions, and performance expectations with each new hire

2.A.20 Security and confidentiality of human resources records

In order to ensure security and appropriate confidentiality, personnel records are maintained in locked file cabinets within the President's Office, which is locked when unoccupied. Access to the file cabinet key is limited to the Human Resources Director and the President's Executive Assistant.

Institutional Integrity

2.A.21 Clarity, accuracy, consistency, and integrity of institutional publications

The College uses a centralized system to disseminate information about its academic intentions, programs, and services to students and the public. This process ensures that an accurate and consistent message is communicated. The Vice President of Student Success and Institutional Research gives final approval for all press releases and college marketing materials, including the college catalog. The catalog is the College's principal means of communicating its academic programs and services. It is updated digitally after changes to curriculum are approved by the Academic Standards and Curriculum Committee, thus ensuring that the online catalog is the most current version. The printed catalog is published every two years. Changes are made to non-curricular items during the proofing process. In 2010, the College deviated from the two-year catalog cycle and published a one-year catalog due to the amount and rapidity of changes being made to the curriculum because of the Montana University System Transfer Initiative. The MUS Transfer Initiative involved common-course numbering (CCN) and most courses received different nomenclatures. The College plans to return to the two-year cycle subsequent to the expiration of the 2011-2012 catalog.

2.A.22 Maintaining high ethical standards in managing and operating the institution

The College maintains high ethical standards in its treatment of students, faculty, administrators, staff, and other constituencies. Policies regarding employment are listed in Section 600 of the *Board Policy Handbook*. Section 600 also contains direction for the proper handling of employees' evaluations and grievances. Timelines for dealing with grievances are built into the policy to ensure that progress toward satisfactory resolution is made. Grievance procedures for students are outlined in the *2011-2012 Student Handbook & Day Planner* starting on page 143. Specific timelines for handling student grievances are built into the policy, ensuring a timely resolution.

The Miles Community College Board of Trustees passed policy 100.4 - Conflict of Interest, during their November 2011 meeting. The policy provides guidance for members of the Board of Trustees,

employees, administrators, and constituents who experience a conflict of interest in regard to dealing with Miles Community College or on the College's behalf.

2.A.23 Prohibitions on conflicts of interest

Section 100.4 of the *Board Policy Handbook* provides a clearly defined statement that prohibits conflicts of interest on the part of the governing board, administration, faculty and staff. The policy specifies that "Trustees, employees, and other individuals affiliated with the College shall disclose to the Human Resources Director any potential conflict of interest and shall recuse themselves from participation in any decision that may result in personal profit or gain, either directly or indirectly, as a result of their relationship with the College."

2.A.24 Policies on ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property

Miles Community College is not a research institution; rather, it is solely a teaching institution. The only policies the College has regarding intellectual property are found in the distance learning policies and procedures. These policies are found on the website of the College under Distance Learning on the link Distance Education Policies. In the section on course creation, the distance education policy states that "Instructors will be paid to create online courses for Miles Community College at the current overload rate. Once the course is created, approved, and the instructor paid, the course becomes the property of Miles Community College. Those instructors who wish to develop a course online without compensation on their own time and using their own equipment will retain ownership of their course. Courses developed in conjunction with instructors by the Distance Education and Community Outreach department will have shared ownership. Instructors take the original course with them when they leave, and Miles Community College has the right to utilize the course with modifications, using a different instructor" (see http://www.milescc.edu/DownloadFiles/DistanceEducationPolicies.PDF).

In accordance with this same policy, adjunct faculty or full-time faculty members who bring a developed course to Miles Community College retain ownership of the course and receive a contract to that effect. When they leave the employ of Miles Community College, the course leaves with them. All online courses offered at the College are subjected to the Quality Matters Peer Course Review and are required to meet the same standards. If personnel in the Distance Education and Community Outreach office place the content online for an instructor, regardless of whether or not the instructor is a full-time employee of the College or hired as an adjunct, then the course is dually owned. The instructor will take the course with him/her in its entirety when leaving Miles Community College. However, the College will have the right to hire another instructor to teach the course in his/her place with slight modifications to the course.

2.A.25 Appropriate and accurate representation of accreditation status

Whenever we note in our publications that we are an accredited institution, we state that we are accredited by The Northwest Commission on Colleges and Universities. In the catalog, we also include the address, phone number, and web address of the NWCCU office. Additionally, our nursing program is accredited by the National League for Nursing Accrediting Commission, Inc. We provide comparable contact information for the NLNAC, Inc.

2.A.26 Preservation of institutional integrity and mission if in contractual agreements with external entities for products and services

Miles Community College adheres to Section 800.2 of the *Board Policy Handbook* relating to purchases and contractual agreements. Purchases are made only with responsible providers who have the ability to supply or perform under the terms and conditions of the proposed procurement. The College considers supplier integrity, history of past performance, type, quality, price, service, financial and technical resources, and accessibility to other necessary resources.

Subject to Section 800.2, all purchases are centralized in the Business Office. Requisitions go through an approval process only after availability of funds has been established. Supply and equipment purchases utilize purchase orders whenever possible. When a proposed contract exceeds $25,000, sealed bids or requests for proposals are solicited and final approval comes from the Board of Trustees. If a contract cost is between $5,000 and $25,000, a limited solicitation of at least three informal bids occurs. The Board of Trustees approves all other bill payments at its monthly meetings unless circumstances require otherwise.

All purchases made with Federal funds comply with federal procurements procedures and all purchases made with grant funds comply with the grantor's compliance requirements.

Academic Freedom

2.A.27 Publication of and adherence to board-approved policies on academic freedom and responsibility

Policy 300.3 of the Miles Community College *Board Policy Handbook* and Section 8.0 of the *Faculty Master Agreement* are closely aligned and specify the academic freedom and responsibilities that guide the work of the faculty members. Academic freedom is encouraged and protected as essential to the objectives and purposes of the College. The College recognizes and protects full freedom of inquiry, teaching, research, discussion, study, publication, and for artists, the creation and exhibition of art, without hindrance, restriction, equivocation, and/or Board or administration reprisal.

2.A.28 Institutional support of independent thought in the pursuit and dissemination of knowledge

Consistent with its policy on Academic Freedom, and as a public institution of higher learning, the College fosters an environment in which faculty members are able to engage in and share research that they believe will enhance the academic development of their students. Latitude in the pursuit and dissemination of knowledge is further clarified and strengthened in the Montana Board of Regents Policy 302 (see http://mus.edu/borpol/bor300/302.pdf).

2.A.29 Fair, accurate, and objective presentation of scholarship; acknowledgment of source of intellectual property, personal views, beliefs, and opinions

The statements on Academic Freedom that are found in the *Faculty Master Agreement* and in the *Board Policy Handbook* reiterate that faculty members are citizens, members of a learned profession, and employees of Miles Community College. When they act as private citizens, they have an obligation to make it clear that they speak, write, and act for themselves and that they are not acting as representatives of the College. Both documents conclude with the following caveat: "Academic freedom must not be abused, to the detriment of students, faculty, college, or community."

Finance

2.A.30 Board-approved policies regarding oversight and management of financial resources

Miles Community College follows Section 800.2 of the *Board Policy Handbook* relating to purchases/contractual agreements at the College. The policy stipulates that purchases shall only be made with responsible providers who have the ability to supply or perform under the terms and conditions of the proposed procurement. Consideration is also to be given to supplier integrity, history of past performance, type, quality, price, service, financial and technical resources, and accessibility to other necessary resources.

Subject to Section 800.2, all purchases are centralized in the Business Office. Requisitions go through an approval process only after availability of funds has been established. Supply and equipment purchases utilize purchase orders whenever possible. When a proposed contract exceeds $25,000, sealed bids or requests for proposals are solicited and final approval is sought from the Board of Trustees. If a contract cost is between $5,000 and $25,000, a limited solicitation of at least three informal bids is solicited. The Board of Trustees approves all other bill payments monthly at its meetings unless otherwise specifically provided for.

All purchases made with Federal funds comply with federal procurements procedures and all purchases made with grant funds comply with grantor's compliance requirements.

Additional policies under Section 800 address financial reporting to the Board as well as audits, capitalization of assets, and debt management. The intent of these policies is to provide guidance for daily operations while keeping the Board of Trustees apprised of financial activities and ensuring the Board's authority to approve any significant changes relative to the ongoing operations of the College.

Standard 2.B – Human Resources

2.B.1 Adequacy of qualified personnel; establishment and implementation of criteria, qualifications, and procedures for selection; thoroughness of job descriptions

The College employs qualified staff and faculty to support and maintain its academic programs, student services, and administrative functions. The College employs forty full-time staff members, twenty-six full-time faculty members, nine part-time staff members, along with a varying number of adjunct faculty and community outreach faculty.   Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated. Minimum qualifications for all employees are delineated in the respective position descriptions. Qualifications for faculty are set forth in the Montana Board of Regents policy 730 (see http://www.mus.edu/borpol/bor700/730.htm).

Miles Community College employs qualified personnel who are willing to uphold the College's Mission, Core Themes, and Strategic Initiatives. The résumés of the President's Cabinet and mid-level administrators are available in the President's office. Open position descriptions are posted on the Miles Community College website until the position is closed (see http://www.milescc.edu/Employment/). After that time, the position descriptions are available through the Human Resources Director.

2.B.2   Administrator and staff evaluation

The College is committed to creating learning and working environments that prevent discrimination, promote diversity, ensure safety, and encourage individual wellness, both physical and emotional. These initiatives are supported by regular and systematic employee evaluations and grievance policies.

Prior to August 2011, all full-time employees were evaluated before the end of the six-month probationary period and at a minimum of once every three years thereafter, or more often at the supervisor's discretion. Board Policy 600.9.1-*Staff Evaluation* was revised in August 2011 to specify that all full-time staff shall be evaluated before the end of the six-month probationary period and annually thereafter by their supervisor prior to end of the contract year. Staff evaluation forms and procedures are included in Appendix B.

The Vice President of Academic Affairs is responsible for the evaluation of all faculty members and for making recommendations to the President on matters of retention. Faculty evaluation procedures are specified in the *Faculty Master Agreement* and are included in Appendix D.

Modifications to the evaluation process may be made for nursing faculty to meet the requirements set forth by the Montana State Board of Nursing and the National League of Nursing Accrediting Commission, Inc. The director of the nursing program has the authority and responsibility to administer any such modifications.

The Board of Trustees evaluates the President annually. The President's evaluation form is included in Appendix B.

2.B.3   Opportunities for professional growth and development

Miles Community College fosters institutional enhancement though the professional development of its employees to enhance their effectiveness in fulfilling their roles, duties, and responsibilities. The College annually budgets funds for professional development for each full-time employee in addition to campus-wide educational opportunities.

Employees are encouraged to engage in professional development, such as presenting at professional conferences and workshops. Upon written approval from the appropriate Vice President, employees may attend professional development activities off and on campus. The Vice Presidents also determine the amount of financial support the employee will be able to apply toward the activity in accordance with Board Policy 600.17-*Professional Development* and 800.8-*Travel*.

2.B.4   Sufficiency of qualified faculty to achieve educational objectives, establish and oversee academic policies, and assure integrity and continuity of academic programs

The College employs the appropriate number of faculty to support the course and program offerings, wherever offered and however delivered, in order to ensure integrity and continuity. Twenty-six full-time faculty members and a varying number of adjunct faculty members make it possible for the academic programs to meet the College's Mission of promoting "student success and lifelong learning through accessible, quality programs and community partnerships."

2.B.5   Correlation between expectations of faculty responsibilities and workloads and institutional expectations for teaching, service, scholarship, research, and/or artistic creation

Policy 600.8-*Faculty Responsibilities* details the responsibilities and workloads of contracted instructors. Full-time faculty members have a contract of 163 days per contract year pursuant to an academic calendar developed by the College's Calendar Committee and teach thirty load hours per contract year. Their thirty-five hours per week on campus, which include off-campus activities required by assigned responsibilities, consist of teaching, office hours, preparation, advising, orientation activities, grade reporting, professional development, and committee/accreditation assignments.

2.B.6   Faculty evaluation and performance remediation

Faculty members are subject to regular and systematic performance evaluations. Faculty evaluation procedures are specified in the *Faculty Master Agreement* and are available at the office of the Vice President of Academic Affairs. The Vice President of Academic Affairs is responsible for evaluating faculty members and for making recommendations to the President on matters of retention. Faculty members in their first one and one-half years of employment, or their first three fall and spring semesters receive a classroom observation evaluation to verify effectiveness and possible areas of improvement. A complete evaluation that measures teaching and student support, professionalism, and service is completed for instructors after they have taught four complete semesters.   Additional information regarding faculty evaluation is included in Appendix D.

Faculty members are required to administer student questionnaires concerning instructional activities and materials for each class taught.   These completed questionnaires are submitted directly to the Vice President of Academic Affairs, who compiles a summary of the responses and student comments for the instructors to review.   Faculty members are not allowed to see the results of the student questionnaires until after final grades have been submitted, pursuant to Board of Regents policy 705.3
(see http://www.mus.edu/borpol/bor700/7053.htm).

In the event that the Vice President of Academic Affairs evaluation indicates a substantial need for changes and improvements, additional classroom observations are scheduled.   These classroom observations are scheduled for all instructors of credit classes, non-credit classes, and continuing education classes offered by Miles Community College.

The Vice President of Academic Affairs also gathers anecdotal information concerning the problems and successes of individual faculty members on a continuous basis. This information, once validated, is placed in the faculty member's file, located in the President's Office along with the classroom observation summaries and the student evaluation summaries. Faculty members have the right to review their file at any time and to include their own comments with any document.

Included in the evaluation is the professional development plan that is used to tie the evaluation process to the professional development opportunities for faculty.

For online classes, the Distance Education and Community Outreach (DECO) Director closely monitors each online section to ensure that faculty members are present in the course and are active participants. If they are not, or if students complain, the DECO Director verifies the problem and reminds the instructors that they need to not only log in, but also actually teach their online section. Included in Appendix D is the online teacher evaluation form that the DECO Director completes each semester for all online

instructors. This evaluation is then given to the Vice President of Academic Affairs as information to be included in the full-time instructors' comprehensive evaluation or to assist in hiring decisions for online adjuncts for the next semester.

Standard 2.C – Education Resources

2.C.1   Educational programs: appropriate content, rigor, and indentified learning outcomes; consistent with program content in recognized fields of study

Miles Community College currently offers six certificate and six certificate of applied science programs, twelve associate of applied science programs, an associate of science in nursing degree, and associate of science and associate of arts degrees. The certificate programs are approved by an advisory board to ensure that they contain coursework necessary for students to be successful in the profession. The scope and sequence for all certificate and associate of applied science programs include components of communication, computation, and human relations.

According to the Office of the Commissioner of Higher Education of the Montana University System, a degree that is 29 credits or less must carry the designation of certificate. Certificates of applied science degrees have a total program requirement of 30 credits or more. According to Montana Board of Regents Policy 301.12 (see http://www.mus.edu/borpol/bor300/301-12.pdf), the certificate of applied science is a program of applied study primarily designed to prepare students for immediate employment in a job indicated by the certificate title. The certificate of applied science is normally distinguished as a short program of study (30 – 45 credits) with the expectation that the certificate can be completed within one calendar year.

All twelve of the associate of applied science degrees have an advisory board to consistently review and approve the content of the program. The advisory board for each degree program determines if there is appropriate content and rigor for future employees to meet the expectations of the career field. As outlined in Montana Board of Regents Policy 301.12, previously cited, the associate of applied science degree combines applied and academic course work in a program of study designed to prepare students for career entry into a specific occupational area, as indicated by the degree title. The associate of applied science degree is a program of study (60 – 72 credits) requiring at least four semesters to complete, but no more than two academic years, including a summer session between the academic years. It must have an occupational emphasis, achieved through a minimum of two-thirds of the total credits in the degree devoted to technical coursework in the discipline specific to the occupational goal. General education or related education courses that meet accreditation requirements and that align with the amount and level of general education required in similar associate of applied science degree programs in Montana must also be included. The program is then reviewed by the Academic Standards and Curriculum Committee for the College. Each course syllabus is reviewed and must have clearly stated student learning outcomes and approved assessment techniques.

In addition to College approval, each degree program must be approved by the Miles Community College Board of Trustees before it is sent to the Montana Board of Regents for approval. In the documentation sent to the Board of Regents, there is an overview and description of the program whereby the program is listed exactly as it will be in the college catalog. The College must specify the need for the program and the anticipated demand. There must be institutional and system fit through connection between the proposed program and existing programs at the institution, as well as a description of the differences to other closely related programs at the institution. Resources that are needed to offer the program in the form of faculty and other associated costs must be listed. In addition, the College must determine how the

program will be measured for success and describe the process of developing and approving the proposed program, specifically listing the involvement of faculty, students, community members, potential employers, and accrediting agencies.

Upon receiving approval from the Montana Board of Regents, the degree program is placed on the degree inventory for the College. The program is then recognized as eligible for enrollment, state funding, and the authority to confer the degree to students.

2.C.2 Identification and dissemination of expected course, program, and degree learning outcomes

Faculty members are required to provide their students a syllabus for every course at Miles Community College, either as a hard copy or as an electronic copy available on the eCollege learning management system. Every course on campus has an online component where the syllabus can be placed and where grades must be posted for students. The syllabus template and checklist for the College is located on the shared network drive—the wwwUserData (H:) drive—under Academic Affairs\Syllabus Guidelines.

Each syllabus must contain course information, term, meeting times, room number, instructor information, required materials, course prerequisites, course description, general education outcomes if it is a general education class, and specific course outcomes that are concise and measurable. Course assessment must be listed, including assignments and evaluation criteria encompassing how the final grade will be determined. Faculty members also receive boilerplate language concerning institutional policies that must be included on each syllabus. The Associate Dean of Academic Affairs is responsible for verifying that all syllabi are turned in each semester and meet the requirements of the College. Syllabi are kept on file electronically in the Associate Dean's office.

A review of the catalog revealed that some of the degree programs have program learning outcomes listed in bulleted format. Other degree programs, however, enumerate the job requirements for the degree program and the skills that will be acquired through the program, but they are not listed in bulleted form as learning outcomes. The Vice President of Academic Affairs will work with program faculty and advisory committees to develop a consistent format for listing program learning outcomes.

2.C.3 Documentation of student achievement in awarding credit and degrees

Every course that receives credit at Miles Community College is required to have a syllabus with stated learning outcomes, as well as information as to how the achievement of outcomes will be assessed. The syllabi are given to the Associate Dean of Academic Affairs each semester for review. He determines that all components of the syllabus are included as required by the College, and he verifies that assessment is listed.

When a new course is proposed, it is taken to the Academic Standards and Curriculum Committee for review, consideration, and approval. The proposal must include the course outcomes and how achievement of the outcomes will be assessed. After a course has been approved, if an instructor changes more than 50% of the learning outcomes or how assessment will be accomplished, the course must be resubmitted to the Academic Standards and Curriculum Committee.

Faculty members are asked to keep their grades on file for a period of one year or more, in case there is a final grade appeal. As of the spring semester of 2011, all faculty members are required to post their grades in eCompanion software, thereby allowing students to self-monitor their progress throughout the

course. These scores are then kept for over five years in electronic format and can be reviewed upon request in the office of the Director of Distance Education.

2.C.4   Design of degree programs; publication of admission and graduation requirements

Miles Community College follows the Montana University (MUS) Core requirements for all transfer degrees as outlined in MUS Policy 301.10 (see http://www.mus.edu/borpol/bor300/301-10.pdf).

The MUS Core requirements are as follows:

Natural Sciences   6 semester credits
- At least one of those classes containing a lab.

Social Sciences/History   6 semester credits
Mathematics   3 semester credits
Communication   6 semester credits
- Written Communications and Oral Communications

Humanities/Fine Arts   6 semester credits
Cultural Diversity   3 semester credits

All units of the Montana University System are committed to facilitating the ease of undergraduate student transfer to its campuses. Each college in Montana may add more to the general education core, but must include the 30 credits of the transfer core outlined above. An undergraduate student who has completed the lower division coursework in an approved general education program and transfers within the state of Montana cannot be required to take additional general education coursework at the lower division level. The approved general education program for Miles Community College and every other campus in Montana can be found at http://mus.edu/transfer/genedbycampus.asp.

Note that the College requires additional core courses for students enrolled in general transfer associate of arts (AA) and associate of science (AS) degrees. The additional requirements are listed below:

Associate of Arts

General Education Core Area	MUS Core Requirement	MCC Core Requirement	Rationale
Natural Sciences	6 with 1 lab	7 with 1 lab	All science courses are 3 credits lecture with 1 credit lab, so students taking the required 2 science courses will have 7 credits.
Social Sciences/History	6	9 credits with at least 3 credits of history	Students in an associate of arts program must have both history and social science coursework.
Mathematics	3	3	
Communication	6	3 credits oral communication and 6 credits written communication	All students must have both oral and written communication. Employers have expressed concern about the lack of writing skills among employees; thus, MCC requires 2 writing courses.

Humanities/Fine Arts	6	9	Courses in humanities and fine arts are important in helping students become informed critical and creative thinkers by helping them integrate information, ideas, and opinions from local to global societies and cultures.
Cultural Diversity	3	Included in the credit requirements of humanities and social sciences.	Students are required to take 3 credits of cultural diversity as part of their 9 credits of humanities or 9 credits of social sciences and history.
Computer Education		3	The College determined all students in today's economy must have a solid background in computer education.
First Year Pioneer		1	As part of a committed retention effort, MCC requires all first-year students in a general transfer degree program to take the First Year Pioneer course.

Associate of Science

General Education Core Area	MUS Core Requirement	MCC Core Requirement	Rationale
Natural Sciences	6 with 1 lab	8 with 2 labs	An Associate of Science has an emphasis in science; therefore, two lab courses are required.
Social Sciences/History	6	6	Students in Associate of Science programs can choose any approved courses from the Social Sciences and History offerings.
Mathematics	3	7	An Associate of Science transfer degree contains more math for transfer to the University.
Communication	6	3 credits oral communication and 6 credits written communication	All students must have both oral and written communication. Employers have expressed concern about the lack of writing skills among employees; thus, MCC requires 2 writing courses.
Humanities/Fine Arts	6	6	Courses in humanities and fine arts are important in helping students become informed critical and creative thinkers by helping them integrate information, ideas, and

			opinions from local to global societies and cultures.
Cultural Diversity	3	Included in the credit requirements of humanities and social sciences.	Students are required to take 3 credits of cultural diversity as part of their 9 credits of humanities or 9 credits of social sciences and history.
Computer Education		3	The College determined all students in today's economy must have a solid background in computer education.
First Year Pioneer		1	As part of a committed retention effort, MCC requires all first-year students in a general transfer degree program to take the First Year Pioneer course.

All certificate, certificate of applied science, and associate of applied science degrees also contain the appropriate breadth, depth and sequencing of courses. In accordance with Montana University System Board of Regents Policy 301.12 (see http://www.mus.edu/borpol/bor300/301-12.pdf), these degree programs are designed to prepare students for immediate employment in a job indicated by the program title. All certificates and associate of applied science degrees contain related instruction coursework in communication, computation, and human relations to meet accreditation requirements. However, per the MUS board policy, general education coursework can comprise no more than one-third of the total credits in the program. The remaining two-thirds of the total credits in the degree program must be devoted to technical course work in the discipline specific to the occupational goal.

Admission and graduation requirements for all programs are clearly defined and published in the printed catalog. The catalog is also found on the college website. Miles Community College subscribes to the philosophy of a comprehensive community college, including an "open door" admissions policy designed to encourage all adults to continue their education. All applicants over the age of 18 are admitted to the College if they have a high school diploma, GED, or satisfactory COMPASS scores; but the College reserves the right to guide students into the courses and programs that will enhance their opportunities for success.

Admission to the College does not necessarily imply eligibility to enroll in a course with established prerequisites or to enter a program that has a limited number of spaces and minimum entrance requirements. COMPASS and ACT/SAT test scores are used to help place students in appropriate level courses.

Graduation requirements, as outlined in the college catalog, state that students enrolling at Miles Community College must complete the program requirements listed on the website and printed scope and sequence dated and maintained in their advisor's file at the time of entry into the College, provided graduation requirements are completed within five years. Students have the option of meeting program requirements in a later catalog, provided all requirements of the later catalog are met.

At least fifteen credits hours must be earned through Miles Community College to obtain a degree from the College. A maximum of seven credits of "D" grades—in elective courses only—are applicable

towards degree or certificate requirements. Pre-requisite and core courses must be passed with a "C-" or higher. In addition, in order to count toward a certificate or degree and in order to be transferrable to other institutions, core classes must be passed with a "C-"or higher. This is consistent with MUS Board Policy 301.5.3 (see http://www.mus.edu/borpol/bor300/301-5-3.pdf).

2.C.5 **Role and authority of faculty in the design, approval, implementation, and revision of curriculum; role of faculty in the selection of new faculty; responsibility of faculty in fostering and assessing student achievement of clearly identified learning outcomes**

No curriculum is changed at the College without the express approval of the faculty and their advisory board if one exists for the specific program. If more than one faculty member exists in a discipline, they are all brought together to discuss the revision of curriculum and programs. After the programs are changed, they are taken through the Academic Standards and Curriculum Committee, which has six faculty members, or 43% of the committee, for approval.

Any course changes within a program must also be approved by the Academic Standards and Curriculum Committee. The courses in the new curriculum are written by the faculty and approved by the committee. Verification of this practice can be demonstrated through the agendas and minutes of the Academic Standards and Curriculum committee on file in the office of the Vice President of Academic Affairs.

When a new program is developed, faculty members serve on the advisory board for the development of the new program, unless there are no current faculty members in the discipline. For example, when the new transfer degrees in animal science were developed, the agriculture and science instructors served on the committee that determined the classes that would be needed in the scope and sequence. However, when the pharmacy technician certificate was developed, there were no faculty members on staff with that expertise, so an advisory board of pharmacists and pharmacy technicians was utilized. The faculty, however, approve the program through the process previously described and they serve on the hiring committee for any new program instructors.

Faculty members consistently serve on the hiring committees for new faculty members. The faculty members are split into three divisions: General Education, Career and Technical Education, and Nursing Education. Depending on the division that will employ the new faculty member, the division chair is always a member of the committee. Other faculty members who will be working closely with the new faculty member or share curriculum are also part of the committee. Any faculty member who requests to be part of a hiring committee is accepted as long as there is no conflict of interest with the candidates. Following are the hiring committees for the new faculty over the past five years. Actual names of hiring committee members can be found in the office of the Director of Human Resources.

Academic Year 2007/2008	
Instructor Hired	**Committee Make-up**
Josh Bilbrey – Equine	1 Administration, 3 Faculty, 1 Staff
Michael Durnam – Psychology	1 Administration, 4 Faculty
Katrina Luther – Nursing	2 Administration, 2 Faculty
Academic Year 2008/2009	
Jerry Forman – Heavy Equipment	2 Administration, 1 Faculty, 3 Advisory Board
Chris Williams – Nursing	3 Administration, 2 Faculty
Josh Stroh – Agriculture	2 Administration, 3 Faculty, 2 Advisory Board

Academic Year 2009/2010	
Mike Hardy – Mathematics	2 Administration, 4 Faculty
Chase Tait – Math & Physical Education	3 Administration, 1 Faculty, 1 Staff
Suzanne Thomason – Medical Lab Technician	3 Administration, 1 Faculty, 1 Staff
Academic Year 2010/2011	
Dustin Sloan – Building Construction	2 Administration, 4 Faculty
John Egan – History	2 Administration, 5 Faculty
Michelle Frank – Nursing	2 Administration, 2 Faculty, 2 Staff
Rachel Finn – Nursing	3 Administration, 3 Faculty, 1 Staff
Academic Year 2011/2012	
Agriculture Instructor	2 Administration, 4 Faculty

Before an adjunct faculty member is considered for a position, the full-time faculty members in the department are asked to review their résumé and provide input. The *Faculty Master Agreement* article 10.9 states, "When a prospective adjunct faculty member is being considered for a position, a full-time faculty member from the discipline shall be invited to participate in the hiring process. Participation is a committee appointment and shall not qualify for additional compensation. The College reserves the right to make final hiring decisions."

As stated before, all faculty members are required to submit a syllabus for every credit-bearing course to the Associate Dean of Academic Affairs. This syllabus must contain the course outcomes and how these outcomes will be assessed. Faculty then assume full responsibility for fostering and assessing student achievement toward these clearly identified learning outcomes as demonstrated in their electronic grade books and through submission of midterm and final grades in the Banner student management system. These electronic grade books, available through eCompanion software, are open to the student enrolled in the course and to the Vice President of Academic Affairs and the Director of Distance Learning. No other parties are privy to the assessment electronically, without approval of the Vice President of Academic Affairs. An example of this approval would be the Director of Nursing, who has been given access to the electronic grade books of all nursing faculty to monitor the progress of all nursing students, thereby enabling proactive intervention for students who appear to be struggling in the program.

2.C.6 Role of faculty in integrating library and information resources into the learning process

The Library Director is invited into all First Year Pioneer sections to review the library procedures for procuring resources and citing work. She also presents resources available for classes in history, equine studies, art, heavy equipment, developmental writing, and bio-fuels.

The College Writing I and College Writing II instructors also have the Library Director visit every section before the students begin researching their papers to review the databases of information available to them. Many other courses in business, composition, public speaking, history, and humanities also assign research or essays in their curriculum. The library personnel are always available to assist students as needed. If the College library does not have the resources needed online or on the shelves, they may be acquired through interlibrary loan through FirstSearch.

2.C.7   Credit for prior experiential learning

As printed in the college catalog, when CLEP or Miles Community College challenge examinations are not available to demonstrate proficiency in subject areas, degree candidates may submit other forms of evidence through a portfolio process. This evidence must be evaluated and approved by the Academic Standards and Curriculum Committee and full-time faculty teaching in the program to determine if the evidence provided equates to the course objectives and is conclusive enough to warrant the granting of credit for each course requested.

Credit for prior experiential learning cannot constitute more than 25% of the credits needed for a degree or certificate. In a 60-credit program, no more than 15 credits may be awarded for experiential learning. Experiential credits do not count toward the minimum 15 credit hours that must be earned through Miles Community College to obtain an associate degree from the College.

Students must work with the Associate Dean of Academic Affairs to follow the requirements of their program area and the portfolio process. The Associate Dean of Academic Affairs meets with the program faculty for approval of the portfolio, and comparison of what is covered in the portfolio to the learning objectives of the course for which the currently enrolled student is requesting credit. Upon faculty approval, the portfolio is sent to the Academic Standards and Curriculum Committee for final review and approval before any credit is awarded. After the credits are determined and approved by the Academic Standards and Curriculum Committee, the Registrar then places the credits on the transcript under the title Prior Experiential Learning in the term in which the credits were awarded. The courses that have been articulated through the learning outcomes are placed on the transcript followed with a P for a passing grade.

The College's policy concerning repeated coursework states that students who repeat a course will have the most recently earned grade counted toward their grade-point average and graduation requirements. Therefore, there is assurance that portfolio credit cannot duplicate other credit awarded to the student in fulfillment of degree requirements as it would replace an existing course rather than add to the credits acquired.

2.C.8   Policies and procedures for accepting transfer credit and developing articulation agreements

Students who pass courses from accredited institutions with a "C-" grade or higher that are applicable to their major course of study will be recorded on their Miles Community College transcript. Courses passed with a "D" grade are not accepted. Transfer grades are not calculated in the Miles Community College grade-point average.

Lab sections may not transfer independent of their co-requisite course. A "C-" or higher must be recorded for both the lab and classroom section of a co-requisite course in order for a lab section to be recorded on the transcript as a transfer course.

The College retains a database of coursework that has been accepted from a number of accredited colleges and deemed to be comparable to coursework at Miles Community College. If a student requests transfer credit from a new institution, the Registrar first determines that the College is accredited. The student is then asked to provide a syllabus from the institution. This syllabus is reviewed with the instructor of the course at MCC and the Vice President of Academic Affairs. If the instructor determines that the course is an adequate substitute and the Vice President concurs, the course is accepted and the

institution and course are added to the database. The course is then placed on the transcript with the letter grade transferred preceded with the letter T to show that it is a transfer course. For example, a student earning an A in College Writing I from another institution would have the course WRIT 101 College Writing I placed on the transcript with a grade of TA.

Undergraduate Programs

2.C.9 General Education: Integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences

Related Instruction: Recognizable core in communication, computation, and human relations

<u>General Education</u>

The Miles Community College "Institutional Philosophy of General Education" (*2011–2012 Catalog,* p. 52) states the following:

> Educated persons tend to be inquisitive about all aspects of life. They strive to seek, validate, and implement information so that they can make informed, responsible, and socially conscious decisions as they confront their complex and ever-changing personal, professional, and environmental challenges. In order to meet their challenges successfully, students need to have a well-rounded and firmly grounded education beyond their intended academic specialty.
> The primary objective of the General Education program, therefore, is to ensure that students who earn their Associate of Arts or Associate of Science degree from Miles Community College develop a knowledge base in (1) oral and written communication, (2) the humanities and fine arts, (3) mathematics, (4) science, (5) history and the social sciences, and (6) information technology. It is our goal at Miles Community College that as students come to understand these disciplines, they will see them as distinct yet interrelated and interdependent ways of understanding, interpreting, and living effectively in their world.
>
> Students enter Miles Community College with different levels of general knowledge and they are at different stages in their lives. The academic offerings at Miles Community College are intended to help students grow by expanding their individual skills, competencies, and perspectives, and by providing them with experiences in areas they may not have yet explored.

<u>Related Instruction</u>

All professional-technical programs that lead to a certificate, certificate of applied science, or an associate of applied science degree include at least one class in each of the related instruction areas of (1) communication, (2) computation, and (3) human relations. Until approximately four years ago, some of the programs included classes in which the related instruction components were embedded in the coursework, as one would note in our 2006 Comprehensive Self-Study. However, in recent years, the Montana Office of the Commissioner of Higher Education (OCHE) has directed the Chief Academic Officers within the Montana University System, including community colleges, to ensure that all certificate and A.A.S. programs meet the related instruction requirement with stand-alone classes that focus on each of the three areas.

2.C.10 General Education: Identifiable and assessable learning outcomes in relation to institutional mission

The General Education Assessment Plan of Miles Community College, which was addressed in detail as an Addendum in our 2011 Year One Self-Evaluation Report, includes identifiable and assessable learning outcomes that are linked to the College's Mission Statement, Core Themes, and Strategic Initiatives. Outcomes are enumerated and assessment is conducted at three levels:
1. The <u>macro-level</u> of assessment, which focuses on the <u>overarching outcomes</u> of the General Education program;
2. The <u>medial level</u> of assessment, which focuses on the <u>general outcomes</u> of each General Education core area; and
3. The <u>micro-level</u> of assessment, which focuses on the <u>specific outcomes</u> of each General Education class.

2.C.11 Related Instruction: Identifiable and assessable learning outcomes in support of program goals and outcomes

As has been indicated in 2.C.9, during the past four years, the College's Vice President of Academic Affairs has carefully reviewed the different certificate, certificate of applied science, and associate of applied science programs to ensure that each program includes classes that are clearly designed to help students develop their skills in (1) communication, (2) computation, and (3) human relations. In order to accommodate this need, additional courses have been developed and approved by the Academic Standards and Curriculum Committee. For example, to ensure that graduates of professional-technical programs receive appropriate training in communication, WRIT 108 Elementary Technical Writing was developed and is geared specifically towards the writing needs of students in some of the trades. Students also have the option of WRIT 108 Elementary Technical Writing, WRIT 122 Introduction to Business Writing, or if they choose, they can take any other writing class that is at the WRIT 101 level or higher. For computation, some of the professional-technical programs require M 100 Introduction to Technical Mathematics, while some require M 108 Business Mathematics. Finally, for human relations, many programs require CA 102 Human Relations. Students also have the option in some cases to take CA 111 Interpersonal Communication. The Vice President of Academic Affairs ensures that faculty members who teach these classes are appropriately qualified to do so.

Graduate Programs

2.C.12 – 2.C.15 Not applicable to Miles Community College

Continuing Education and Non-Credit Programs

2.C.16 Compatibility of credit and non-credit programs with institutional mission and goals

Credit-bearing continuing education courses must include a syllabus with learning outcomes and assessment procedures. These courses are passed through the Academic Standards and Curriculum Committee in the same manner that regular credit courses are approved.

Non-credit offerings at the College are offered to support the College's mission of providing "lifelong learning through accessible, quality programs and community partnerships." The Community Outreach Coordinator is constantly finding new courses and offerings to excite the populace. In addition, at the conclusion of each course, participants are surveyed to rate their enjoyment of the course, meaningfulness

of the curriculum, and the ability of the instructor. In addition, they are invited to provide ideas of other courses they would like to see offered at the College.

The Workforce Training Coordinator offers training opportunities each semester to the business community and creates customized trainings upon request. Examples of this include Microsoft Office, Quickbooks, First-time Supervisor, Change Management, and Customer Service Training.

2.C.17 Institutional responsibility and processes for developing, approving, monitoring, and assessing continuing education, special learning activities, programs, or courses

As mentioned in 2.C.16, continuing education and special courses offered for academic credit must maintain a syllabus with appropriate learning outcomes and assessment. Most of this coursework is graded "pass/fail." However, the syllabus clearly outlines what completion of work is required to receive a "passing" grade. All credit-bearing coursework must be approved by the Academic Standards and Curriculum Committee.

The Community Outreach Coordinator, the Director of Distance Education, and the Coordinator of Workforce Training have oversight over the different credit-bearing courses, depending upon the department in which the course is offered. One of their responsibilities is to monitor the teaching effectiveness and to determine if a candidate will be rehired for the short-term training. In addition, they keep a record of the assignments that have been completed to determine the "passing" grade in each course.

Faculty members are given the opportunity to teach the continuing education and special learning activities. If they choose not to teach, they are on the committee that approves the continuing education credit coursework.

2.C.18 Granting of Continuing Education Units

The granting of credit or renewal units for continuing education courses follows the same stringency as other credit work granted by the College. Credits or CEUs awarded by the Community Outreach and Workforce departments are for professionals in need of continuing education credits. These credits cannot be taken by students in degree programs at the College to count toward their degrees. To be considered for credit or renewal units, instructors must present a résumé outlining their qualifications to teach the course as well as provide a syllabus with learning outcomes and a description or outline of how the students will be assessed for content mastery. If it is a credit course, this information is sent on to the Academic Standards and Curriculum Committee for consideration and approval of the course. If the course is to be offered for renewal units, the information is sent to the appropriate accrediting body in that profession for approval to award renewal units that will be accepted. All credits are based on 15 hours of instruction equating to one credit. For renewal units, most agencies allow one renewal unit per hour of instruction.

MCC does give one credit for online Ed2Go courses when approved by the Academic Standards and Curriculum Committee. These courses meet for six weeks, with two units opening per week. There is interaction with each instructor, and a quiz at the conclusion of each unit. The final test for the course is used to determine if the student passes or fails the course.

2.C.19 Records management for number of courses and learning provided through non-credit instruction

Each semester, a community outreach flyer is distributed through the local papers outlining the courses to be offered with a description of each course. These courses are then entered into an Access database where they are assigned a number and opened for student enrollment. As students enroll, information is entered with names and contact information. When the students pay for their courses, this information is recorded in the Business Office, and a receipt is sent to the Community Outreach office where that information is included in the database.

Other forms of marketing for these courses include information on the MCC website, advertisements on the local cable channel, press releases in the area newspapers, and posting of the courses on monitors located across campus as well as on the marquee on Main Street. The workforce development office also has a database of area businesses that receive emails to announce upcoming course information, including a description of the course and the learning outcomes.

At the conclusion of each fiscal year, a report is generated by the Vice President of Academic Affairs for the Board of Trustees. This report outlines the number of courses offered by each department, the number that filled and ran, and the number of students served. A copy of this report comparing this data for the past ten years is available at the Office of the Vice President of Academic Affairs.

Standard 2.D – Student Support Resources

2.D.1 Supporting student learning needs with effective learning environments and appropriate programs

Miles Community College has created a number of programs which support the learning needs of our students. Learning environments and support programs are numerous and diverse due to the variety of the educational programs offered at MCC and the dynamic ways in which they are delivered.

Students benefit from these programs immediately as many are incorporated into the admissions process. Students are required to attend Student Orientation, Advising, & Registration (SOAR) sessions, at which they receive information on services related to counseling, accommodations for disabilities, job placement, and tutoring. These services are free to the students and accessible at any time. Students receive instructions regarding Distance Education policies and procedures and learn how to access eCollege/eCompanion through MilesCCOnline. Students also learn about resources that are available through the library.

The College has also been proactive in developing programs that support student learning. Three examples are the First Year Pioneer course, which meets twice a week for eight weeks; the Math Boot Camp, which meets four hours per day for one week; and the GED Boot Camp, which meets four and one-half hours per day for two weeks, followed by eight hours of testing split over two days. The primary objective of these programs is to help the students meet both their immediate and long-term needs.

A full slate of developmental coursework is offered in credit and non-credit formats. These classes benefit students who have limited resources and need extra instruction to reach college-level coursework.

The College has also implemented procedures to identify students who are falling behind and to help those students get back on track. An early alert system is in place to identify at-risk students. This system,

which is faculty initiated, alerts support personnel to challenges students are experiencing such as poor attendance, missing assignments, or unacceptable grades on tests and quizzes. Support staff is then able to make contact with the students, inform them of the various services available to them, and help them devise a plan for improvement.

2.D.2   Safety and security of students and institutional property; reporting of crime statistics and campus security policies

Instances of crime on the MCC campus are extremely low. The College, however, remains vigilant and makes adequate provisions for the continued safety of its students. Four areas on campus have been identified as high threat areas: Pioneer Village (Residence Halls), Financial Aid, Business Office, and Pioneer Mercantile. Pioneer Hall is considered high risk because of the number of young adults living in such close proximity to each other while the other three areas make the list due to the monetary element that exists at each area and the emotional state of the students at certain times of the year.

The Residence Halls have been equipped with over thirty closed circuit cameras which are continuously monitored by the Residence Hall staff. The cameras have been effective in deterring instances of crime since their installation two years ago. Warning buttons which alert personnel in nearby areas of potential danger are located under the desks near the customer windows at the Business and Financial Aid offices. The Pioneer Mercantile experiences an elevated state of vulnerability during book buy-back due to the large amounts of cash on hand and the varying differences of opinion on the value of the books. College personnel increase their presence in this area during these times.

When situations occur on campus that college personnel are not equipped to handle, the Miles City Police Department and Miles City Fire and Rescue are called. Both departments are located adjacent to the College and can respond to campus emergencies very quickly. Both departments had input in the development of the Campus Emergency Procedures Plan and thus are very familiar with the College and its emergency procedures.

The College relies on the Eventlink System to notify students of dangerous situations on campus. Through voluntary signup, students, parents, and employees are able to get up-to-the minute information from the College via email or cell phone. A back-up system has been developed using the campus phone system intercom. By pressing 1010, personnel can alert the entire campus of a dangerous situation and either request help or direct personnel to a safe place.

Campus crime statistics in accordance with the Clery Act are reported annually and posted on the college website. Furthermore, the College adheres to all state and federal regulations concerning campus safety.

2.D.3   Orienting students regarding program offerings and requirements, including graduation and transfer policies

Although everyone at Miles Community College is viewed as a recruiter, the traditional recruiting function is carried out by Student Services. As an open-enrollment, rural institution, MCC accepts all students for general admission. However, students must meet established minimum scores on the ACT, SAT, or COMPASS tests in order to take college-level classes.   The Nursing department has a competitive process for admission into the Associate Degree Registered Nursing program.

New students are subject to established policies on placement and orientation. Students are required to attend one of several Student Orientation, Advising, and Registration Sessions (SOAR) before they are

allowed to register for classes. Students are advised at the SOAR sessions in accordance with the mandatory placement policy, which places students in courses based on their COMPASS, ACT, or SAT test results. Information about relevant academic requirements, including graduation and transfer policies, are covered extensively during the SOAR sessions, within the college catalog, and at Student Services.

The rural nature of Eastern Montana requires a significant amount of travel on behalf of the Admissions Representative. While many students come from places throughout the United States and countries around the world, students are recruited primarily from Montana, North Dakota, South Dakota, Wyoming, and Saskatchewan, Canada.

2.D.4 Program elimination: notification and provisions for program completion of current students

Program elimination is rare but when it does occur, proper teach-out polices are in place to ensure student success. Within the past two years one program has been eliminated. In this particular instance, the decision to close the program was made one and one-half years in advance of the closure. The instructor was informed when her teaching position would be eliminated and students were allowed to progress toward graduation until that time. The admissions department staff members were informed that they were not to accept any new applicants to the program. The College submitted to the Northwest Commission on Colleges and Universities a "Notification of Program Termination" under the date of March 29, 2011, in which we delineated and verified the process we undertook to eliminate the program in a manner that would be in compliance with NWCCU's policies and standards.

2.D.5 Publication, availability, and content of college catalog

Traditionally, Miles Community College has published catalogs that encompass two academic years at a time. Catalogs have been published representing the following academic years: 2000-2002, 2002-2004, 2004-2006, 2006-2008, 2008-2010, 2010, and 2011-2012. Due to significant changes in program offerings, common-course numbering updates, and the need to report current and accurate information, a one-year catalog was published in 2010. The catalog meets all requirements set forth by the NWCCU and is readily available at Student Services to anyone who requests one. After publication, changes that affect accuracy are made to a digital copy of the catalog accessible via the college website.

2.D.6 Descriptions of educational programs: national and/or state eligibility requirements for licensure and entry into occupation/profession; unique requirements for employment and advancement in occupation/ profession

The college catalog contains accurate information on eligibility requirements for national and state licensure and provides descriptions of unique requirements students should consider before applying to the program. Such programs include the Associate of Science in Nursing and the Certificate in Phlebotomy. In addition, the College has partnered with other institutions in providing the initial training in Medical Laboratory Technician, Clinical Laboratory Technician, and Radiologic Technology. The degrees in these three programs are awarded by the partner institution.

2.D.7 Retention, backup, confidentiality, and release of student records

The College provides for the safe and secure retention of student records. Student records for students no longer attending but admitted within the past five years are kept in a vault. Student records, excluding transcripts, are purged from the vault and destroyed in a manner that eliminates all individual identifiers

after the five-year period of time. Admissions records for current students are kept in a secure file cabinet within Student Services. The cabinets are locked each evening and are located in an area that is not accessible to the public. Admission records are entered into the Banner system at the time of application. The Banner system is maintained by the University of Montana. Back-ups of the Banner system are accomplished daily and although there is no off-site storage on the part of the University of Montana, the back-up file is transferred to a separate machine on their campus.

Hard copy transcripts are kept in the vault as a backup to the data stored on the Banner system. Transcripts that are pre-Banner are continually being copied and saved to a secure drive on the College's network servers.

Miles Community College adheres to all federal and state regulations protecting students' academic records. The Vice President of Student Services monitors FERPA guidelines and receives updates several times a year. These updates are contained in the FERPA manual located in Student Services. Updates are disseminated to student services staff as they become available. Staff and students working in areas of the College that have contact with college records are informed of the importance of confidentiality and the FERPA guidelines associated with record keeping. However, a systematic training program is not in place and steps are being made to establish such a process.

Students have the option to have their educational record kept private or released to a third party. Those students who wish to have their records released must have a signed release of information form on file with Student Services. Although students may revoke the release at any time, most releases are signed for a period exceeding their graduation date.

Certain information within a student's educational record may be deemed directory information. Directory information as defined by FERPA guidelines contains general information about a student and can be released by the school unless the student formally requests that the information not be shared. This too can be done at Student services.

2.D.8   Effectiveness, accountability, and publication of financial aid opportunities

Miles Community College provides a full range of financial assistance. Federal Title IV funds are available through loans (subsidized and non-subsidized), Pell grants, Montana State grants, PLUS loans, and work study opportunities. Scholarships are also available through various other sources including institutional waivers and funds provided from the College endowment.

Students are made aware of financial assistance through a number of sources, such as the Application for Admission Packet, college catalog, college website, high school counselors, Job Service, and Vocational Rehabilitation.

2.D.9   Training students on their financial aid repayment obligations; tracking institutional loan default rate

During mandatory exit counseling, a link to the National Student Loan Data System (NSLDS) shows complete loan status and the preselected loan servicer. Upon notification by the College to the National Clearinghouse of a student's non-enrolled status, the loan servicer contacts the student in writing and initiates the loan repayment process. If a student fails to complete exit counseling, a letter is sent by the Financial Aid Director to the student urging the student to complete this task and enter repayment status.

The Financial Aid Office regularly monitors the loan default rate. Miles Community College's default rates are some of the lowest in the nation. The most recent default rates are listed in the following table:

Financial Aid Default Rates				
2004	2005	2006	2007	2008
6.5	4.4	3.9	2.5	3.7

On-campus exit counseling is provided at various times during the final weeks of each semester. A representative from the Student Assistance Foundation assists the Financial Aid Office with these counseling sessions.

2.D.10 Academic advisement: systematic, effective, defined, published, and made available to students

Advising at Miles Community College has evolved over the past several years as a result of continuous feedback by students, faculty, and staff. The current system is a collaborative effort between Student Services and faculty. New students meet in the summer months with one of three entry advisors within Student Services or an available faculty member after attending a mandatory orientation session. This initial advising session provides registration assistance for the students' first semester. Students then transition to faculty advisors for all subsequent advising sessions. Students are assigned a permanent faculty advisor based on academic interest.

2.D.11 Co-curricular activities: consistency with institutional mission, core themes, and programs; appropriateness of governance

Co-curricular activities are coordinated by the Student Senate of the Associated Students of Miles Community College. This group of student body leaders oversees several student clubs such as Student Ambassadors, Rodeo Club, Ag Club, Campus Ministry, and the Multicultural Club. The core themes of Student Success and Community Outreach are embraced by the student clubs who are actively engaged not only on the campus but also in the community.

The Student Senate, club advisors, and student clubs fall under the responsibility of the Vice President of Student Success and Institutional Research. Club activities require approval beforehand while the direction of the club, including regular meetings, is left to the club advisors.

Beginning in AY 2011-2012, the Student Senate adopted the philosophy of legacy building for the future students of Miles Community College. Project proposals are submitted to the Vice President of Student Success and Institutional Research and funding for the project is provided through the senate budget.

2.D.12 Auxiliary services: supportive of institutional mission; beneficial to intellectual climate and quality of learning; receptive to input from campus stakeholders

Miles Community College operates four distinct auxiliaries: the Centra Athletic Center, the Pioneer Mercantile (Bookstore), the Café (pronounced by most students as "the *kæf*"), and the Residence Halls. These enterprises provide necessary services in support of the College's mission. Together the auxiliaries create a collegial atmosphere that caters to the physical, social, and intellectual growth of the student body, college employees, and the community at large.

Students, faculty, staff, and administration have many opportunities for input regarding these services. Faculty and staff have the ability to provide input through involvement on a specific auxiliary committee. Students can voice concerns through various channels including directors of the auxiliaries, vice presidents or their student senate representatives. Students are also surveyed at the end of each year and many of the survey questions inquire about the students' level of satisfaction with campus auxiliaries.

2.D.13 Intercollegiate athletics and co-curricular programs: consistency with institutional mission; appropriateness of institutional oversight; consistency and equity of admission requirements, academic standards, degree requirements, and financial aid awards

Miles Community College is a member of the National Junior College Athletic Association (NJCAA). The school provides the opportunity for student athletic participation on seven different teams in four separate sports. The intercollegiate athletic program at Miles Community College supports the mission of the College which is consistent with the guidelines set forth by the NJCAA. Student athletes follow the same processes as other students in applying for admission and financial aid, and in monitoring progress towards degree completion. Additionally, student athletes adhere to the same academic requirements as non-athletes do and they are also required to meet NJCAA eligibility requirements for athletic participation.

2.D.14 Distance education: process for identity verification, protection of privacy, and communication of the cost of identity verification of students in distance education

During the admissions process, the College collects pertinent information from students, including social security numbers (SSNs), and creates a student record in Banner. As a result of this student record, a unique Student Identification Number (SID) is created and used to identify the student. This unique SID is coupled with a password known only to the student. The SID and password are used to access the eCollege course. Since the SID is connected to the SSN, the SID is a verifiable form of identification. Furthermore, because the SSN is not the SID and shares no identifiable characteristics, the student's privacy is protected.

Between fifty to sixty percent of the students taking distance education courses take proctored tests for their individual distance education courses. Area libraries, colleges, as well as paid proctors and distance education campus staff are used to verify the student signed up for the course is actually taking the course with monitored testing for evaluation. The Distance Education Director makes the arrangements for the proctoring of tests. A majority of our students are on-campus students that are taking one or two distance education courses to enhance the flexibility of their schedule. Instructors regularly communicate with their on-campus students and therefore are often familiar with the students' work in other courses taken on campus.

When students enroll in distance education classes, they are informed of the added charge for taking distance education classes. Students that need proctored tests are informed at the beginning of the semester of any charges they may incur for their proctor.

Students receive a college email account when they request one or if they do not provide an email address at registration. The preferred email address that a student puts into the Banner registration system is the address the Distance Education Office uses for conveying distance education information to the student. No personal information is sent.

Standard 2.E – Library and Information Resources

2.E.1   Library holdings and access to library and information resources

Holdings

The Judson H. Flower Jr. Library of Miles Community College houses a collection of 8,840 books, 3,178 e-books, 464 reference books, 1,381 media items (DVD/video/CD/cassette) and 3,042 Internet/Digital records, equaling a total 17,158 items as of October 14, 2011. The Library subscribes to 20 hard copy periodical titles and eight newspapers. The Library also subscribes to 12 single databases that supplement the different academic areas and support the core curriculum. The Library provides facilities for using current audio, video, and computer technologies. These collections are arranged in Dewey decimal classification. The study level of the collection is adequate to support undergraduate instruction and sustained independent study and is at appropriate reading levels to introduce readers to the core curriculum as well as our outreach and community programs.

In concert with the Miles Community College Mission Statement and the Judson H. Flower Jr. Library Vision Statement, the Library has established partnerships, including electronic and shared materials of all types, with the following entities:

- **The Montana Shared Catalog Consortium**, which consists of over 140 multi-type libraries and growing) with access to 947,120 titles with a total of 3,534,566 copies;
- **The Partner Group**, which includes 24 libraries with 790,503 titles and 904,197 copies. As a member, if the item is on the shelf, it will be delivered in 3-5 days;
- **The Montana State Library**, which provides access to the EBSCO databases for all Montana citizens. EBSCO's Accessible Archives, which include over 950,000 records with searchable full text in 28,297 full text magazine/journals, include the following:
    - EBSCO Discovery, which through an IP Resolver accesses 25 databases,
    - The Montana Memory Project, which houses the Montana Digital Collections,
    - The Montana Shared Catalog, and
    - WorldCat.
  In addition to the aforementioned resources, the Montana State Library provides all Montana citizens with access to the HomeworkMT, which consists of free online tutoring, K-12 and academic resources, writing assistance, and preparatory testing materials. The one-on-one tutors are available Sunday through Thursday. The Center for Academic Success staff has also started informing students of this service.
- **The state MontanaLibrary2Go**, which provides access to downloadable audio books, and eBooks. As our collection is focused on the curriculum, these additional resources provide our users access to fiction, including current, regional, and popular materials.

Other Online Resources

All students have access to the [MCC Online Reference Resources Wiki,](#) which contains 92 pages of quality, authoritative, current or historical links for each academic area, as well as two pages for non-traditional students about parents/parenting and seniors. These are free access links created by universities, nonprofit organizations, and governmental agencies. They include local, national, and international peer-reviewed links and portals. Every online course at Miles Community College contains a link to the library catalog, databases, and the Online Reference Resource Wiki under the Webliography link on the Course Home tab. Under the College Services tab, the following statement is provided about

the Library: "Library Services include reference assistance, one-on-one library assistance, in-class library instruction, interlibrary loan, and reserve reading."

Physical Environment

The Judson H. Flower Jr. Library provides an accessible physical environment that encourages study and reflection, enhances educational experiences, and preserves the Library's collection. The Library includes three study rooms, two of which are each equipped with a TV, DVD player, and a white board. Students sign up on the doors for specific times and groups. We also provide individual assistance, including help with computers, printers, computer programs, and access to resources. The Library has been designated a Quiet Zone, as students have little access to space that provides a quiet place to concentrate when needed for study.

2.E.2   Use of data and feedback for planning library and information resources

Ultimate responsibility for the selection of library materials and equipment rests with the Library Director.   Accordingly, the Library Director strives to ensure that the Library continues to provide information, education, and services in response to the College's teaching, research, and outreach endeavors. Electronic and other non-print formats are being continually assimilated, complementing the collection of books, periodicals and other physical formats. Given the vast amount of information that is now available in electronic formats, and the resources needed to provide library users access to that information, individual libraries are not as capable of being self-sufficient as they used to be. Accordingly, services and resources available in the Judson H. Flower Jr. Library have shifted from one based on a resident collection to one based on access to the more diverse and greatly expanded world of electronic information.   This shift necessitates the increased sharing of resources among institutions through alliances of electronic networks and databases, which in turn further broaden the resource base.

In support of Miles Community College's mission to "promote student success and lifelong learning through accessible, quality programs and community partnerships," the Judson H. Flower Jr. Library promotes a quality-based learning and research environment, providing users the services essential to identify and access information. Based on current national and state funding, as well as platform changes within libraries, and the increased cost savings benefit of sharing and partnering with others, the development of our collection continues to assure quality, currency, depth, breadth, and relevance in the acquisition and retention of materials. Through these partnerships we are able to build a collection design that increasingly provides constant access, thereby meeting not only the needs of our students, faculty and community, but also supporting the mission of Miles Community College.

Selection Guidelines

Selecting materials for the collection include weighing copyright issues as well as the needs for immediate local access. Instructor requests in the various academic areas are given particular consideration.

The objectives for selecting library materials are to support and enrich the curriculum of Miles Community College and the needs of our users by
- Meeting the varied interests, abilities, and learning styles of our users
- Stimulating individual learning
- Providing basic information on a broad range of topics
- Providing opposing viewpoints

- Providing information for a pluralistic society
- Providing information in a variety of formats

The criteria for the selection of library materials include the following:
- Race
- Nationality
- Religion
- Gender
- Sexual orientation
- Political/social views that do have a bearing on the selection or exclusion of materials
- Authenticity—credibility of the author, issuing body, or publisher
- Appropriateness, i.e., college level material
- Relevancy to the curriculum and/or the users' interests
- Scope and adequacy of the coverage of the subject matter
- Current holdings and demands, based on current inventory and interlibrary loan requests
- Interest
- Technical aspects
- Physical characteristics such as attractiveness and durability
- Cost
- Availability, such as interlibrary loan or rental
- Online materials that are accessible on and off campus
- Needs of the curriculum
- Requests from faculty
- Needs of and requests from students
- Community requests and interests

General guidelines for the selection of materials include the following:
- Depth and breadth of collections need to support the curriculum and research needs of the students, faculty, and staff.
- Duplicate titles are not ordinarily acquired either by purchase or by receipt as a gift or exchange.
- Textbooks or other class-required materials are not purchased.
- Media materials that are collected include, but are not limited to, DVDs, eBooks, and Montana State Government Digital materials.

The major factors that influence the acquisition include, but are not limited by:
- Relevance to the curriculum and research
- Balance in the collection
- Accuracy and objectivity
- Professional reviewing recommendations and
- Reputation of the author, publisher, and/or producer

2.E.3   Instruction and support provided to users of library and information resources

In the fall of 2010, Miles Community College instituted a half-semester freshman seminar called First Year Pioneer. This program provides new students with instruction on a variety of topics that are important for beginning college students. An integral component of the First Year Pioneer curriculum is a session with the Library Director, who provides instruction in identifying, interpreting, and using library

materials and information. This training empowers the students to be more effective users of the information resources that are available to them at Miles Community College. In addition, the Library Director meets each semester with the College Writing I and II classes, at all SOAR sessions, as well as with Nursing students. After each presentation, the Library Director administers a survey to determine the usefulness of the instruction and to identify other needs that may not have been addressed.

The 2010-12 First Year Pioneer pre- and post-survey results are available at the following link: http://mccolinereference.pbworks.com/w/page/51006607/2010-2012%20Pre%20and%20Post%20Surveys.

2.E.4 Evaluation of quality, adequacy, utilization, and security of library and information resources

Discarding of materials

The Library Director is responsible for the withdrawal of print and non-print materials from the collection. Materials are discarded as they become excessively worn, damaged, or no longer useful. In the event that withdrawn materials have continuing value, the Library Director attempts to replace the withdrawn materials as soon as possible using regularly budgeted funds.

Gifts

The Judson H. Flower Jr. Library accepts monetary gifts and bequests through the College's Endowment. All monetary gifts to the Judson H. Flower Jr. Library go to meet the needs of the Library, not to the College's general fund. The Library Director does not accept material gifts for the library.

Complaints or Challenges

There may be occasional objections to certain materials despite the care taken to select materials meeting the criteria of this policy; or there may be objections to the qualifications of the persons who select the materials. If such an objection is made, the following procedure is followed:

The Library Director, President of Miles Community College, or the Chair of the Board of Trustees of Miles Community College invites the individual to file a complaint as indicated in the instructions at this link: http://mccolinereference.pbworks.com/w/page/20629131/Guides%20and%20Guidelines.

The Library Director, President of Miles Community College, or Chair of the Board of Trustees of Miles Community College then informs the others involved that a complaint form has been issued. When the completed form is returned, the College President or Board Chair convenes the Library Advisory Committee, to whom copies of the complaint and copies of the materials, if possible, are distributed. The Library Advisory Committee consists of the Library Director, one Miles Community College library staff member, the Information Technology Director, the Vice President of Student Success and Institutional Research, a member of the Student Senate appointed by the President of Student Senate, two faculty members, the Custer County District High School Librarian, the Miles City Public Library Director, and two community business members. At meeting, the committee reviews the complaint, and if appropriate, determines whether or not the material is to be withdrawn. The meeting is conducted in the following manner:
- The complainant presents his/her views on the material being challenged.

- The committee, having read or viewed the material being challenged, checks the information made available by the Library Director on the general acceptance of the materials by reading reviews and selection aids.
- The members of the committee, after having read or reviewed the material in its entirety, then weigh its values and faults against each other and form opinions based on the material as a whole.
- The committee makes a determination by majority vote. The Library Director implements the committee's decision.

The Judson H. Flower Jr. Library is committed to adhering to the principles and guidelines articulated in the following documents:
- *The Library Bill of Rights* of the American Library Association
- *Freedom to Read* of the American Library Association and Association of American Publishers
- *Intellectual Freedom Principles for Academic Libraries* of the American Library Association and the Association of College and Research Libraries
- *The Freedom to View Statement* of the American Film and Video Association
- *Code of Ethics* of the American Library Association
- *An Affirmation to the Right to Information* of the Montana Library Association
- *Montana Library Records Confidentiality Act*, which states:
  "As mandated by this act, no person may release or disclose any portion of a library record that identifies a person as having requested, used or borrowed library materials except in response to a written request of the person identified in that record or a court order. This law applies to all library users, including children. The confidentiality protection for library records is waived when materials are overdue or lost" (MCA 22-1-1101 to 22-1-1111).

Standard 2.F – Financial Resources

2.F.1 Demonstration of financial stability and planning for short-term solvency and long-term obligations and liabilities

Miles Community College follows Section 800 of the *Board Policy Handbook* regarding oversight and management of the financial resources of the College. Section 800.1 A. states: "The College President is responsible for the financial welfare of the college. The College President shall make a preliminary appraisal of the financial needs of the College and submit a tentative budget to the Board in accordance with Montana law. The Board of Trustees shall adopt the final budget at its annual budget meeting in July, as required by law. The Board shall submit the approved budget to the proper authorities for the raising of necessary funds as required by law."

Section 800.1 B. specifies that the business management of the College is centered in the Office of the Vice President of Administrative Services and Finance, who has power to delegate functional responsibility to other employees. The Vice President of Administrative Services and Finance is responsible for the collection and disbursement of all college funds. All expenditures are made in accordance with the approved budget. The policy prohibits transfers of expenditures within the general fund between program divisions without prior approval from the Vice President of Administrative Services and Finance.

Sections A and B of the policy describe the responsibilities of the President and the Vice President of Administrative Services and Finance as they relate the budgeting and accounting of the College. As part of this responsibility, the President and the Vice President of Administrative Services and Finance

collaborate with the other Vice Presidents and the Budget Committee to compile an annual budget that serves as the framework for the daily financial operations of the College. Each budget takes into consideration the projected revenues available to support its programs and services. In-depth analysis is done on all revenue sources, trends, and inflation factors when determining estimated revenues. Estimated revenues then act as the driver when analyzing and developing the budgeting expenditures for the College. Expenditures of the College are prioritized in light of current and long-term debts so as to ensure that the budget has sufficient funds available to meet these demands.

Every attempt is made to budget conservatively in order to produce a balanced budget. Quarterly budget reviews are performed to ensure revenues and liabilities are tracking as expected. Adjustments are made as needed in order to minimize any shortfalls.

The College has worked diligently to eliminate deficits within its auxiliary accounts over the last few years. In addition, the general fund maintains a cash reserve subject to MCA 20-15-321 (see http://data.opi.mt.gov/bills/mca/20/15/20-15-321.htm).

Section 800.4 in the *Board Policy Handbook* delineates the financial reporting frequency to the Board in order to keep them advised on the financial status of the College's financial status.

Furthermore, section 800.5 requires the financial records of the College to be audited annually by auditors selected by the State Legislative Auditor's Office in order to meet Montana statute. The College's accounting system follows generally accepted accounting principles and has received an unqualified opinion for several years. These audits reflect the financial stability and solvency of the College.

2.F.2   Inclusion of realistic budgeting, enrollment management, and revenue projections in resource planning and development

The Vice President of Administrative Services and Finance has the responsibility to prepare the annual budget. This vice president works closely with the President, the other Vice Presidents, the Budget Committee, and solicits feedback from all faculty and staff during the development of the budgeting process. Budget request worksheets are updated and prioritized to guide in the development of the budget. Enrollment trends are reviewed for trends, mill levies are updated, and appropriations are confirmed. Inflation factors and bad debt risk are then taken into account, along with miscellaneous revenue sources in order to develop a revenue projection for the budget year. Revenue projections reflect a realistic budgeting process based on prior year and multiyear trend analysis. Additional sources of income from grants and donations are then taken into account and included in the budget as they are confirmed.

2.F.3   Participation by institutional constituencies in defining and following policies, guidelines, and processes for financial planning and budget development

Board Policy 800.1 guides the process for developing the annual budget at Miles Community College. Additionally, the College has developed a process over several years to build the budget and allow multiple opportunities for participation by its stakeholders. The budgetary process starts with the Vice President of Administrative Services and Finance and the Budget Committee. They solicit and gather feedback from faculty and staff and then update and prioritize the budget request worksheet. This worksheet is then used as the guideline for establishing priorities when developing budgets for the various departments, either at the general or specific fund level. The inclusion of a budget request item occurs after an analysis of revenue sources supports the ability of the budget to meet the request. Next the tentative budget is reviewed and adjusted by those who manage budgets. Once completed, the tentative

budget is forwarded to the President for review. After additional changes have been determined by the President, the preliminary budget is then presented to the Board of Trustees for review in June. Questions and feedback are provided at a public hearing conducted by the Board. Needed changes are made the following month, and a final budget is presented to the Board of Trustees in July for final approval, in accordance with MCA 20-15-309 (see http://data.opi.mt.gov/bills/mca/20/15/20-15-309.htm).

2.F.4   Accounting system and internal controls

Miles Community College follows generally accepted accounting principles as evidenced by prior College audits. Internal controls are reviewed and assessed as part of the annual audit cycle. The College is structured with a Vice President of Administrative Services and Finance, Controller, Accounts Payable Technician, and Accounts Receivable Technician. These positions ensure that there is an appropriate segregation of duties in the management of College finances. The people in these positions work with the Financial Aid office and members of the College staff and faculty to ensure that controls are being followed properly.

2.F.5   Alignment of capital budgets with institutional mission and core themes; review, control, and justification of debt

Each fiscal year the College prepares capital budgets based on the Mission, Core Themes, and Strategic Initiatives developed by its stakeholders. These guiding statements inform stakeholders as they update the budget and prioritize requests and project proposals, which are deemed either as short-term projects that can be addressed immediately or as long-term projects that need a savings plan to complete. Pursuant to Board Policy 800.2.1, any requests for capital expenditures over $25,000 must be approved by the Board of Trustees.

The Vice President of Administrative Services and Finance and the Controller review the status of the current debt load to determine the feasibility of additional debt. The Board of Trustees is then provided with a principle and interest report showing the College's debt. Board Policy 800.12 specifies that the Board of Trustees must approve the incurrence of any debt in excess of $25,000.

Prior to approving any capital expenditures, the Board of Trustees receives and reviews a plan describing the project, the source and use of funds, and whether or not any additional debt will be requested. Capital projects are implemented upon approval of the Board.

2.F.6   Financial relationship between general operations and auxiliary enterprises

The College develops annual budgets that reflect the auxiliary enterprises running as an independent entity. The College does not have any interfund borrowings on its financial records nor does it intend to do so in the future. The only exception is when an expense related to an auxiliary is intended to be shared by the auxiliary and the general fund. That expense is then split by each fund in its respective budget.

2.F.7   Annual external financial audit and response to findings

Board Policy 800.5 states that all financial records of the College, budgeted and non-budgeted, shall be audited annually. Where required, specifications are followed as set forth by MCA 20-15-229 and the State Legislative Audit Division (see http://data.opi.mt.gov/bills/mca/20/15/20-15-229.htm).

The College undergoes a financial audit annually and a federal audit every other year from an auditor selected by the State Legislative Audit Division. The audit has received an unqualified opinion for multiple years. Any findings or recommendations are responded to in the audit and are also reviewed and implemented at the College if feasible.

2.F.8 Professionalism and ethics of fundraising activities; formal relationship between institution and fundraising organization bearing the institution's name

The mission of the Miles Community College Endowment (MCC Endowment) is to establish and maintain a permanent endowment fund through the solicitation, investment, and management of donations for the purpose of providing scholarships and assisting in capital improvements and special needs of the College for the betterment of the students, faculty, staff, and community. The MCC Endowment's By-laws and Articles of Incorporation are located in the Endowment Office on campus and comply with all governmental requirements. A Memorandum of Understanding was implemented in 2008 to describe the relationship between the MCC Endowment and the Miles Community College Board of Trustees. The MOU is reviewed and approved annually by the MCC Endowment Board and the MCC Board of Trustees.

The MCC Endowment has created the following policies within the last three years to facilitate ethical solicitation, investment and management of donor funds: Conflict of Interest Policy, Whistleblower Policy, Document Retention Policy, Investment Policy, Gift Giving Policy, and Backup/Recovery Policy. The policies are reviewed by the Endowment board on an annual basis and changes are suggested and voted on if necessary. Each year the Endowment Board members also complete the Conflict of Interest Form, which are maintained in the Endowment Office. The MCC Endowment's financial statements are prepared by a local CPA office. The financial statements are audited annually, in conjunction with the College's financial statements. The Endowment's Form 990 is also filed annually with the IRS.

The Endowment has a Public File which contains the IRS 501(c)3 status letter, Articles of Incorporation, and the three most recent Form 990, that is kept in the office and available upon request. In the Endowment Office, segregation of duties has been created to balance the handling of cash, the inputting of information in the financials, and the verifying of bank accounts. The Executive Assistant to the President of Miles Community College opens and documents donations; the Executive Director of the Endowment prepares receipts and deposits; the Treasurer of the Endowment records deposits and reconciles the check registry and bank statements.

The MCC Endowment, in conjunction with the College, has created a Donation Request Form and Donation Approval Form to strategically direct the fundraising plans of the College. The Donation Request Form is utilized when an employee or department would like to request an outside entity for a donation to the College. This process allows for the deliberate solicitation of businesses or individuals not already in the process of donating to the College. This form also permits the proper and timely response to the donor. The Donation Approval Form is utilized when an employee or department has been approached regarding an entity wishing to donate an item other than cash to the College. The form allows for all the proper channels to be informed of the gift and for the ultimate approval of the gift by the President. The form also promotes the proper documentation of the donations value and any other forms or requirements that are designated with the gift.

Fundraising at the MCC campus is a tactical progression that takes the cooperation of many departments. The College strives to express gratitude and manage donations with the utmost integrity. Many groups on campus solicit and receive donations. The MCC Endowment has been utilized as the central point to

make sure transactions are being documented properly and the community is shown appreciation for their support of their local community college. Other college groups that plan fundraising activities include: Pioneer Club (corporate athletic sponsorships, golf tournament), Rodeo Club (Buckaroo Bash: scholarship funding), Ag Club (Steers for Pioneers: program funding), Phi Theta Kappa (bake sales: student group funding), and Student Senate. These activities are approved by the MCC Endowment before they occur so that all proper documentation is processed, donors are tracked, and appreciations are delivered.

Miles Community College enacted Section 800.11 - *Solicitation of Funds, Gifts, In-Kind Donations* on May 14, 2010. This policy was developed to clarify the process and relationships between the College and any person(s) or entity interested in assisting the College with fundraising activities.

Standard 2.G – Physical and Technological Infrastructure

2.G.1 Creation and maintenance of physical facilities to ensure accessibility, safety, security; quantity and quality of facilities to ensure healthful learning and working environments

Miles Community College was founded as Custer County Junior College in 1939 as the result of a vote by the Custer County High School District. The College utilized the high school for classroom space and the gymnasium for athletic programs. For fifteen years they operated out of Custer County High School before moving to the former Milwaukee Railroad depot building in 1957. In 1967 Miles Community College moved to its current location after the completion of what is now known as the James P. Lucas Administration Hall. As enrollment and programs grew, so too did the campus. The following table summarizes the expansion that followed after completion of the original building.

Date	Square Footage	Description	Services
1967	33,365	James P. Lucas Administration Hall	Classrooms, laboratories, administrative offices, faculty offices, support facilities
1972	6,944	Smith Center	Dining and bookstore
1979	17,016	Vo-tech Building	Auto shop, welding, building trades, CDL & heavy equipment, faculty offices and classrooms
1979	21,488	Judson H. Flower Jr. Library Addition	Library, auditorium, classrooms, and faculty offices
1980	27,240	The Centra	Athletic facility providing NJCAA regulation gymnasium, locker rooms, weight and aerobic areas, coaches' offices, golf simulators, and racquetball courts
1980s	1,800	Annex	Entryway to Centra gymnasium, concessions, coach's office

Over the years Miles Community College has expanded to 107,853 square feet of facilities. While the buildings are starting to age, the College has made continuous efforts not only to maintain but also to improve the buildings. Some examples include the remodeling projects of the library, dining facility, and bookstore. Additionally, the campus benefitted from the receipt of stimulus monies which were used to replace and upgrade the HVAC system and windows in Lucas Hall. Carpets, room partitions, and classroom whiteboards and technology have been upgraded. Additionally, improvements to the roofing, soffit, and fascia have enhanced structural integrity and energy efficiency.

The physical classroom facilities have not been the only capital improvement projects at Miles Community College. To address student housing needs, the College built its first dormitory in 1981. MCC has gone through three different housing projects since then and currently offers the students three quad units and a commons unit (10,496 square feet) as well as The Pioneer Hall (26,500 square feet) for housing. The quads provide twelve units designed to house four students in two-bedroom apartments. Pioneer Hall has 66 double occupancy rooms with private bathrooms for every two rooms.

The Commons building was designed to provide a laundry facility, game/TV room, study room, restroom and office. Pioneer Hall also has an office, a kitchen, two laundry rooms, a sitting area, an elevator, and a studio apartment for the residence director.

With the completion of each phase of the campus physical facilities, Miles Community College has endeavored to support its mission to "promote student success and lifelong learning." MCC encourages accessibility upgrading the physical facilities to meet ADA requirements. The College also provides a public meeting room free of charge to businesses for the first four hours, wireless Internet connectivity, and access to interactive television (ITV). The College hosts a variety of community events on campus.

The campus is staffed with personnel whose job is to ensure the safety, cleanliness and security of the buildings via day-to-day maintenance and monitoring. By providing up-to-date classrooms, faculty and administrative offices, and student space for housing, dining, recreation, and relaxation, MCC offers healthful learning and working environments.

2.G.2   Adoption, publication, review, and adherence to procedures regarding safe use, storage, and disposal of hazardous or toxic materials

Miles Community College follows all local, state and federal regulations related to the use, storage and disposal of hazardous material. There are a few areas on campus such as automotive, building trades, science lab and the physical plant personnel that handle hazardous or toxic materials. Those individuals, whether faculty, staff or students, are trained in the proper use and storage of those items. The College also has a Campus Safety Committee that meets regularly to discuss various items relating to campus safety, including hazardous and toxic materials.

2.G.3   Development, implementation, review, and alignment of facilities master plan with institutional mission, core themes, and long-range educational and financial plans

Miles Community College developed its Facilities Master Plan in 2005. Its intent was to provide a vision for the next ten years of growth and changes on the campus. Each year the Facilities Master Plan has been reviewed in relation to the mission and long range educational and financial plans of the College. The Master Plan has provided guidance and goals to align with the budget request worksheet during the budgeting process, while also serving as a long-term visionary plan.

The Facilities Master Plan was developed with four goals in mind: (1) focusing on strategies for assimilating the approximately 143,000 square feet of buildings into one cohesive campus environment; (2) addressing the land-locked situation that Miles Community College currently faces; (3) exploring options for new entrances into the campus; and (4) addressing campus-wide circulation, parking, Dickinson Street, and surrounding land purchases. These goals have been considered whenever projects have been selected or opportunities have presented themselves, particularly as they relate to goals 2, 3 and 4.

As a result of the development of the College's Core Themes and the revision of the College's Strategic Initiatives, the Facilities Master Plan has been slated to be reviewed and updated in 2012/2013 fiscal year. Currently, Miles Community College is in a declining state of enrollment. Funding constraints and increased regulations have heightened the College's need to be cognizant of the critical need for best practices and prudent use of resources in (1) addressing the priorities delineated in the Facilities Master Plan, (2) providing high-quality and cost-effective educational offerings, (3) and ensuring short-term solvency and long-term stability.

2.G.4 **Sufficiency in quantity, quality, and management of equipment to support institutional mission, core theme objectives, programs, and services**

Miles Community College strives to provide equipment that supports its Mission, Core Themes, and Strategic Initiatives. As part of the budget process, the Vice President of Administrative Services and Finance requests feedback from the College's stakeholders. Once collected, the information is vetted and priorities into the College's budget request worksheet. This worksheet has five categories, one of which is equipment and supplies. The vetting process includes consideration of the sufficiency, age, and condition of equipment in order to determine the order in which equipment will be added or upgraded. The College utilizes some general funds for acquiring new equipment, but it also has a number of restricted funds dedicated to administrative and student computer technology, instructional equipment, and copiers. These restricted funds have supplemented the general fund to facilitate the ongoing renewal of equipment as needed.

The College maintains an inventory of all equipment costing greater than $5,000.00. We also keep an inventory of all electronic equipment as part of our information technology HelpDesk software. These listings allow us to track quantity and aging of equipment. During the budget process, the College analyzes the budget request worksheet in light of the campus technology plan. This plan provides a formalized rotational cycle for our IT technologies to ensure prudent use of financial resources.

Based on its available resources, Miles Community College strives to ensure sufficient quality, quantity, and management of its resources by maintaining an inventory of equipment and seeking the feedback of stakeholders in order to accomplish the College's Mission, Core Themes, and Strategic Initiatives.

Technological Infrastructure

2.G.5 **Appropriateness and adequacy of technology systems and infrastructure to support institutional management and operational functions, academic programs, and support services**

Miles Community College has worked diligently to stay at the forefront of technology systems and infrastructure. Early on, designated funds were implemented to commit resources to students and staff for the replacement and improvement of technology systems. In 2007, the first Technology Plan was

implemented with a five-year time frame. This plan set into place policies and guidelines regarding acquisition, use, and replacement for a variety of technologies. Every year since, this plan has played an active role in the annual budgeting process and prioritization of the budget request worksheet. The Technology Plan is scheduled to be updated in 2013.

Currently the College maintains its own local access network (LAN). We procure internet access through two vendors, Century Link and Midrivers, for the academic buildings and residence halls. Wired and wireless Internet access is available in all campus locations. We utilize Microsoft Outlook software to provide email accounts for all faculty, staff, and students as requested. MCC also maintains its own phone system, multiple servers, an offsite network attached storage system, and an interactive television system (ITV).

Miles Community College designed and actively maintains its own website. Besides providing an interactive portal for prospective students, it also provides access to faculty and student email, online classes, and to Banner, our new integrated student and finance management system.

Miles Community College is fortunate to have four computer labs on campus housing 80 computers. An additional dozen computers are available in the library. Each classroom has its own computer and ceiling mounted projectors with speakers. Several classrooms are equipped with televisions and DVD players as well.

As technology continues to change, the College seeks feedback from its constituents through open dialogue and a standing technology committee. As new modalities develop for teaching, improvements are implemented as funding allows, provided that the changes will assist the largest number of users. Individual requests are also filled assuming they can be implemented in a time- and cost-effective manner.

2.G.6 Instruction and support for ensuring effective use of technology and technology systems by faculty, staff, students, and administrators

Miles Community College employs one information technology director, two full-time technicians, and some part-time technicians. The IT director works closely with the full-time technicians to assist students, faculty, and staff as needed. The College utilizes automated HelpDesk software to report issues and track repairs. This software also tracks inventory, thereby assisting with the replacement program in the technology plan. The technicians are also available via phone. When issues arise or help is needed, they provide one-on-one assistance. As changes in technology occur, the IT personnel also provide personal training. Part-time technicians are also on campus to assist faculty with classes that are delivered via interactive television.

When a major change in technology occurs that will affect a large number of campus constituents, the IT personnel host training sessions to help ease the transition. Upgrades are common with information technology, so these items are typically scheduled at a time that will have the least impact on end users. The IT department tries to anticipate future needs and prepare a direction that will serve the campus in the most useful, cost-effective manner possible.

2.G.7 Input from technology support staff and constituencies in planning technological infrastructure

In 2007, Miles Community College implemented its first technology plan. The plan seeks to support a technology-driven environment that is created to consistently respond to the needs of the College's Mission, Core Themes, and Strategic Initiatives. The technology plan is overseen by the Information Technology Director, with the assistance of the IT Committee. The IT Committee seeks to include a cross-section of stakeholders and is usually comprised of IT staff and faculty, other faculty, the Vice President of Academic Affairs, the Director of Distance Education and Community Outreach, the Vice President of Administrative Services and Finance, and one MCC Student.

As part of the budgetary process, input is sought from all constituents relating to personnel, facilities, programs, equipment/supplies and other miscellaneous issues. Items relating to technology and infrastructure are identified and prioritized with the rest of the items. All requests outside of the established technology plan relating to new software or software upgrades must be presented to the IT planning committee before January of the academic year preceding the implementation. Requests must also include software/hardware specifications, cost analysis, and rationale for the software. The IT planning committee then evaluates the purchase based on the information submitted, current industry standards, and budgetary needs of the college.

2.G.8 Development, implementation, and review of technology and replacement plan

The technology plan seeks to support a technology-driven environment that is created to consistently respond to the needs of the College's Mission, Core Themes, and Strategic Initiatives. The plan provides a regimented and detailed structure for Miles Community College to plan and implement future technology that will provide short-term and long-term paybacks to students, employees, and the community.

The plan is a five-year document that is reviewed and updated each year by the IT Committee. The committee consists of the IT staff and representatives, as well as students, faculty and staff. The IT plan defines the general processes and upgrade cycles for technology, but as issues and concerns arise, the IT department has the opportunity to provide proactive leadership to ensure that available resources meet the need of the campus. Included in the IT plan are agreements for students and employees, although the employee section is slated to be transitioned into the *Board Policy Manual*. The technology plan is scheduled to be revised in 2012-2013.

CONCLUSION

This Year Three Self-Evaluation Report has delineated the development of the Mission of Miles Community College and the planning process that is founded on the seven Strategic Initiatives. This report also enumerated the College's Core Themes and articulated (1) our vision of what those Core Themes mean; (2) our indicators of achievement for each Core Theme; (3) how the indicators of achievement are assessed; and (4) the tools used to assess and evaluate accomplishment of the Core Themes.

The faculty and staff at Miles Community College work diligently to ensure that Miles Community College is meeting its mission as an institution of higher learning. The College strives to add quality to the community through its transfer, professional-technical, academic development, workforce training, and community outreach programs. In addition, the College's student activities, service clubs, and

intercollegiate athletic programs enrich the students' collegiate experience. Since 1939, Miles Community College has successfully benefited the lives of many people from eastern Montana and beyond in our overarching objective of helping our students to "start here" and "go anywhere" as they pursue their personal, professional, and academic goals.

APPENDICES

Appendix A

Board of Trustees

1. Biographies of Board of Trustees
2. Board of Trustees Conflict of Interest Form
3. Board of Trustees Self-Evaluation Form

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MILES COMMUNITY COLLEGE

BOARD OF TRUSTEES

Back row: Garret McFarland, Mark Petersen, Jeff Harding, Jeff Okerman
Front row: Sharon Wilcox, Rusty Irion, Susan Stanton

Garret McFarland: Dr. McFarland was elected to the Board of Trustees in 2005. He has been a dentist in Miles City for 17 years. After growing up in Fort Benton, MT, he received his bachelor's degree from Carroll College and received his DDS from the University of Minnesota Dental School. Along with being a Trustee for MCC and member of the MCC Endowment board, Garret is also active in Kiwanis, Miles City Club board, and Town and Country Club.

Rusty Irion: Mr. Irion was elected to the Board of Trustees in 2007. He is currently the District Conservationist for the NRCS Miles City Field Office. Raised in Powder River County, he attended MCC before returning home to work on the family ranch. Rusty has a Bachelors Degree in Agronomy with minors in Soil Science and Business Administration from Montana State University.

Susan Stanton: Ms. Stanton was elected to the Board of Trustees in 2006. She taught 31 years, 24 years in the Miles City Schools of which she served as librarian at Washington Middle School for 14 years. She retired in May of 2010 and is currently employed part time by Prairie Educational Service Area. She was raised on the family farm in Brusett, Montana. Sue graduated from Garfield County High School in Jordan, Montana, received a Bachelor of Science in Elementary Education and Masters in Reading from Eastern Montana College in Billings, MT. She completed a Library endorsement at Western Montana College in Dillon, MT.

Sharon Wilcox: Ms. Wilcox was elected to the Board of Trustees in 1989. She currently serves as the CEO of Custer County Community Health Center. She worked as the controller at MCC for nine years. Sharon received a Bachelor of Business Administration from University of Oklahoma and is also a CPA.

Jeff Okerman: Mr. Okerman was elected to the Board of Trustees in 2009. He is a rancher south of Miles City. He attended MSU Billings and has taken classes at Miles Community College.

Jeff Harding: Mr. Harding was elected to the Board of Trustees in 2010. He is the Vice President of Island-West Investment Company. He was the assistant coach for the Lady Pioneers during the 2001 – 2002 basketball season. He received a Bachelor of Science degree in International Relations from Drake University.

Mark Petersen: Dr. Petersen was elected to the Board of Trustees in 2010. He is the Research Leader USDA-ARS Fort Keogh Livestock & Range Research Laboratory. As the Research Leader, his job responsibilities are to conduct range and range livestock research, supervise personnel and over-all operations. Mark has earned a BA in Animal Science/Zoology from the University of Hawaii, MS in Animal Science from the University of Idaho, and a PhD in animal Science from the University of Nebraska. He has received numerous awards including Teacher of the Year - College of Agriculture (Montana State University) 1991, Friend of the Student - College of Agriculture (Montana State University) – 1986.

Miles Community College Board of Trustees
Conflict of Interest Form

For Board of Trustee Members

No member of the Miles Community College Board of Trustees, or any of its Committees, shall derive any personal profit or gain, directly or indirectly, by reason of his or her participation with the Miles Community College Board of Trustees. Each individual shall disclose to the Miles Community College Board of Trustees any personal interest which he or she may have in any matter pending before the Miles Community College Board of Trustees and shall refrain from participation in any decision on such matter.

Any member of the Miles Community College Board of Trustees who is an officer, board member, a committee member or staff member of a borrower organization or a loan applicant agency shall identify his or her affiliation with such agency or agencies; further, in connection with any credit policy committee or board action specifically directed to that agency, he/she shall not participate in the decision affecting that agency and the decision must be made and/or ratified by the full board.

Any member of the Miles Community College Board of Trustees shall refrain from obtaining any list of MCC Endowment clients for personal or private solicitation purposes at any time during the term of their affiliation.

At this time, I am a Board Member, a committee member, or an employee of the following organizations:

_____

_____

_____

_____

Now this is to certify that I, except as described below, am not now nor at any time during the past year have been:

1) A participant, directly or indirectly, in any arrangement, agreement, investment, or other activity with any vendor, supplier, or other party; doing business with Miles Community College which has resulted or could result in personal benefit to me.

2) A recipient, directly or indirectly, of any salary payments or loans or gifts of any kind or any

free service or discounts or other fees from or on behalf of any person or organization engaged in any transaction with Miles Community College.

Any exceptions to 1 or 2 above are stated below with a full description of the transactions and of the interest, whether direct or indirect, which I have (or have had during the past year) in the persons or organizations having transactions with Miles Community College.

_____

_____

_____

Date: _____

Signature: _____

Printed name: _____

Miles Community College Board of Trustees
2715 Dickinson St
Miles City, MT 59301
406-874-6288

MILES COMMUNTIY COLLEGE
Board of Trustees Evaluation
October 2011

Part 1: Please complete and return to Candy Laney for compilation

YES **NO** **SOME**

Policies
____ ____ ____ Board activities are confined to policy issues rather than management issues.
____ ____ ____ All management activities are delegated to the College President.
____ ____ ____ The Board annually reviews important documents – bylaws, audits, etc.

Roles & Responsibilities
___ ____ ____ Board members understand their legal responsibilities.
___ ____ ____ Board members take the lead in fund raising activities.
___ ____ ____ Board members contribute time outside of regular meetings, when necessary.
___ ____ ____ Board members talk positively about the college in public.
___ ____ ____ Board holds yearly self-evaluations.
___ ____ ____ Board members attend scheduled Committee meetings.
___ ____ ____ Full Board approves annual evaluation of College President.
___ ____ ____ Board needs are clearly communicated to the College President.
___ ____ ____ Board vacancies are filled in a reasonable period of time.
___ ____ ____ Board members are recruited for knowledge, commitment, skills and interest.
___ ____ ____ New Board members are oriented when they join Board.
___ ____ ____ Board members receive ongoing training.
___ ____ ____ Board members read meeting preparation materials.
___ ____ ____ Conflicts between Board members and the College President are confronted and resolved in a timely manner.
___ ____ ____ Board members understand that communication with staff should be channeled through the President, not around the President.

Meetings
___ ____ ____ Board meeting follow a system of parliamentary procedure.
___ ____ ____ Board meetings stick to the agenda and are businesslike.
___ ____ ____ Board members arrive on time for Board and committee meetings.
___ ____ ____ Board members participate in discussion at meetings.

Other
___ ____ ____ Board members have toured the college in the past year.
___ ____ ____ Board members are satisfied with the overall operations of the Board.
___ ____ ____ Board members enjoy serving on this Board.

Part II: Please complete and retain for your own self-evaluation.

Yes   **No**   **Some**

___   ___   ___   I prepare adequately for board meetings.
___   ___   ___   I participate in discussion at board meetings.
___   ___   ___   I am able to make difficult or unpopular decisions when necessary.
___   ___   ___   I work cooperatively with the President.
___   ___   ___   I support the decision of the majority.
___   ___   ___   I attend training sessions, committee meetings, fundraisers, and celebrations.
___   ___   ___   I attend Board meetings regularly.
___   ___   ___   I put sufficient effort into making decisions.
___   ___   ___   I respect those who differ in opinion and belief.
___   ___   ___   I accept constructive criticism.
___   ___   ___   I remain calm and think clearly under pressure.
___   ___   ___   I appropriately ask questions and express opinions to other Board members.
___   ___   ___   I appropriately ask questions and express opinions to the President.
___   ___   ___   I appropriately ask questions and express opinions to the public.
___   ___   ___   I act as a positive representative of the Board and Community College.
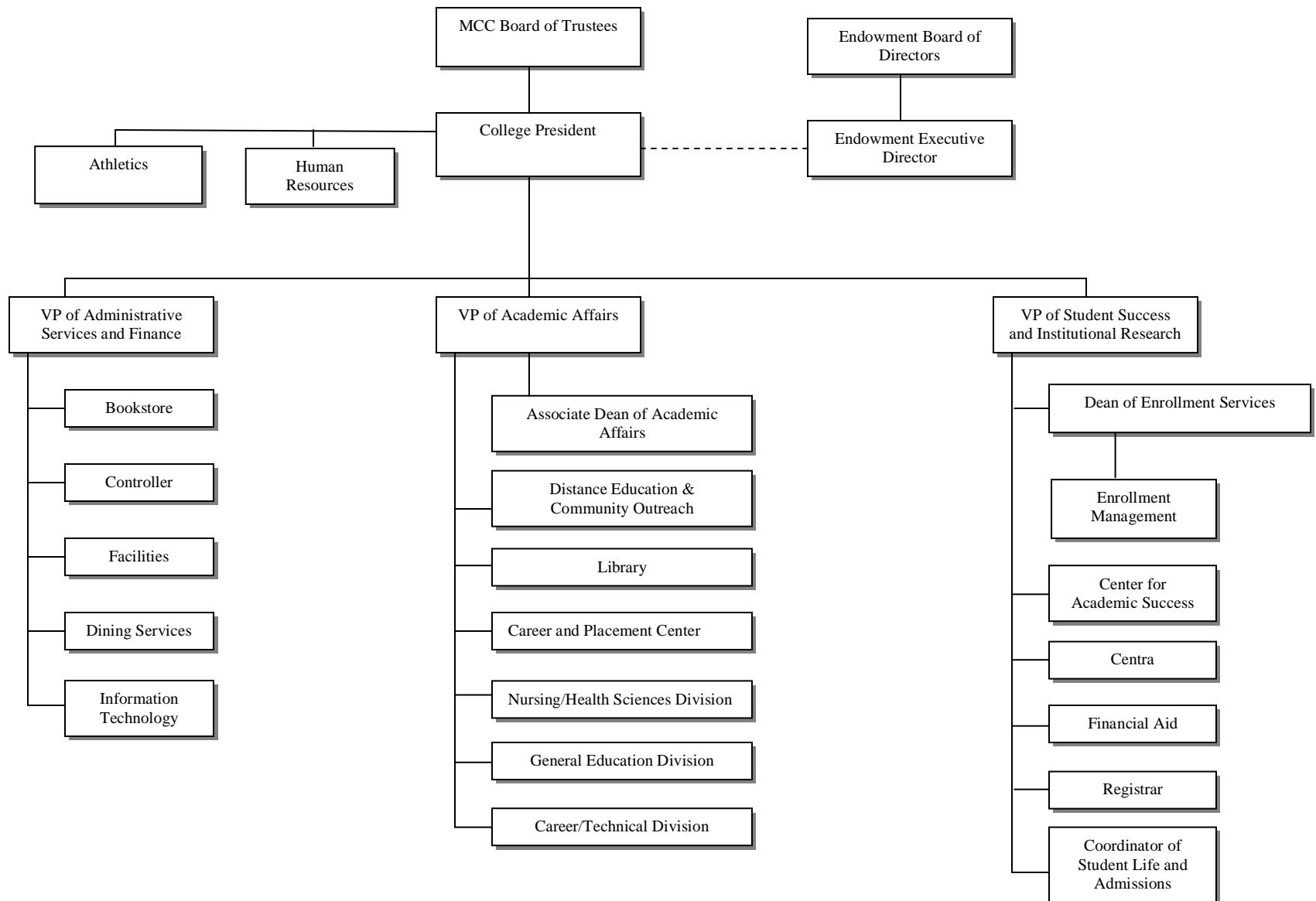
Appendix B

Administration

1. **MCC Organizational Chart**
2. **President's Job Description**
3. **President's Evaluation Form**
4. **President's Résumé**
5. **Annual Employee Performance Review Form**
6. **Annual Employee Review Peer Review Form**

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MILES COMMUNITY COLLEGE ORGANIZATIONAL CHART

2/1/12

MCC Board of Trustees

Endowment Board of Directors

College President

Endowment Executive Director

Athletics

Human Resources

VP of Administrative Services and Finance
- Bookstore
- Controller
- Facilities
- Dining Services
- Information Technology

VP of Academic Affairs
- Associate Dean of Academic Affairs
- Distance Education & Community Outreach
- Library
- Career and Placement Center
- Nursing/Health Sciences Division
- General Education Division
- Career/Technical Division

VP of Student Success and Institutional Research
- Dean of Enrollment Services
- Enrollment Management
- Center for Academic Success
- Centra
- Financial Aid
- Registrar
- Coordinator of Student Life and Admissions

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Miles Community College

President

Department: Administrative Services
FLSA Status: Exempt
Grade/Level:
Work Schedule:

Job Status: Full Time
Reports To: Board of Trustees
Amount of Travel Required: Occasional travel required
Positions Supervised:
Vice President of Student Success, Vice President of Academic Affairs, Vice President of Administrative Services, Human Resources Director, Athletics

ESSENTIAL FUNCTIONS
Reasonable Accommodations Statement
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statement(s)

- Responsible to the Board of Trustees for the execution of its policies, rules, and regulations.

- Provide the Board with comprehensive, timely, and relevant information.

- Implement a staffing pattern that meets the needs of the institution and maintains the quality of the College within budget constraints.

- Responsible for hiring, supervising, and evaluating all College employees.

- Provide adequate background information to the Trustees in order for them to make informed, evidence-based decisions and to provide the President sound advice.

- Utilize the expertise and relationships of the Trustees to advance the mission of the College.

- Act as the official spokesman for the College, thus assuming responsibility for public relations efforts for the institution.

- Attend all Board meetings, except on those occasions when the President may be excused with approval by the Board Chair.

- Oversee the preparation of agenda and reports for Board meetings. Copies of the agenda, minutes, voucher list, budget, and trial balances shall be distributed to Board members at least five days prior to meetings.

- Prepare annual budgets for Board consideration and approval.

- Supervise the expenditures of the institution.

- Serve as principal College contact to the Endowment Board of Directors with respect to College needs and priorities and provide assistance and direction when requested.

- Prepare, for Board approval, the Board Policy Manual and other documents which outline college procedures (i.e. Catalog, student handbook, etc). Update these publications by periodic review and revision.

- Direct efforts to improve resource development at the College.

- Work with State legislature to ensure adequate State funding for the College.

- Serve as liaison with the Board of Regents and Commissioner's Office.

- Oversee the development, implementation, and evaluation of instructional programs.

POSITION QUALIFICATIONS
Competency Statement(s)

- Adaptability - Adapts to changes in the work environment; Manages competing demands; Changes approach or method to best fit the situation; Able to deal with frequent change, delays, or unexpected events.

- Attendance/Punctuality - Is consistently at work and on time.

- Business Acumen - Understands basic business practices.

- Change Management - Communicates changes effectively.

- Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Participates in meetings.

- Written Communication - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; Able to read and interpret written information.

- Cost Consciousness - Works within approved budget; Develops and implements cost saving measures; Contributes to profits and revenue; Conserves organizational resources.

- Customer Service - Manages difficult or emotional customer situations; Responds promptly to customer needs; Meets commitments.

- Delegation - Delegates work assignments; Matches the responsibility to the person; Sets expectations and monitors delegated activities.

- Dependability - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments.

- Initiative - Seeks increased responsibilities; Takes independent action.

- Judgment - Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.

- Managing People - Includes staff in planning, decision-making, facilitating and process improvement; Makes self available to staff; Provides regular performance feedback; Develops subordinates' skills and encourages growth; Improves processes, products and services.

- Organizational Support - Follows policies and procedures; Completes administrative tasks correctly and on time; Supports organization's goals and values

- Planning/Organizing - Prioritizes and plans work activities; Uses time efficiently; Organizes or schedules other people and their tasks.

- Problem Solving - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions.

- Professionalism - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.

- Quality Management - Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness.

- Quantity - Meets productivity standards; Completes work in timely manner; Strives to increase productivity; Works quickly.

- Safety and Security - Observes safety and security procedures; Uses equipment and materials properly.

- Strategic Thinking - Develops strategies to achieve organizational goals; Adapts strategy to changing conditions.

Education: Ph.D. or E.D.D. in an appropriate field of study.

Experience: A minimum of five years experience at an upper level administrative position at a college or university.

REVIEWED BY (SUPERVISOR SIGNATURE) _____ **DATE** _____

REVIEWED BY (EMPLOYEE SIGNATURE) _____ **DATE** _____

Miles Community College has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

MILES COMMUNITY COLLEGE PRESIDENT'S EVALUATION
April 2011

Instructions: Please rate President Stefani Hicswa on the following criteria by circling the appropriate number following each answer.

SCALE: 5 = Outstanding. Regularly exceeds the requirements and expectations of the job.

4 = Above expectations. Often exceeds the requirements and expectations of the job.

3 = Meets expectations. Performance level is that of an experienced and competent employee.

2 = Below expectations. Sometimes fails to meet the requirements and expectations of the job.

1 = Unacceptable. Consistently fails to meet the requirements and expectations of the job.
    A plan of remedial action should be implemented to bring performance to expectations of the job.

0 = Not applicable. No opportunity to observe.

ADMINISTRATION: Administers the college with sound decision making, strategic planning and futuristic direction within approved budget levels and expenditures to meet the mission and purposes of Miles Community College.

Administration	Score	Comments
1. Bases decisions on the criteria of excellence, equity, efficiency, effort and effectiveness.		
2. Designs models that clearly identify the direction of college programs.		
3. Develops strategic plans that move the college toward a shared and defined vision.		
4. Maintains a working knowledge of community college administrative, student and instructional services.		
5. Operates college within approved budget levels based on revenue estimates and expenditures.		

Comments:

LEADERSHIP: Leads the college utilizing an accessible management style which contributes to staff morale, national, state and community support and appropriate delegation of authority while seeking input resulting in effective and consensual direction of the three divisions of the college: instructional services, administrative services and student services.

Leadership	Score	Comments
1. Maintains an accessible leadership style with an ability to negotiate, mediate, arbitrate and gain consensus among campus constituents.		
2. Represents the college at the state, local and national levels in a positive manner.		
3. Contributes to high staff morale through demonstrated loyalty to the college service area.		
4. Effectively delegates both responsibility and authority to appropriate areas of college operations.		
5. Exhibits the capacity to evaluate campus and community input to make effective decisions.		

Comments:

ARTICULATION: Articulates the position of the college in advocacy activities with students and staff while establishing positive and productive relationships with the state community college association, businesses, schools and community organizations.

Articulation	Score	Comments
1. Provides support for the college's needs within the political and legislative context of Montana.		
2. Establishes positive and productive relationships with business, industry and community organizations.		
3. Demonstrates a commitment to seamless educational partnerships for service-area learners.		
4. Provides effective liaisons with the MCC Foundation and other fund raising entities.		
5. Effectively nourishes responsible participation of students, faculty and staff in decision making.		

Comments:

DEVELOPMENT: Develops the college by maintaining an entrepreneurial approach to grant development, fund raising, partnerships and innovative staff and resource development to improve institutional effectiveness and program enhancement.

Development	Score	Comments
1. Actively seeks governmental grants to enhance student retention, staff development and technological advancement.		
2. Demonstrates ability in fund raising and resource acquisition to improve college services.		
3. Utilizes an entrepreneurial approach in developing city, county and state partnerships that encourage facilities development.		
4. Directs activities for seeking alternative funding sources to supplement learning opportunities.		
5 Searches for opportunities to combine staff and resources in a manner that improves institutional effectiveness.		

Comments:

PLANNING: Plans and establishes a vision of the college coupled with strategic planning and trend analysis in order to maximize fiscal and personnel resources so that the college is a high performing college at the forefront of change.

Planning	Score	Comments
1. Envisions where trends are leading in order to plan appropriately for maximized results.		
2. Establishes a vision of the future needs of learners so that the college is at the forefront of change.		
3. Utilizes performance based criteria in developing strategic planning processes.		
4. Establishes written strategic plans that provide measurable results and predictable outcomes.		
5. Matches fiscal and personnel resources within the strategic planning process.		

Comments:

Stefani Gray Hicswa, Ph.D.

249 Sunset Drive
Miles City, MT 59301
406.951.3031
E-mail: HicswaS@milescc.edu

EDUCATION

Ph.D. **The University of Texas at Austin, 2003**
Educational Administration
Specialization: Community College Leadership
Cognate: Public Policy and Rural Development
Dissertation: *The Role of Rural Community College Presidents in Vision Building for Community Development*

Master of Education **Montana State University, Bozeman, 1996**
Adult, Community, and Higher Education

Bachelor of Arts **The University of Montana, Missoula, 1991**
Organizational Communication
Honors Thesis: *Attrition at The University of Montana*
Minor: Spanish
Honors College, Watkins Scholar, High Honors

HIGHLIGHTS OF QUALIFICATIONS

- Fourteen years of progressive administrative experience in community colleges, including five at the chief executive level
- Ten years experience as an adjunct faculty member
- Revitalized a branch campus in financial and academic crisis
- Raised funds and developed a new campus facility
- Decreased fund-balance deficit by 83% in two years
- Stabilized retention and increased enrollment by 16% in three semesters
- Implemented a three-year strategic plan and development strategy, which was 90% complete in two years
- Initiated a building trades program and implemented Cisco certification training to enhance workforce and economic development
- United internal and external constituents through image projection, relationship building, community involvement, and articulation of college mission
- Skilled in institutional development, shared governance, and fiduciary accountability

ACCOMPLISHMENTS

Leadership
- Provided leadership for all aspects of campus operations including program and resource development, as well as supervision and evaluation of over 100 faculty and staff
- Planned, implemented, and executed annual campus budget of over $7 million
- Improved effectiveness and efficiency of campus operations in one year through restructuring, unification, accountability, and teambuilding
- Purchased land, raised funds, and designed a new campus facility
- Created program development and review processes for trades, technical, and general education programs
- Supervised planning and operation of campus facilities and equipment, including physical plant maintenance, deferred maintenance prioritization, and public use
- Established a campus plan for enhancement and use of information technology
- Led and implemented college-wide strategic planning process for a new college
- Conceptualized and initiated first, long-term strategic plan for a six-state regional association
- Revised fiscal policy and fund-raising strategies for a university alumni association
- Assisted a team of five in policy development for the newly established ASPIRE Training Institute
- Facilitated assessment of institutional culture

Development
- Raised over $2.2 million for capital improvements in one year
- Analyzed and implemented significant organizational and staffing pattern changes
- Supervised planning and implementation of programs and curriculum
- Planned and implemented community relations and student marketing programs
- Restructured a community education program which saved over $140,000 annually
- Determined instructional equipment needs for 53 academic departments
- Conducted policy analysis for a well-established community college in Montana
- Designed and implemented transfer advisor position
- Developed and revised policy manuals for several non-profit organizations
- Evaluated Federal TRIO grants to determine funding eligibility for 4 years
- Wrote $10k federal contract and conducted a national summit on retention and recruitment of Native American students
- Assisted in writing several successful federal grant proposals totaling over $7 million
- Created and implemented a college matriculation curriculum for over 350 high-risk high school students in eight communities over five years
- Conducted several training seminars on strategic planning, leadership, communication, staff and faculty development, fund-raising, and enrollment management

ACCOMPLISHMENTS (continued)

Collaboration and Communication
- Maintained positive labor relations and shared governance by developing trust and implementing accountability measures
- Initiated effective communication and cooperation among county commissioners, board members, and campus personnel
- Established partnerships with the economic development council, school district, hospital, and county government
- Projected a positive image of campus to community, county, and state constituents
- Arranged regular collaboration and idea exchanges with faculty and community members
- Represented the college to the public through community meetings and the media
- Lobbied state legislators and United States congressional members for higher education issues including economic development and educational access
- Led administrative collective bargaining team in contract negotiation for two years
- Supervised development and implementation of a community service program for 70 high school students in 50 agencies for 5 years
- Instrumental in developing articulation agreements, which laid the foundation for the common transfer core curriculum in Montana
- Created a tutoring program for student athletes to receive assistance while traveling.
- Negotiated schedule options for university athletes needing developmental math courses.

HONORS

Phi Lambda Theta, International Honor Society, 2002

Bruton Fellowship, The University of Texas, 2002

John and Suanne Roueche Scholarship, The University of Texas, 2001

Extra Miler Award, Flathead Valley Community College, 1995

Mortar Board, The University of Montana, 1990

Watkins Scholar, The University of Montana, 1989

Phi Eta Sigma, Scholastic Honorary, 1986

SENIOR-LEVEL ADMINISTRATIVE EXPERIENCE

President
Miles Community College, Miles City, MT July 2006 – present
Supervisor: Chair of the Board of Trustees, Rusty Irion

President
Strategic Visions Consulting Services, Wilsall, MT, 2001 – 2006

Selected Projects/Contracts

Miles Community College, Miles City, MT
Darrel Hammon, President
> Facilitated campus-wide strategic planning process

Parkland College, Champaign, Il
Zelema Harris, President
> Moderated nationally recognized leadership seminar and trained participants in utilizing and understanding leadership styles.

The University of Montana – Helena College of Technology, Helena, MT
Steve Hoyle, Dean
> Researched and analyzed campus issues and made recommendations for improving effectiveness and efficiency. Developed and delivered 12 in-service seminars on community college history and future trends. Researched and designed 3rd semester welding curriculum. Developed leadership retreat curriculum and application process. Projected and prioritized capital equipment needs. Worked with faculty to develop operational budgets for all occupational programs

Montana State University, Bozeman, MT
Richard Howard, Coordinator Adult and Higher Education Program
> Researched national P-20 systems and prepared final written report

ASPIRE, Inc. Laramie WY
Rob Montalbono, Director
> Trained over 200 university and community college student services professionals in increasing resiliency to improve student retention.

Northwest Montana Human Resources, Kalispell, MT
Doug Rauthe, Executive Director
> Conducted communication audit, analyzed results, and presented recommendations to managers.

SENIOR-LEVEL ADMINISTRATIVE EXPERIENCE (continued)

Director of Bozeman Operations (Start-up)
MSU Great Falls College of Technology, Bozeman, MT, March – July 2005
Supervisor: Mary Moe, Dean

Established infrastructure for a new branch campus in a fast-growing university community not currently served by a community college. Served as the chief operating officer and chief academic officer. Responsible for the administration of campus services, programs and operations including supervision of faculty and staff, programs and facilities. Implemented new aviation program. Researched available sites/locations, negotiated lease, and designed campus facilities. Created an academic development center to assist students in developmental courses. Facilitated communication and cooperation between personnel at two campuses and Montana State University, which resulted in development of a seamless registration system between Montana State University and the College of Technology. Negotiated schedule options for university athletes needing developmental math courses.

Visiting Scholar, President's Office (Associate Vice President Level)
Parkland College, Champaign, IL, 2003
Supervisor: Zelema Harris, President

Selected as a visiting scholar to study exemplary practices and research methods to enhance institutional excellence at a college with a service region of 243,000 residents, FTE of 12,000, and operating budget of $35.8 million. Exposed to the role and scope of the presidency, including internal and external presidential responsibilities, legislative, fiscal, and personnel issues. Analyzed and made recommendations to restructure the Adult and Community Education Program saving approximately $140,000 annually. Developed an operational plan for the Adult Degree Completion Center. Identified performance indicators for the College Development Office and made recommendations regarding the role and scope of the Director of Development. Facilitated seminars on enhancing systems and structures to support innovation and celebrate excellence. Analyzed future trends and assisted senior administrators in goal alignment for the 2005-2010 strategic plan.

Instructional Dean and Director of Strategic Planning (Start-up)
Cy Fair College, Houston, TX, 2002
Supervisor: Diane Troyer, President

Led and implemented the college-wide strategic planning process for a newly established community college in Houston with a service region of 750,000 residents, FTE of 7,000 and operating budget of $23.6 million. Determined instructional equipment needs for 53 academic departments including trades, technical, and general education programs. Chaired 15 search committees and hired faculty experienced in team teaching and distance learning.

SENIOR-LEVEL ADMINISTRATIVE EXPERIENCE (continued)

Lincoln County Campus Director
Flathead Valley Community College, Libby, MT, 1999-2001
Supervisor: David Beyer, President

Responsible for the administration and advancement of countywide educational programs in a rural, economically depressed service region. Purchased land, raised funds, and designed a new campus facility. Established campus priorities resulting in a three-year institutional quality improvement plan and staff development strategy, which was 90% complete in two years. Decreased fund balance deficit by 83% in two years. Implemented retention and enrollment management strategies, which immediately improved public relations and increased enrollment by 16% in three semesters. Enrollment has subsequently increased an additional 50%. Facilitated community outreach activities resulting in improved community relations and several local partnerships. Projected, planned, and monitored annual revenues and expenditures for a $1,000,000 budget, including state and county allocations, grants, student tuition, and fees. Supervised and evaluated all campus operations, including curriculum, physical plant, bookstore, faculty of 45, and staff of 15.

FACULTY EXPERIENCE

Guest Lecturer, Department of Human Resource Education
University of Illinois, Champaign-Urbana, IL, 2003
Supervisor: George Johnston, Professor

Introduced graduate students taking HRE 444, *The Community College,* to the role and mission of community college education in the United States.

Instructor, Humanities Division
Flathead Valley Community College, Kalispell, MT, 1992-1999
Supervisor: Joe Legate, Division Chair

Taught *Introduction to Interpersonal Communication* from 1998-1999 using experiential learning pedagogy. Developed and team taught *Tolerance and Intolerance* in 1995 as part of the Flathead Valley Community College Honors Symposium. Developed, implemented, and taught *Freshman Seminar* from 1992-1994. Served as an academic advisor for high-risk students on financial aid probation.

Instructor, Community Education Division
Flathead Valley Community College, Kalispell and Libby, MT, 1992-2001
Supervisor: Kathy Hughes, Associate Dean of Continuing Education

Taught numerous non-credit courses on communication skills, conflict management, and life balance. Conducted workshops for various businesses and organizations in the Flathead Valley as a contract trainer, including United Way, Columbia Falls Aluminum Company, Plum Creek Timber Company, and Elderhostel.

Instructor, College of Arts and Sciences
The University of Montana, Missoula, MT, 1990
Supervisor: James Flightner, Dean, College of Arts and Sciences

Implemented and taught *Freshman Seminar* fall semester 1990. Served as an academic advisor.

ADDITIONAL EXPERIENCE

Consultant
US Department of Education, Washington, DC, 1997-2000
Supervisor: Steven Pappas, Director, Office of Federal TRIO Programs

Evaluated federal TRIO grants to determine proposal quality and funding eligibility.

Assistant Director, Upward Bound
Flathead Valley Community College, Kalispell, MT, 1994-1999
Supervisor: Lynn Farris, TRIO Director

Responsible for the day-to-day administration of a TRIO program designed to assist low-income and first-generation high school students develop the skills and motivation necessary to enter and succeed in post-secondary education. Supervised and evaluated a staff of 12 and managed a $235,000 budget. Raised student performance standards and increased participation by 50% in four years.

Intern, President's Office
Montana State University, Bozeman, MT, Summer 1995
Supervisor: Rolf Groseth, Executive Assistant to the President and MSU System Coordinator

Researched program offerings at all Montana State University campuses and created an advising handbook for transfer students. Developed a student leadership retreat to train the officers of Montana State University's student organizations, which has evolved into the Montana State University Leadership Institute, a year-round leadership development program.

Acting Director, Student Support Services
Flathead Valley Community College, Kalispell, MT, Spring 1994
Supervisor: Walt Nolte, Vice-President for Instruction

Responsible for Student Support Services, Carl Perkins, Career Center, Disabled Student Services, Placement Services, and Upward Bound programs. Supervised a staff of 11 and administered a $400,000 budget.

Transfer Advisor, Student Support Services
Flathead Valley Community College, Kalispell, MT, 1991-94
Supervisor: Lynn Farris, TRIO Director

Implemented a program to facilitate successful transfer of disadvantaged community college students to bachelor degree granting institutions. Assisted over 1500 students in three years with admissions, financial aid, and academic advising. Sixty percent of students earned a bachelor's degree within three years of transferring.

PROFESSIONAL SERVICE

Community
   Miles City Area Economic Development Council, 2006 - present
      Board Chair, 2010
  Miles City Rotary, 2006 - present
      President Elect, 2010
   Shields Valley School District, volunteer, present
   Libby Economic Development Council
      Vice-President, 2001
      Planning Chair, 2000-2001
      Board Member, 1999-2000
   Libby Area Chamber of Commerce
      Finance Council Chair, 2001
      Board Member, 2000-2001
   Rotary Club of Libby, member, 1999-2001
   Workforce Development Center, Local Management Team, 1999-2001

State
   Governor's Commission on Community Service, 2010-2013
   Montana Board of Regents Quality Committee, 2004
   The University of Montana Alumni Association
      Board Member, 1999-2001
      Finance Committee Vice-Chair, 2000-2001
      House of Delegates, 1993-present

Regional
   Mountain States Association of Community Colleges, 2006 – present
   ASPIRE
      Board Member, 1995-1998
      Finance Committee Chair, 1998
      Strategic Planning Chair, 1998
      Bylaws Chair, 1998
      Past-Presidents' Council founder, 1997
      President, 1996-1997

National
   Trainer, Retention Training Grant, ASPIRE Training Institute, 2003-2004
   American Association of Community Colleges – member 1999-present
      American Association for Women in Community Colleges, member, 1999-present
      National Council for Occupational Education, member, 2000-2001
      National Council of Instructional Administrators, member, 1999-2001
   Heartland Center for Leadership Development Institute, graduate, 2001
   National Institute for Leadership Development, graduate, January 1999
   Council for Opportunity in Education, member, 1993-1999
        Board Member, 1995-1999
        Leadership Summit Committee, 1996-1999
        Governmental Relations Committee, 1996-1999
        Strategic Planning Committee, 1996-1999
        National Conference Committee, 1997, 1998

SELECTED PUBLICATIONS and MANUSCRIPTS

Hicswa, S.G. (2004). Rural community visioning. In Northcutt, N. & McCoy, D. *Interactive qualitative analysis: A systems method for qualitative research* (pp. 413-418). Thousand Oaks, CA: Sage.

Hicswa, S.G. (2004). *The role of community college presidents in vision building for rural community development* (Doctoral dissertation, The University of Texas at Austin, 2003). Dissertation Abstracts International. AAT3116317, 232.

Hicswa, S.G. & Mitchell, S.K. (2006). *Promoting student retention though the use of educational technology.* Manuscript in preparation.

Hicswa, S.G. (2005). *Building hope for rural survival: A model for community leaders.* Under review. Community College Review.

Hicswa, S.G. (2005). *Creating hope in rural communities: An imperative priority for college leaders.* Under review. Community College Journal of Research and Practice.

Hicswa, S.G. (2005). *Community visioning barriers and elements of success: What rural college presidents must know.* Under review. Community College Journal of Research and Practice.

Hicswa, S.G. (2004). *Access and accountability: Seamless education systems.* Unpublished Manuscript. Montana State University.

Hicswa, S.G. (2002). *Vision building and community colleges: Ingredients for successful community development.* http://srdc.msstate.edu/rcca/gray.htm.

Hicswa, S.G. (2002). *Rural community visioning.* Unpublished manuscript. Pennsylvania State University.

Hicswa, S.G. (2002). *Mau mauing strategic planning in rural communities: Problems with rural strategic planning.* Unpublished manuscript. The University of Texas at Austin.

Hicswa, S.G. (2001). *The dangers and risks of community college partnerships.* Unpublished manuscript. The University of Texas at Austin.

Hicswa, S.G. (2001). *Institutional effectiveness.* Unpublished manuscript. The University of Texas at Austin.

SELECTED PUBLICATIONS and MANUSCRIPTS (continued)

Hicswa, S.G. (2001). *Perpetuating class inequality through the cooling-out process.* Unpublished manuscript. The University of Texas at Austin.

Hicswa, S.G. (1995). *Social intelligence building in upward bound*. Unpublished manuscript. Montana State University.

Hicswa, S.G. (1994). *Student services and first generation college students*. Unpublished manuscript. Montana State University.

Gray, S. (1990). *Attrition at the University of Montana*. Unpublished honors thesis. The University of Montana.

Gray, S. (1988). *One can make a positive difference: A manual for developing community based substance abuse prevention programs*. Unpublished manuscript. The University of Montana.

SELECTED PRESENTATIONS and KEY NOTE ADDRESSES

Hicswa, S.G. (January, 2006). *Two-year colleges: The hats we wear*. Advisory Council Annual Meeting. MSU – Great Falls College of Technology. Great Falls, MT.

Hicswa, S.G. (2005). *Two-year education in Montana: Past, present, and future*. Faculty Training. MSU – Great Falls College of Technology. Bozeman, MT.

Hicswa, S.G. (2005, 2004). *Leadership style and personality types*. Leadership Institute, Parkland College, Champaign, IL.

Hicswa, S.G. (2005, 2004). *Leadership types*. Kankakee Community College Leadership Retreat, Kankakee, IL.

Hicswa, S.G. (2004). *Vision, value, vitality: The future of two-year education in Montana*. Conference of Montana's Two-Year Colleges, Great Falls, MT.

Hicswa, S.G. (2004). *Power and influence in campus programs and services*. Montana Post Secondary Educational Opportunities Council (MPSEOC) Summer Conference, Bozeman, MT.

Hicswa, S.G. (2003). *Building hope for rural survival: The role of community colleges in Montana's economic development*. Office of the Commissioner of Higher Education and Helena College of Technology, Helena, MT.

SELECTED PRESENTATIONS and KEY NOTE ADDRESSES (continued)

Hicswa, S.G. (2003). *Building hope for rural survival: A model for community college leaders.* Rural Community College Alliance Annual Conference, San Antonio, TX. http://www.ag.iastate.edu/centers/rdev/rcca/speakers/hicswa1.htm.

Hicswa, S.G. (2003). *Vision building and the rural community college: Ingredients for successful rural community development*. Mountain States Association of Community Colleges Annual Meeting, Phoenix, AZ.

Hicswa, S.G. (2002). *Vision building and the rural community college: Ingredients for successful rural community development*. Rural Community College Alliance Annual Conference, Memphis, TN.

Hicswa, S.G. (2002). *Huh? How to know when people are listening.* North Harris Montgomery Community College District, Staff Development Day, Houston, TX.

Hicswa, S.G. (2001). *Adapting to change*. Plum Creek Timber Company, Supervisor Training, Columbia Falls, MT.

Hicswa, S.G. (2001). *Jerks at work: Conflict management and customer service.* Big Mountain Ski and Summer Resort, Supervisor Retreat, Whitefish, MT.

Hicswa, S.G. (2001, 2000, & 1999). *Conflict resolution techniques.* Flathead Valley Community College, Workforce Development, Kalispell and Libby, MT.

Hicswa, S.G. (2001, 2000 & 1999). *Change is great; you go first: Planning for change in the workplace.* Flathead Valley Community College Continuing Education, Kalispell, MT.

Hicswa, S.G. (2000). *Oh the places you'll go.* Lion's Club, Tribute to Excellence, Libby, MT.

Hicswa, S.G. (2000). *The power of negotiation*. Missoula Business and Professional Women, Annual Retreat, Seeley Lake, MT.

Hicswa, S.G. (1999). *Organizational communication*. Northwest Montana Human Resources, Staff Development, Kalispell, MT.

Hicswa, S.G. (1995). *Persistence factors of first generation college students*. Twentieth Annual ASPIRE Conference, Fargo, ND.

Annual Employee Performance Review

Employee Name	Title	Department
Supervisor Name	Title	Department
Review Date	☐ Annual Evaluation	☐ Probationary Evaluation

Directions:

The Annual Employee Performance Review is completed by the employee and the supervisor. Please see directions below on how to complete the performance review.

Step 1   **Employee completes Sections 1 – 7 in the indicated columns. Carefully evaluate your work performance in relation to the essential functions found on your position description. It is highly suggested that each area of the survey be completed with supportive details or comments.**

Step 2   **Employee turns in completed performance review to Supervisor for review and completion.**

Step 3   **Supervisor completes Sections 1 – 6 in the indicated columns. Carefully evaluate the employee's work performance in relation to the essential functions of the job found on the position description. It is highly suggested that each area of the survey be completed with supportive details or comments. Section 8 is reserved for additional Supervisor comments.**

Step 4   **Supervisor schedules a meeting with Employee to discuss performance review and expectations for the year. The supervisor and employee sign the form indicating that they have discussed the performance expectations, training, and development needs outlined in the document.**

Step 5   **Supervisor turns completed document into the Human Resources office.**

SECTION 1 – COMPETENCIES
Check the box that indicates current work performance according to the evaluation ratings: Exceeds Expectations, Meets Expectations, Needs Improvement, or Unacceptable. Ratings of **Needs Improvement** or **Unacceptable** MUST have supportive details or comments. Please provide comments regarding competencies in Section 2.

SECTION 1 Continued
Evaluation Ratings Descriptions:

- **Exceeds Expectations** – Frequently exceeds major requirements and expectations; accomplishments noteworthy and highly valued; typically demonstrates higher standards of performance.

- **Meets Expectations –** Consistently performs all major requirements satisfactorily; accomplishes all objectives; occasionally exceeds the expectations of the major functions; normal guidance and supervision required.

- **Needs Improvement –** Occasionally fails to meet minimum requirements in one or more key aspects of major functions; demonstrates one or more performance deficiency; development opportunities will be discussed in order to meet expectations of position. *Supporting comments are required for any competency marked as Needs Improvement.*

- **Unacceptable –** Consistently fails to meet minimum requirements in critical aspects of major functions and performance standards; immediate improvement required. *Supporting comments are required for any competency marked as Unacceptable.*

	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable	
A. **Adaptability** - Adapts to changes in the work environment; Manages competing demands; Changes approach or method to best fit the situation; Able to deal with frequent change, delays, or unexpected events.	☐ ☐	☐ ☐	☐ ☐	☐ ☐	Employee Supervisor
B. **Attendance/Punctuality** - Is consistently at work and on time.	☐ ☐	☐ ☐	☐ ☐	☐ ☐	Employee Supervisor
C. **Dependability** - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments.	☐ ☐	☐ ☐	☐ ☐	☐ ☐	Employee Supervisor
D. **Initiative** - Seeks increased responsibilities; Takes independent action.	☐ ☐	☐ ☐	☐ ☐	☐ ☐	Employee Supervisor
E. **Problem Solving** - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions.	☐ ☐	☐ ☐	☐ ☐	☐ ☐	Employee Supervisor
F. **Customer Service** - Manages difficult or emotional customer situations; Responds promptly to customer needs; Meets commitments.	☐ ☐	☐ ☐	☐ ☐	☐ ☐	Employee Supervisor
G. **Oral Communication** - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Participates in meetings.	☐ ☐	☐ ☐	☐ ☐	☐ ☐	Employee Supervisor
H. **Written Communication** - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; Able to read and interpret written information.	☐ ☐	☐ ☐	☐ ☐	☐ ☐	Employee Supervisor
I. **Change Management** – Accepts & understands change; Develops workable implementation and communication plans as appropriate; Communicates changes effectively.	☐ ☐	☐ ☐	☐ ☐	☐ ☐	Employee Supervisor
J. **Delegation** - Delegates work assignments; Matches the responsibility to the person; Sets expectations and monitors delegated activities. Accepts and takes on higher responsibilities as the recipient of delegated tasks. **N/A** ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	Employee Supervisor
K. **Managing People** - Includes staff in planning, decision-making, facilitating and process improvement; Makes self available to staff; Provides regular performance feedback; Develops subordinates' skills and encourages growth; Improves processes, products and services. **N/A** ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	Employee Supervisor

SECTION 1 Continued

			Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable	

L. **Business Acumen** - Understands business implications of decisions and business operations.
☐ ☐ ☐ ☐ Employee
☐ ☐ ☐ ☐ Supervisor

M. **Cost Consciousness** - Works within approved budget; Develops and implements cost saving measures; Contributes to profits and revenue; Conserves organizational resources.
☐ ☐ ☐ ☐ Employee
☐ ☐ ☐ ☐ Supervisor

N. **Organizational Support** - Follows policies and procedures; Completes administrative tasks correctly and on time; Supports organization's goals and values.
☐ ☐ ☐ ☐ Employee
☐ ☐ ☐ ☐ Supervisor

O. **Strategic Thinking** - Develops strategies to achieve organizational goals; Adapts strategy to changing conditions.
☐ ☐ ☐ ☐ Employee
☐ ☐ ☐ ☐ Supervisor

P. **Judgment** - Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.
☐ ☐ ☐ ☐ Employee
☐ ☐ ☐ ☐ Supervisor

Q. **Planning/Organizing** - Prioritizes and plans work activities; Uses time efficiently; Organizes or schedules other people and their tasks.
☐ ☐ ☐ ☐ Employee
☐ ☐ ☐ ☐ Supervisor

R. **Professionalism** - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.
☐ ☐ ☐ ☐ Employee
☐ ☐ ☐ ☐ Supervisor

S. **Quality** - Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality.
☐ ☐ ☐ ☐ Employee
☐ ☐ ☐ ☐ Supervisor

T. **Quantity** - Meets productivity standards; Completes work in timely manner; Strives to increase productivity; Works quickly.
☐ ☐ ☐ ☐ Employee
☐ ☐ ☐ ☐ Supervisor

U. **Safety and Security** - Observes safety and security procedures; Uses equipment and materials properly.
☐ ☐ ☐ ☐ Employee
☐ ☐ ☐ ☐ Supervisor

V. **Teamwork -** Exercises follow-through and adheres to timeframes while working on projects and daily assignments; Demonstrates the ability to cooperate, work, and communicate with others in the college.
☐ ☐ ☐ ☐ Employee
☐ ☐ ☐ ☐ Supervisor

SECTION 2 - Comments regarding Competencies. To be completed by Employee & Supervisor.
*Ratings of **Needs Improvement** or **Unacceptable** MUST have supportive details or comments.*

Employee Section	Supervisor Section

SECTION 3 - Employee Goals and Objectives for the next year (list goal, desired outcome and timeframe for completion of goal or attach separate sheet if necessary).   To be completed by Employee and initialed by Supervisor.

Goal	Desired Outcome	Timeframe	Supervisor Initials

SECTION 4 - List specific areas of strength. To be completed by Employee & Supervisor.

Employee Section	Supervisor Section

SECTION 5 - List specific areas for improvement, if any. To be completed by Employee & Supervisor.

Employee Section	Supervisor Section

SECTION 6 - List Professional Development Activities for the next year. To be completed by Employee & Supervisor.

Employee Section	Supervisor Section

SECTION 7 - Other Comments: To be completed by Employee.

SECTION 8 - Supervisor Comments: To be completed by Supervisor.

The signatures below indicate that the supervisor and employee have discussed the performance expectations, training, and development needs outlined in this document. If the employee believes the evaluation is incomplete or inaccurate, the employee may submit any objections in writing which shall be attached to the evaluation, provided such written objections are received by the Human Resources Director within fifteen (15) business days after the employee has reviewed and signed the evaluation with their supervisor.

_____   _____
Employee Signature   Date

_____   _____
Supervisor Signature   Date

Annual Employee Performance Review
Peer Review Form

Directions:

A peer review is part of the Annual Employee Performance Review. The supervisor will send the form to faculty and other co-workers for feedback.   Co-workers should be individuals who work or communicate consistently with the employee being evaluated. Completed evaluations shall be turned in (confidentially) to the supervisor listed below. The supervisor will use the peer evaluation along with employee self analysis to prepare the performance evaluation. Please DO NOT attach this form to the Annual Employee Performance Review.

To evaluator: I would like your input to assist in an annual performance review for _____
We all benefit from the feedback of those people who are in a position to observe us and work with us, as well as to have an appreciation for our contribution and unique gifts. Please take a few minutes and answer the questions below. Your comments will used by me to acknowledge strengths you've observed and to cite areas of improvement or development for the coming year.

Please return your feedback _____ **by** _____ **/** ___ **/** _____
                                             Supervisor   Date

SECTION 1 – COMPETENCIES
Check the box that indicates current work performance according to the evaluation ratings: Exceeds Expectations, Meets Expectations, Needs Improvement, or Unacceptable. Ratings of **Needs Improvement** or **Unacceptable** MUST have supportive details or comments. Please provide comments regarding competencies in Section 2.

Evaluation Ratings Descriptions:

- **Exceeds Expectations** – Frequently exceeds major requirements and expectations; accomplishments noteworthy and highly valued; typically demonstrates higher standards of performance.

- **Meets Expectations –** Consistently performs all major requirements satisfactorily; accomplishes all objectives; occasionally exceeds the expectations of the major functions; normal guidance and supervision required.

- **Needs Improvement –** Occasionally fails to meet minimum requirements in one or more key aspects of major functions; demonstrates one or more performance deficiency; development opportunities will be discussed in order to meet expectations of position. *Supporting comments are required for any competency marked as Needs Improvement.*

- **Unacceptable –** Consistently fails to meet minimum requirements in critical aspects of major functions and performance standards; immediate improvement required. *Supporting comments are required for any competency marked as Unacceptable.*

- **Not Applicable –** If you are not familiar with an individual's performance in a certain area, please check this box.

Section 1 Continued

	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable	Not Applicable
A. **Customer Service** - Manages difficult or emotional customer situations; Responds promptly to customer needs; Meets commitments.	☐	☐	☐	☐	☐
B. **Oral Communication** - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Participates in meetings.	☐	☐	☐	☐	☐
C. **Written Communication** - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; Able to read and interpret written information.	☐	☐	☐	☐	☐
D. **Professionalism** - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.	☐	☐	☐	☐	☐
E. **Teamwork** - Exercises follow-through and adheres to timeframes while working on projects and daily assignments; Demonstrates the ability to cooperate, work, and communicate with others in the college.	☐	☐	☐	☐	☐

SECTION 2 - Comments regarding Competencies. Please use this space to acknowledge areas of strength you've observed and to cite areas of development for the coming year. If more space is needed, another sheet of paper may be attached. *Ratings of **Needs Improvement** or **Unacceptable** MUST have supportive details, comments, or examples.*

Every effort will be made to keep the source of this information confidential. Only the substance will be used to provide the appropriate feedback to the individual being reviewed.

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Appendix C

2011 – 2012 College Committee Assignments

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Academic Standards & Curriculum Committee:

Chair: Shelly Weight, VP of Academic Affairs

Kristy Atwood, Division Chair	Laura Bennett, Controller
Lisa Blunt, Registrar	Kristin Buck, Faculty
George Dickie, Faculty	Donna Faber, Faculty
Jan Hartmann, DECO Director	Loren Lancaster, Financial Aid Director
Karla Lund, Director of Nursing	Erin Niedge, Dir of Educational Support Services
Beth Oswald, Community Outreach Coordinator	Darren Pitcher, VP of Student Success
Ann Rutherford, Library Director	Garth Sleight, Assoc Dean of Academics

Administrative Council:

Chair: Stefani Hicswa, President

Kristy Atwood, Division Chair	Laura Bennett, Controller
Marnie Blotsky, Dining Services Director	George Dickie, Faculty
Janet Hartmann, DECO Director	Sharon Kearnes, Dir of Career & Placement Center
Loren Lancaster, Financial Aid Director	Ross Lawrence, Facilities Director
Brenda Little, Coordinator of Admin & Student Life	Karla Lund, Director of Nursing
Erin Niedge, Dir of Educational Support Services	Ann Rutherford, Library Director
Ted Stein, Centra Director	Don Warner, IT
Lindsay Woolley, Faculty	MCC student, Brady Kearnes
MCC Student, Ashley Stewart	

Assessment:

Chair: Garth Sleight, Assoc Dean of Academics, Accreditation Liaison Officer

George Dickie, Faculty	Jessie Dufner, Dean of Enrollment Mgt
Michael Durnam, Faculty	Michael Hardy, Faculty
Darren Pitcher, VP of Student Success	Shelly Weight, VP of Academic Affairs

Blue & Silver/ Employee of the Semester: As Called

Chair: Melinda Lynnes, CAS Instructor

Marnie Blotsky, Dining Services Director	Wendy Hodgson, Accounts Receivable Technician
Candy Laney, Executive Assistant	Liz Lawrence, Faculty
Dave McIntyre, Faculty	

Budget:

Chair: Lisa Watson, VP of Admin & Finance

Laura Bennett, Controller	Marnie Blotsky, Dining Services Director
Jerry Forman, Faculty	Brandi Gray, Endowment Director
Sharon Kearnes, Dir of Career & Placement Center	Loren Lancaster, Financial Aid Director
Ross Lawrence, Facility Manager	Brenda Little, Coordinator of Admin & Student Life
Karla Lund, Director of Nursing	Darren Pitcher, VP of Student Success
Craig Rink, Coach	Dustin Sloan, Faculty
Ted Stein, Centra Director	Judy Strobel, Bookstore Manager
Don Warner, IT	Shelly Weight, VP of Academic Affairs

Calendar Committee:

Chair: Jeff Brabant, Faculty

Lisa Blunt, Registrar	Beth Oswald, Community Outreach Coordinator
Kylene Phipps, Human Resources Director	Judy Strobel, Bookstore manager
Chase Tait, Faculty	

Campus Safety:
Chair: Ross Lawrence, Facility Manager

Josh Bilbrey, Faculty	Marnie Blotsky, Dining Services Director
Marlys Eggum, Faculty	Molly Fjell, Assistant Residence Life Coord
Jerry Forman, Faculty	Gary Geiger, Custodian
Katrina Luther, Faculty	Bert Pezzarrosi, Accounts Payable Technician
Darren Pitcher, VP of Student Success	Bruce Sibla, Maintenance
Don Warner, IT	MCC Student: Jonathon Tappe

Career & Technical Division:
Chair: Kristy Atwood, Division Chair

Josh Bilbrey, Faculty	Jeff Brabant, Faculty
Kristen Buck, Faculty	Jerry Forman, Faculty
Dave McIntyre, Faculty	Dustin Sloan, Faculty
Nancy Swope, Faculty	Suzanne Thomason, Faculty
Kim Haile, Faculty	

Dining Services Advisory Committee:
Chair: Lisa Watson, VP of Admin & Finance

Marnie Blotsky, Dining Services Director	Brenda Little, Coordinator of Admin & Student Life
Katrina Luther, Faculty	Dawson Putnam, Food Service Assistant
Craig Rink, Coach	Stan Taylor, Faculty
Suzanne Thomason, Faculty	MCC Student, Jana Tihista

Enrollment Management:
Chair: Darren Pitcher, VP of Student Success

Jessie Dufner, Dean of Enrollment Mgt	Rachel Finn, Faculty
Mike Hardy, Faculty	Brent Lemer, Admissions Rep
Brenda Little, Coordinator of Admin & Student Life	Erin Niedge, Dir of Educational Support Services
Marcus Schieffert, IT	Nancy Swope, Faculty
Lisa Watson, VP of Admin and Finance	Shelly Weight, VP of Academic Affairs
Lindsay Woolley, Faculty	MCC Student: Melissa Smith

Financial Aid Appeals Committee:
Chair: Loren Lancaster, Financial Aid Director

Lisa Blunt, Registrar	Kristen Buck, Faculty
Jessie Dufner, Dean of Enrollment Mgt	Rachel Finn, Faculty
Wendy Hodgson, Student Acct Tech/Cashier	Dana Niedge, FA Assistant
Dustin Sloan, Faculty	Chris Williams, Faculty

General Education Division:
Chair: George Dickie, Faculty

Kristin Buck, Faculty	Michael Durnam, Faculty
John Egan, Faculty	Donna Faber, Faculty
Michael Hardy, Faculty	Liz Lawrence, Faculty
Garth Sleight, Assoc Dean of Academics	Chase Tait, Faculty
Stan Taylor, Faculty	Suzanne Thomason, Faculty
Lindsay Woolley, Faculty	

Hall of Fame Selection Committee:

Chair: Brandi Gray, Endowment Director

J.T. Joyce, Retired Faculty	Sharon Kearnes, Dir of Career & Placement Center
Brenda Little, Coordinator of Admin & Student Life	Darren Pitcher, VP of Student Success
Garth Sleight, Assoc Dean of Academics	

Main Event:

Chair: Brandy Gray, Endowment Director

Kristy Atwood, Faculty	Marnie Blotsky, Dining Services Director
Angela Bundy, Community Member	Sheryl Cathey, Endowment Board Member
Jessie Dufner, Dean of Enrollment Management	Brenda Little, Coordinator of Admin & Student Life
Erin Niedge, Dir of Educational Support Services	Julie Nowicki, Endowment Board Member
Kylene Phipps, Human Resources Director	Anna Rapson, Community Member
Ted Stein, Centra Director	Catherine Young, Community Member

Nursing Admissions:

Chair: Karla Lund, Director of Nursing

Lisa Blunt, Registrar	George Dickie, Faculty
Marlys Eggum, Faculty	Diane Grutkowski, Nursing Adm Assistant
Erin Niedge, Dir of Educational Support Services	Garth Sleight, Assoc Dean of Academics

Nursing Division:

Chair: Karla Lund, Director of Nursing

Marlys Eggum, Faculty	Rachael Finn, Faculty
Michelle Frank, Faculty	Diane Grutkowski, Administrative Assistant
Katrina Luther, Faculty	Chris Williams, Faculty

President's Cabinet:

Chair: Stefani Hicswa, President

Jessie Dufner, Dean of Enrollment Management	Brandi Gray, Endowment Executive Director
Kylene Phipps, Human Resources Director	Darren Pitcher, VP of Student Success
Craig Rink, Coach	Garth Sleight, Assoc Dean of Academics
Lisa Watson, VP of Admin and Finance	Shelly Weight, VP of Academic Affairs

Residence Life:

Chair: Darren Pitcher, VP of Student Success

Marnie Blotsky, Dining Services Director	Michael Durnam, Faculty
Molly Fjell, Assistant Residence Life Coord	Liz Lawrence, Faculty
Ross Lawrence, Facility Manager	Brenda Little, Coordinator of Admin & Student Life
Craig Rink, Coach	Stan Taylor, Faculty
Don Warner, IT	Lisa Watson, VP of Admin and Finance

Scholarship Committee:

Chair: Jessie Dufner, Dean of Enrollment Management

Josh Bilbrey, Faculty	Brandi Gray, Endowment Executive Director
Loren Lancaster, FA Director	Karla Lund, Director of Nursing
Dave McIntyre, Faculty	Dana Niedge, FA Assistant
Erin Niedge, Dir of Educational Support Services	Chase Tait, Faculty

Social Committee:

Chair: Kylene Phipps, Human Resources Director

John Egan, Faculty

Brent Lemer, Admissions Rep

Dana Niedge, FA Assistant

Nancy Swope, Faculty

Diane Grutkowski, Nursing Administrative Assist

Melinda Lynnes, CAS Instructor

Dawson Putnam, Dining Services Assistant

Speakers Bureau:

Chair: Beth Oswald, Community Outreach Coordinator

John Egan, Faculty

MCC Student, Bonny Beth Luhman

Stan Taylor, Faculty

Student Account Appeals Committee:

Chair: Wendy Hodgson, Student Acct Tech/Cashier

Lisa Blunt, Registrar

Donna Faber, Faculty

Lisa Watson, VP of Admin and Finance

Chris Williams, Faculty

Jessie Dufner, Dean of Enrollment Management

Loren Lancaster, Financial Aid Director

Shelly Weight, VP of Academic Affairs

Technology Committee:

Chair: Don Warner, IT

Jeff Brabant, Faculty

Mike Hardy, Faculty

Marcus Schieffert, IT

Lisa Watson, VP of Admin and Finance

Jay Wiebers, IT

Michelle Frank, Faculty

Jan Hartmann, DECO Director

Nancy Swope, Faculty

Shelly Weight, VP of Academic Affairs

MCC Student: Casey Prindle

Wellness Committee:

Chair: Erin Niedge, Dir of Educational Support Services

Dan Davis, Wellness Coordinator

Michelle Frank, Faculty

Donna Faber, Faculty

Kylene Phipps, Human Resources Director

Appendix D

Faculty

1. Faculty Evaluation Procedures
2. Classroom Visit Form
3. Online Teacher Evaluation Form

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Faculty Evaluation Procedures

New Employees

Faculty members in their first 1 ½ years of employment under a faculty contract at Miles Community College, or their first full three fall and spring semesters will receive a classroom observation evaluation to verify effectiveness and possible areas of improvement. This was the original evaluation instrument used for faculty evaluations, prior to the adoption of the comprehensive model in 2008. This classroom observation model looks strictly at the teaching and learning aspect of the contract requirements. Student evaluations are considered, but not weighed heavily in this evaluation. The instructor is customarily observed in three different random teaching sessions and then the following questions are answered.

1. **What were the objectives of the classes? Were they achieved? If not, why not?**
2. **What kind of rapport does the instructor seem to have with the students?**
3. **Did the instructor display knowledge of and enthusiasm for the subject? EXPLAIN**
4. **Was the instructor prepared and organized for the class sessions?**
5. **How did the students respond to the classes?**
6. **Observer's comments and recommendations:**

The evaluation is reviewed with the faculty member and signed by both the Vice President of Academic Affairs and the instructor before it is placed in the personnel file. Per the Master Faculty Agreement, section 12, if the instructor believes the evaluation is incomplete or inaccurate, the employee may submit any objections in writing which shall be attached to the file copy, provided such written objections are received by the Human Resources Director within fifteen (15) business days after the employee has reviewed the evaluation with the Vice President.

Experienced Employees

A complete evaluation that measures Teaching and Student Support, Professionalism and Service is completed for an instructor after they have taught <u>four</u> complete semesters and have been given the opportunity to prove themselves in these areas. This evaluation instrument was developed with the help of faculty and adopted in 2008 from an accreditation review finding. The full evaluation measures Teaching and Student Support at 70 percent, Professionalism at 20 percent and Service at 10 percent of the total. Input for these areas is gathered from the people who work with the instructor and have first-hand knowledge. Entities that have input into a faculty members evaluation include:

- Vice President of Academic Affairs,
- Students,
- Academic Advisors and Peers,

- Admissions Representatives,
- Associate Academic Dean,
- Bookstore Manager,
- CAS Director,
- Committee Chairs on which the faculty member serves,
- Director of IT,
- DECO Director,
- Division Chair of the faculty members respective division,
- Financial Aid Director, and
- Registrar

The survey instruments that are sent to these individuals can be found in the office of the Vice President of Academic Affairs. The responses from these evaluators are placed into a spreadsheet where they are given a numeric value of 4 (Strongly Agree), 3 (Agree), 2 (Disagree), or 1 (Strongly Disagree), depending on their answer to the question. If an evaluator gives a negative response to the question, which results in a 2 or 1 value, they must have a written response following the rating explaining why it is low. Positive comments are also encouraged.

Faculty members will reciprocate by evaluating the above named positions. The survey instrument for the reciprocal evaluaton shall be similar to the survey instrument utilized in the faculty evaluation.

The numeric values are turned into a percentage score for that section as well as an overall or composite total for the instructor. Percentages are interpreted as follows:

Excellent:	90 – 100
Very Good	80 – 89
Average:	70 – 79
Below Average:	60 – 69
Needs Improvement:	1 - 59

From the comments that are made, and the objective values figured in the spreadsheet, the Vice President of Academic Affairs writes the narrative portion of the evaluation. The narrative is broken down into the following sections:

- Composite Rating
- Teaching & Student Support – 70% of the Evaluation
- Professionalism – 20% of the Evaluation
- Service – 10% of the Evaluation
- Improvement Plan (If Needed)
- Professional Development Plan

The professional development plan is a way to tie the evaluation process to the professional development opportunities for faculty. The narrative is presented to the instructor and signed by both to verify that it was reviewed by the instructor with the Vice President of Academic Affairs. It is then placed in the personnel file of the instructor where they have 15 business days to comment or refute any statements in the narrative. The individual surveys are not given to the instructor or placed in the personnel file. The Vice President uses his or her discretion in determining what is put into the evaluation and the pertinence. Therefore, the faculty member is rebutting the statements of the Vice President and not any other entity on campus.

To put perspective on the input of outside entities into the evaluation process, a break-down of the percentage they comment upon is included:

Teaching and Student Support – 70% of the Evaluation

Students	29%
Vice President	24%
Associate Dean	7%
Registrar	3%
CAS Director	3%
Bookstore Manger	1%
Director of IT	1%
DECO Director	1%
Division Chair	1%
TOTAL	**70%**

Professionalism – 20% of Evaluation

Vice President	9%
Students	2%
Associate Dean	2%
Division Chair	2%
Peers	2%
Academic Advisors	1%
Financial Aid	1%
CAS Director	.5%
Registrar	.5%
TOTAL	**20%**

Service – 10% of Evaluation

Division Chair	4%
Vice President	1.5%
Admissions	1%
Committee Chair	1%
DECO Director	1%
Peers	1%
Associate Dean	.5%
TOTAL	**10%**

Totals from each Entity in the Evaluation Process:

Vice President:	34.5%
Students:	31%
Associate Dean:	9.5%
Division Chair:	7%
Registrar:	3.5%
CAS Director:	3.5%
Peers:	3%
DECO Director:	2%
Bookstore Manager:	1%
Director of IT:	1%
Academic Advisors:	1%
Financial Aid:	1%
Committee Chairs:	1%
Admissions:	1%
TOTAL	**100%**

It is customary for an experienced faculty member to receive an evaluation approximately every three years. Depending upon the amount of new faculty members hired each year, this may not always be the case. Those faculty members with improvement plans, often get evaluated more regularly to check on their progress and/or expectation of continued employment.

CLASSROOM VISIT

INSTRUCTOR _____

MONTH/YEAR _____

COURSE _____ **TIME** _____

What were the objectives of the class? Were they achieved? If not, why not?

What kind of rapport does the instructor seem to have with the students?

Did the instructor display knowledge of and enthusiasm for the subject? EXPLAIN.

Was the instructor prepared and organized for the class session?

How did the students respond to the class?

Observer's comments and recommendations:

Instructor's comments and responses:

Signatures:

Observer: _____ **Date:** _____

Instructor: _____ **Date:** _____

Copies are to be given to the faculty member, Division Chair, Vice President of Academic Affairs, and Human Resources Director.

Online Teacher Evaluation

This instrument is for the development and improvement of online instruction. It will not be placed in an instructor's personnel file unless it is used as part of the official scheduled evaluation of the instructor per master contract agreement.

INSTRUCTOR: _____

SEMESTER: _____

COURSE: _____   SCORE: _____

EVALUATION COMPLETED BY: _____DATE:_____

REMEDIATION PLAN (If necessary): _____

_____

_____

_____

1. The log of teacher activity in the course during posted office hours or other arranged times equates to a minimum of 60 min. per week per credit.

    5   More than Adequate
    4   Adequate
    3   Misses logging in periodically
    2   Averages half the time needed
    1   Inadequate

    Copy of activity log will be attached to this evaluation instrument.

2. The instructor keeps their semester calendar up to date, as well as changes dates and names throughout the course content items as needed for such things as due dates, group assignments, etc.

    5   Calendar, dates and group information was updated prior to the start of the semester.
    4   Dates and information were kept current during the semester.
    3   A few dates and/or group info was missed and not changed during the semester.
    2   Main calendar was changed but information throughout the semester was inaccurate in the course modules.
    1   Calendar was not updated for the semester.

3. The instructor participates in weekly discussions and provides a summary at the end of each discussion.

    5   The instructor comments intermittently during weekly discussions to keep them on track and summarizes the discussion at the end, adding input from their perspective.
    4   The instructor does not always comment during threaded discussions, but effectively summarizes the discussion at the end of each week.
    3   The instructor intermittently enters into discussions, but does not provide a discussion summary.
    2   The instructor rarely enters into discussions with the class.
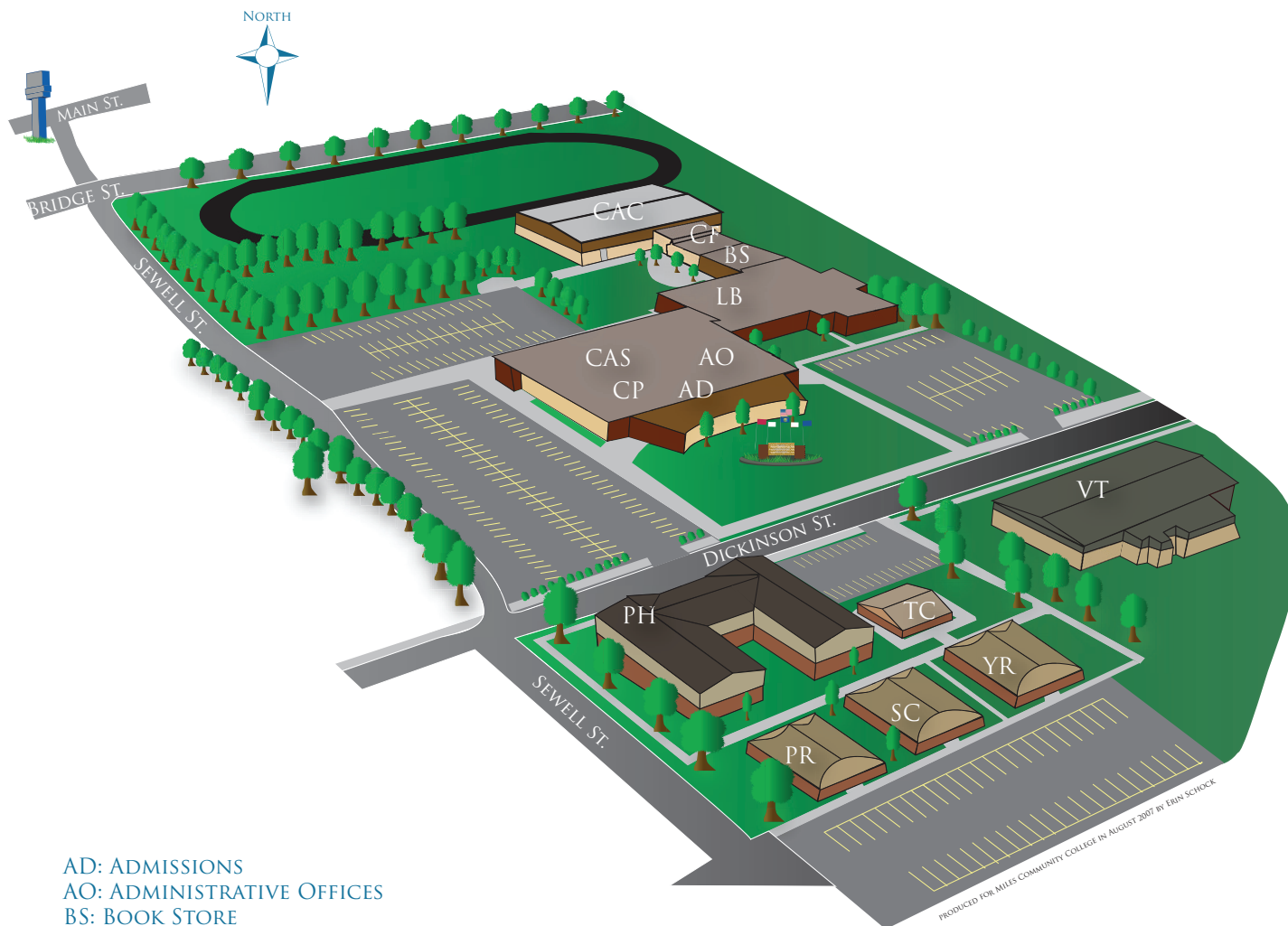   1   The instructor does not partake in weekly discussions.

4. The instructor uses active communication with students in the online course using e-mail, announcements, and/or a chat interface to enhance the learning environment for the students. Students are not left to their own devices to figure things out, or to know if they are on track, rather they receive regular communication and encouragement from the instructor.

    5   As evidenced by announcements and the chat logs, instructors are communicating with their students on a weekly basis.

    4   As evidenced by announcements and the chat logs, instructors are communicating with their students on a monthly basis.

    3   As evidenced by announcements and the chat logs, instructors have communicated with their students at least twice during the semester.

    2   There is no evidence of communication with students, but the students rated the instructor high for interaction.

    1   The instructor needs to work on communication with students.

5. Tests, quizzes and assignments are entered into the eCollege gradebook in a timely manner.

    5   Grades are posted in the gradebook no later than 1 week after the assignment has been turned in to the instructor.

    4   Grades are posted in the gradebook no later than 2 weeks after the assignment has been turned in to the instructor.

    3   Grades are posted in the gradebook usually within a week or 2 of completion, but there is evidence of non-postings for 2.5 weeks or more.

    2   Grades are only completed in the gradebook about once per month.

    1   Grades are only posted at the end of the semester.

6. Questions posted by students to the instructor in threaded discussions or via e-mails are answered in a timely manner.

    5   Questions are answered within a 24 hour period Monday through Friday.

    4   Questions are answered within a 48 hour period Monday through Friday.

    3   Questions are answered within 3 days of posting during the normal work week.

    2   Questions are answered within 1 week of posting during the normal work week.

    1   Questions are answered after the student has waited over one week for a reply, or may never have been answered.

7. Instructors who use proctors immediately give their test dates to the Distance Education Coordinator at the beginning of the semester, coordinate any changes to the schedule through the CTaL, and send tests or input tests in a timely manner.

    5   Those instructors who do not use proctors score here if their tests are scheduled appropriately on their calendar. Instructors who utilize proctors abide to their testing schedule and are very conscientious about the timeliness of posting their exams.

    4   Those instructors who do not use proctors score here if their tests are not scheduled on the calendar and students can access them at any given time in the semester, allowing them to get behind in their studies. Instructors who utilize proctors post an initial test schedule in a timely manner and only change dates for the benefit of the students, but notify the Distance Education Coordinator at least one week prior to the test date change.

    3   The instructor does not get their testing dates to the Distance Education Coordinator without several requests. In addition, they stray from their testing schedule and do not notify the coordinator of these changes until 3-4 days before the scheduled exam.

2   The instructor changes their proctored test dates one or two days before the test and/or the instructor has difficulty getting the tests posted in time.

1   The instructor consistently forgets to contact the Distance Education Coordinator about changed test dates and/or does not get the test to the students in a timely manner.

Score of 7 – 14   = Remediation Plan before recommendation not to rehire as an online instructor.

Score of 15 – 21   = Average rating with recommendation of no more than one online class to be taught per semester, along with written suggestions for improvement.

Score of 22 – 28   = Commendation with minor suggestions for improvement.

Score of 29 or higher = Excellent online instructor.

MILES
COMMUNITY COLLEGE

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www.milescc.edu

North

Main St.

Bridge St.

Sewell St.

CAC

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BS

LB

CAS

AO

CP

AD

Dickinson St.

VT

PH

TC

YR

SC

PR

Sewell St.

PRODUCED FOR MILES COMMUNITY COLLEGE IN AUGUST 2007 BY ERIN SCHOCK

AD: Admissions
AO: Administrative Offices
BS: Book Store
CAC: Centra Athletic Center
CAS: Center for Academic Success
CP: Career & Placement Center
CF: Cafeteria
LB: Library
PH: Pioneer Hall
PR: Powder River Lodge
SC: Sunday Creek Lodge
TC: The Commons
VT: Vocational-Technical Building
YR: Yellowstone River Lodge