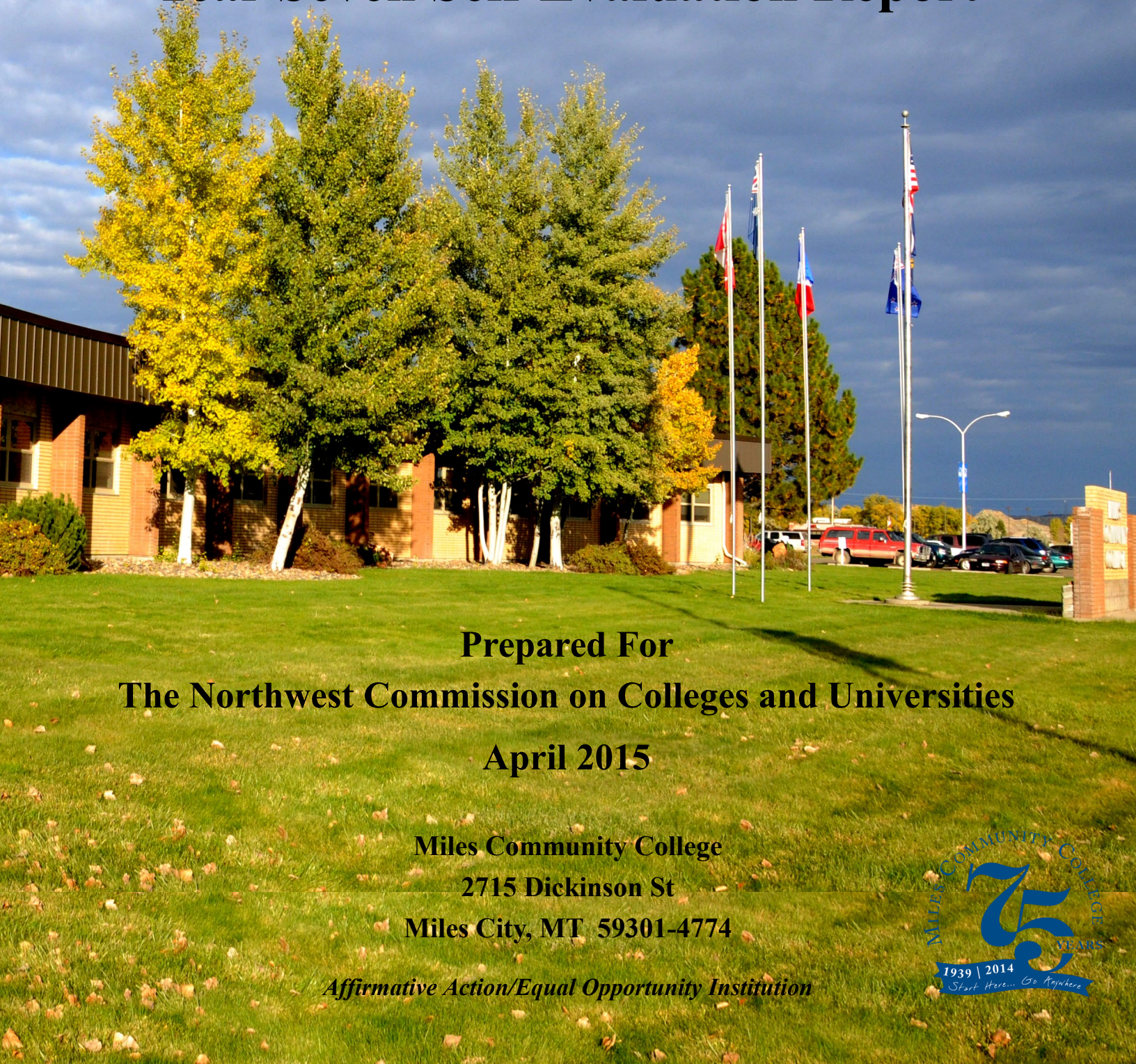




Miles Community College

Year Seven Self-Evaluation Report



Prepared For
The Northwest Commission on Colleges and Universities
April 2015

Miles Community College
2715 Dickinson St
Miles City, MT 59301-4774

Affirmative Action/Equal Opportunity Institution



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MISSION STATEMENT

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

CORE THEMES

1. Student Success
2. Academic Excellence
3. Resource Management
4. Community Enrichment & Partnerships

Start Here... Go Anywhere.

MCC YEAR SEVEN SELF-EVALUATION REPORT
NWCCU COMPREHENSIVE EVALUATION VISIT
APRIL 2015

Chapter	One & Two	Three	Four A - Core Theme 1: <u>Student Success</u>	Four B - Core Theme 2: <u>Academic Excellence</u>	Four C - Core Theme 3: <u>Resource Management</u>	Four D - Core Theme 4: <u>Community Enrichment & Partnerships</u>	Five
Standard	1: Mission, Core Themes, Expectations 2: Resources & Capacity	3 A: Institutional Planning	3 B: Core Theme Planning 4 A: Assessment 4 B: Improvement	3 B: Core Theme Planning 4 A: Assessment 4 B: Improvement	3 B: Core Theme Planning 4 A: Assessment 4 B: Improvement	3 B: Core Theme Planning 4 A: Assessment 4 B: Improvement	5: Mission Fulfillment, Adaptation, & Sustainability
Team Lead	Garth Sleight	Stacy Klippenstein	Jessie Dufner/ Erin Niedege	Ted Hanley/ Garth Sleight	Lisa Watson/ Kylene Phipps	Jan Hartmann/ Kirk Lacy	Stacy Klippenstein/ Garth Sleight
Team Members	Pres. Cabinet Ann Rutherford Rachel Finn	Stacy Klippenstein Lisa Watson Ted Hanley Jessie Dufner Kylene Phipps Erin Niedege Garth Sleight Ross Lawrence Don Warner Kirk Lacy	Sarah Pett Jeff Brabant Chase Tait Loren Lancaster Mike Hardy Charles Rex Mike Turck Erin Niedege Haley Anderson Dana Niedege Kyle Erickson Lisa Blunt Val Hyatt Marcus Schieffert	Ted Hanley Garth Sleight Kirk Lacy Sharon Kearnes Guy Lund Karla Lund George Dickie Sarah Pett Kristy Atwood Nancy Swope Mike Hardy Kristin Buck Stan Taylor Jay Wiebers Melinda Lynnes Liz Lawrence Andrew Donnelly	Lisa Watson Kylene Phipps Nancy Aaberge Ross Lawrence Erin Niedege Bert Pezzarrosi Wendy Hodgson Lisa Blunt Mike Hardy Don Warner Charles Rex Dave Braulick Bruce Sibla Vicki Davis David Ross	Ted Hanley Jan Hartmann Sharon Kearnes Guy Lund Kristy Atwood Dave McIntyre Jerry Forman Brett Badgett Mike Hardy Kim Gibbs Katrina Luther Donna Faber Liz Lewis Shelley Freese Dale Marcil Diane Grutkowski	Pres. Cabinet Candy Laney Rachel Finn Karla Lund Ariel Chapman



Miles Community College

2014 Legislative Guide

We at Miles Community College are aware of the time and resource constraints put on all legislators.

MCC stands ready to provide resources and information whenever you need them. We are more than happy to provide you information when you need it.

Mission Statement

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

President

Dr. Stacy Klippenstein
406.874.6158

klippensteins@milesc.edu

Vice President of Academic Affairs

Dr. Ted Hanley
406.874.6192

hanleyt@milesc.edu

Vice President of Enrollment & Student Success

Ms. Jessie Dufner
406.874.6226

dufnerJ@milesc.edu

Dean of Enrollment Management & Educational Support Services

Ms. Erin Niedge
406.874.6211
niedgee@milesc.edu

Interim Budget Director

Ms. Nancy Aaberge
406.874.6161
aaberng@milesc.edu

About MCC

Miles Community College, established in 1939, is the oldest Montana community college and has been consecutively named as **1 of the top 150 Community Colleges in the nation by the Aspen Institute.**

MCC employs 39 full-time staff, 21 full-time faculty, 11 part-time staff, along with a varying number of adjunct and community outreach faculty. The Fall 2014 student head-count was 421 for 327.20 FTE and had a robust Community Outreach Program.

MCC offers **38 different degree programs** in many fields, including:

Agriculture	Equine Studies
Business	Heavy Equipment
CDL	Nursing

Education for the 21st Century

MCC has been a leader in responding to the needs of the region and state by providing educational opportunities that meet the demands for a new century.

- **83% of MCC's students are from Montana.**
- **34% of the Montana students are from Custer County.**
- Distance Education is offered via Interactive Television (ITV) and through over 70 online courses. MCC offers its general AA and AS degrees online.
- During Spring 2014, 90 students enrolled in dual enrollment courses with MCC.

Montana's healthcare industry is predicted to add around **1,300 jobs** every year until 2022. MCC is positioned to assist in meeting that demand with its Associated of Science in Nursing Program as well as other allied health professions. The obtainment of the \$637,940 TAACCCT 4 Montana HealthCARE Grant is going to allow MCC to expand its Certified Nursing Assistant (CNA) providing workforce training and helping meet the objectives of Pillar 1 of Governor Bullock's Main Street Montana.

Affordability & Efficiency

MCC awarded **145 degrees** between Fall 2013, Spring 2014, and Summer 2014. **MCC's graduation rate is 47% which is well above the national average of 29%.**

MCC students are finding jobs within six months of graduating, creating a 98% job placement rate in Career-Technical fields.

On average, **MCC students will receive a cumulative \$5.50 in higher future income for every \$1 they invest in their education.**

Economic Impact

A newly released economic impact study conducted by Economic Modeling Specialists Intl., *Demonstrating the Value of Miles Community College*, documents the vital role MCC plays in the economic future of students and MCC's service area, which includes 22 counties in southeastern Montana.

- The accumulated contribution of former MCC students currently employed in the regional workforce amounted to **\$16 million** in added income last year.
- MCC's overall effect on the service area was **\$21.8 million in income for FY13.**
- **Every \$1 spent by taxpayers on MCC equals a \$2.20 return of investment.**

Workforce & Community

Outreach

The expansion of MCC's CDL Program began Spring 2014 as part of the SWAMMEI TAACCCT 3 Grant. Since then, 15 students have completed the CDL Program. One-time-only legislative funding allowed for the purchase of a trailer to haul a CDL simulator across southeastern Montana to serve the region's workforce needs. Additionally, MCC partners with industry to provide customized training for employees. Special courses, programs, and workshops meet the interest of individuals, community, and businesses in Custer County.

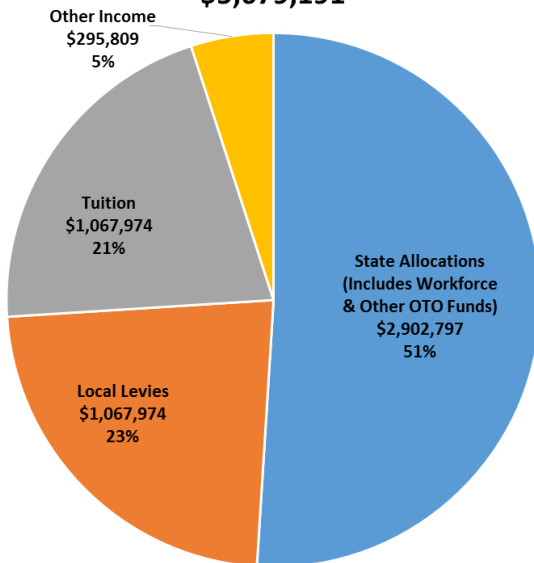


Miles Community College

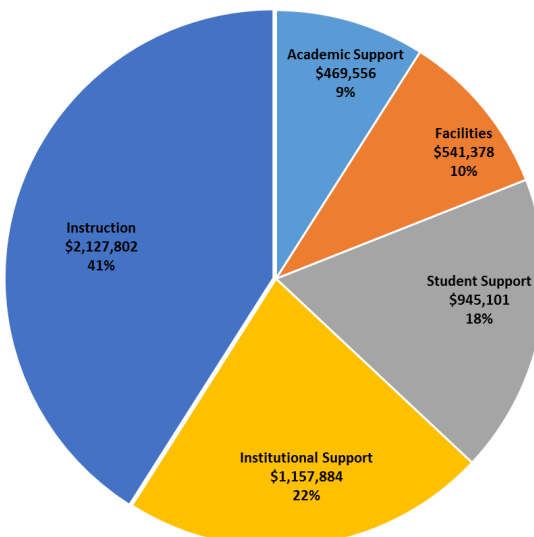
2014 Legislative Guide

MCC Budget Details

FY2015 General Fund Summary of Revenues by Source \$5,679,191



FY2015 General Fund Summary of Expenditures by Program \$5,241,721



2013 Biennium

Workforce One-Time-Only Allocation

Miles Community College's workforce one-time-only allocation of \$500,000 was utilized to impact workforce development in southeastern Montana through the following means:

Equipment

- A trailer was purchased to enable the newly acquired CDL simulator from the SWAMMEI/TAACCCT 3 Grant to provide workforce mobile training to eastern Montana.
- Five Heavy Equipment Simulators were purchased to increase the hours of experience provided to students during winter months. Studies show that exposure to simulators increases retention and performance in the workplace.
- A pediatric simulator was purchased for the Nursing Program to complete the family of nursing simulators housed in the newly remodeled Nursing Arts Lab.

Analysis

- Economic Modeling Specialists Intl. was hired to develop an economic impact study for MCC to assess the region's gap of skilled workers as well as determine the return on investment that MCC creates for students and tax-payers in the area.
- MCC faculty and staff were able to travel across eastern Montana to visit with industry leaders to begin developing strategies for meeting workforce demands in the region.



MCC Student Training on CDL Simulator

Student Success Measures

The Miles Community College Board of Trustees has approved the following Student Success Measures.

Performance matrixes within the Student Success Measures are reviewed and assessed semi-annually by the Board of Trustees.

- | | |
|---------------------------|------------------------|
| • Retention | • Student Demographics |
| • Completion | • Licensure Pass-Rates |
| • Transfer | • Pell Eligibility |
| • Dual Enrollment | • Veterans Success |
| • Developmental Education | |



CDL Simulator Trailer Purchased with OTO Funding



LIST OF ACRONYMS

ACRONYM	MEANING
AA	Associate of Arts
AAS	Associate of Applied Science
ACEN	Accrediting Commission for Education in Nursing, Inc.
ALO	Accreditation Liaison Officer
AS	Associate of Science
ASE	Automotive Service Excellence
ASMCC	Associated Student of Miles Community College
ASN	Associate of Science in Nursing
AY	Academic Year
BOR	Board of Regents
BOREALIS	Balloon Outreach, Research, Exploration and Landscape Imaging System
BOT	Board of Trustees
BSP	Big Sky Pathways
C	Certificate
CAS	Certificate of Applied Science
CCDHS	Custer County District High School (Miles City, MT)
CCN	Common Course Numbering
CCSSE	Community College Survey of Student Engagement
CDL	Commercial Driver's License
CLEP	College Level Examination Program
CTE	Career-Technical Education
EAT	Enrollment Action Team
EMSI	Economic Modeling Specialists International
FLOC	Faculty Learning Outcomes Council
FMA	Faculty Master Agreement
FY	Fiscal Year
FYP	First Year Pioneer
FTE	Full-time Equivalent
GEM	Grow Eastern Montana
GRIP	Grade Recovery in Progress
HiSET	High School Equivalency Test
IPEDS	Integrated Postsecondary Education Data System
ITV	Interactive Television
MCA	Montana Code Annotated
MCC	Miles Community College
MHEG	Montana Higher Education Grant
MSBON	Montana State Board of Nursing
MSU	Montana State University-Bozeman
MSUB	Montana State University-Billings
MSUN	Montana State University-Northern
MUS	Montana University System
NAACLS	National Accrediting Agency for Clinical Laboratory Sciences
NAL	Nursing Arts Lab
NCCER	National Center for Construction , Education and Research
NCLEX-RN	The National Council Licensure Exam
NWCCU	Northwest Commission on Colleges and Universities

OCHE	Office of the Commissioner of Higher Education
OPI	Office of Public Instruction
OTO	One-time-only
PTK	Phi Theta Kappa
SEOG	Supplemental Educational Opportunity Grant
SOAR	Student Orientation, Advising, and Registration
SWAMMEI	Strengthening Workforce Alignment in Montana's Manufacturing & Energy Industries
TAACCCT	Trade Adjustment Assistance College and Career Training
TCA	Technical Competency Area
WIA	Workforce Investment Act
YCC	Yellowstone Christian College (Billings, MT)

INTRODUCTION



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 as 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.

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 seven two-year colleges that fall under the auspices of either The University of Montana or Montana State University. Seven tribal college also operate in Montana and are completely independent of the Montana University System (MUS); however, the Office of the Commissioner of Higher Education (OCHE) strives to be inclusive of and collaborative with the tribal colleges. The Deputy Commissioner for Two-Year and Community College Education facilitates coordination and collaboration among the two-year colleges within the MUS.

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 Accrediting Commission for Education in Nursing, 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 2014 demographics of Miles Community College:

MILES COMMUNITY COLLEGE DEMOGRAPHICS: FALL 2014	
Average Age	25.2
Female	261
Male	160
Total Headcount	421
Degree-seeking Headcount	346
Non-degree-seeking Headcount	75
Degree-seeking Freshmen	207
Degree-seeking Sophomores	139
Full-time Degree-seeking Students	232
Part-Time Degree-seeking Students	114
Enrollment FTE	327.20
Average Student Credit Load	13.34
Total Custer County Students	118
Total Montana Students	348
Total Out-of-State Students	73
Caucasian	371
Native American	17
Hispanic, Asian, African-American	33
Students in Transfer Programs	259 (Excludes non-degree seeking students.)
Students in Career-Technical Programs	87 (Excludes non-degree seeking students.)
Degrees Awarded Spring 2014	145 total degrees (Fall 2013, Spring 2014, Summer 2014)
NCLEX Pass Rate for Associate Degree Registered Nursing Program	<u>Year:</u> <u>MCC Avg.:</u> <u>National Avg.:</u>
	2014 66.6% 80.71% *
	2013 97.14% 81.43%
	2012 92.43% 89.32%
	*NCLEX data through third quarter 2014



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Miles Community College

Address: 2715 Dickinson Street

City, State, ZIP: Miles City, MT 59301-4774

Degree Levels Offered: ☐ Doctorate ☐ Masters ☐ Baccalaureate ☒ **Associate** ☐ Other

If part of a multi-institution system, name of system: N/A

Type of Institution: ☒ **Comprehensive** ☐ Specialized ☐ Health-centered ☐ Religious-based
☐ Native/Tribal ☐ Other (specify) _____

Institutional control: ☒ **Public** ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal
☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☐ Quarter ☒ **Semester** ☐ Trimester ☐ 4-1-4 ☐ Continuous Term
☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Registered Nurse	ASN	Accreditation Commission for Education in Nursing, Inc.	January 5, 2015
Phlebotomy	Certificate	National Accrediting Agency for Clinical Laboratory Sciences	April 18, 2013

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: $1 \text{ FTE} = 15 \text{ semester credits}$)

Official Fall 2014 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2014	One Year Prior Dates: Fall 2013	Two Years Prior Dates: Fall 2012
Undergraduate	327.2	325.6	368.07
Graduate			
Professional			
Unclassified	11.1	6.025	9.775
Total all levels	338.3	331.625	377.845

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: Fall 2013 (IPEDS Data) (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2013	One Year Prior Dates: Fall 2012	Two Years Prior Dates: Fall 2011
Undergraduate	249	280	321
Graduate			
Professional			
Unclassified			
Total all levels	249	280	321

Numbers of Full-Time and Part-Time (Fall 2014) Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Fall 2014 Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	21	25	3	1	3	13		1
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	\$43,127.80	10.27
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: 2014

Reporting of income:	Accrual Basis	Yes	Accrual Basis	Yes
Reporting of expenses:	Accrual Basis	Yes	Accrual Basis	

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: 2014	One Year Prior to Last Completed FY Dates: 2013	Two Years Prior to Last Completed FY Dates: 2012
CURRENT FUNDS			
Unrestricted			
Cash	3,970,595	3,379,256	2,609,894
Investments	0	0	0
Accounts receivable gross	508,796	241,654	783,024
Less allowance for bad debts	0	0	0
Inventories	57,323	57,008	57,909
Prepaid expenses and deferred charges	25,606	24,734	20,617
Other (identify)	0	0	0
Due from	0	0	0
Total Unrestricted	4,562,317	3,702,652	3,471,444
Restricted			
Cash	136,023	136,017	137,508
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
Total Restricted	136,023	136,017	137,508
TOTAL CURRENT FUNDS	4,698,340	3,838,669	3,608,952
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	306,029
Investments	920,720	806,266	553,589
Other – prepaid expense	14,285	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	935,005	806,266	859,618
PLANT FUND			
Unexpended			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Land	206,412	206,412	206,412
Land improvements	0	0	0
Buildings	5,161,621	5,161,453	5,457,716
Equipment	1,128,877	910,149	948,184
Library resources	27,224	33,057	38,438
Other (identify)	0	61,230	122,461
Total investments in plant	6,524,134	6,372,301	6,773,211
Due from			
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	6,524,134	6,372,301	6,773,211
OTHER ASSETS (IDENTIFY)	0	0	0
TOTAL OTHER ASSETS	0	0	0
TOTAL ASSETS	12,157,479	11,017,236	11,241,781

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates: 2014	One Year Prior to Last Completed FY Dates: 2013	Two Years Prior to Last Completed FY Dates: 2012
CURRENT FUNDS			
Unrestricted			
Accounts payable	596,571	30,047	82,484
Accrued liabilities	280,347	261,410	269,630
Students' deposits	26,400	18,300	37,835
Deferred credits	81,645	74,968	73,013
Other liabilities (Comp Abs, OPEB)	148,027	164,431	193,223
Due to	0	0	0
Fund balance	2,122,758	1,702,457	1,767,067
 Total Unrestricted	3,255,748	2,251,613	2,423,252
Restricted			
Accounts payable	0	0	0
Other (identify)	0	0	0
Due to	0	0	0
Fund balance	274,663	384,056	287,277
 Total Restricted	274,663	384,056	287,277
 TOTAL CURRENT FUNDS	3,530,411	2,635,669	2,710,529
ENDOWMENT AND SIMILAR FUNDS			
Restricted	31,058	23,455	132,504
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	903,947	782,811	727,114
TOTAL ENDOWMENT AND SIMILAR FUNDS	935,005	806,266	859,618
PLANT FUND			
Unexpended			
Accounts payable	0	0	0
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	4,430,703	4,140,020	4,397,951
 Total unexpended	4,430,703	4,140,020	4,397,951
Investment in Plant			
Notes payable	0	0	0
Bonds payable	0	0	0
Mortgage payable	1,980,305	2,103,875	2,233,017
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	1,980,305	2,103,875	2,233,017
OTHER LIABILITIES (OPEB, COMP ABSENCES)	1,281,055	1,331,406	1,040,666
TOTAL OTHER LIABILITIES	1,281,055	1,331,406	1,040,666
TOTAL LIABILITIES	3,261,360	3,435,281	3,273,683
FUND BALANCE	12,157,479	11,017,236	11,241,781

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: 2014	One Year Prior to Last Completed FY Dates: 2013	Two Years Prior to Last Completed FY Dates: 2012
Tuition and fees	1,882,021	1,926,546	2,115,931
Federal appropriations	1,075,176	1,037,877	1,496,197
State appropriations	2,958,407	2,342,071	2,512,090
Local appropriations	1,303,150	1,314,356	1,294,491
Grants and contracts	204,913	221,051	280,368
Endowment income	165,873	118,677	103,045
Auxiliary enterprises	1,123,391	1,161,540	1,204,128
Other (Indirect, St. Reimb., Athletics, Misc.)	579,404	510,558	572,834
	9,292,335	8,632,676	9,579,084
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	2,187,934	2,315,775	2,291,641
Research	0	0	0
Public services	50,016	51,773	44,553
Academic support	750,477	818,436	823,496
Student services	1,124,121	1,031,690	1,087,601
Institutional support	1,131,444	998,773	1,001,652
Operation and maintenance of plant	1,060,296	1,040,247	1,040,932
Scholarships and fellowships	1,423,760	1,449,777	1,849,142
Other (Endowment)	44,737	62,980	151,663
Mandatory transfers for:			
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (misc)	0	0	0
Total Educational and General	7,772,785	7,769,451	8,290,680
Auxiliary Enterprises			
Expenditures	816,491	961,018	881,462
Mandatory transfers for:			
Principal and interest	96,894	101,814	97,491
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	913,385	1,062,832	978,953
TOTAL EXPENDITURE & MANDATORY TRANSFERS	8,686,170	8,832,283	9,269,633
OTHER TRANSFERS AND ADDITIONS/DELETIONS (gain/loss on disposal, transfers)	116,562	29,542	14,530
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	722,727	(170,065)	323,981

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: 2014	One Year Prior to Last Completed FY Dates: 2013	Two Years Prior to Last Completed FY Dates: 2012
For Capital Outlay	3,409,387	3,599,712	3,466,906
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Yellowstone Christian College (YCC) Billings, MT 59106 (Note: Miles Community College has entered into a Memorandum of Understanding with Yellowstone Christian College so that appropriately qualified YCC faculty can serve as MCC adjunct faculty for some of their general transfer classes. MCC offers no degree at YCC.)	N/A	5 (Fall 2014)	13 (Fall 2014) (Unduplicated)	5 (Fall 2014) (Unduplicated)
Registered Nurse Glendive, MT 59330	A.S.N. (Clinical Portion)	1 clinical section for freshman students	3 freshmen	1 Clinical Resource Nurse-under direct supervision of MSN faculty
Sidney, MT 59270	A.S.N. (Clinical Portion)	1 clinical section for sophomore students	7 sophomores	1 Clinical Resource Nurse-under direct supervision of MSN faculty
Other than the situations enumerated above, Miles Community College does not have any off-campus degree programs or sites. However, we do have some online course offerings, and we have a varying number of classes that include an interactive television (ITV) option for students who cannot come to campus to take the classes; however, the classes originate from the Miles Community College campus in Miles City, MT.	Fall 2014 ITV Classes (Cities)	Number of Classes	# Students (Duplicated)	
	Billings, MT	7	30	
	Baker, MT	2	2	
	Colstrip, MT	2	2	
	Forsyth, MT	2	2	
	Glasgow, MT	1	1	
	Glendive, MT	7	17	
	Jordan, MT	3	3	
	Plentywood, MT	3	3	
	Roundup, MT	2	2	
	Roy, MT	1	6	
	Sidney, MT	3	10	
MCC has no satellite campus sites.				

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A				

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PREFACE

Institutional Changes Since the Spring 2012 Year Three Self-Evaluation Report

Since our Spring 2012 Year Three Self-Evaluation Report, the College has undergone a variety of changes:

- **President:** In early 2013, then-President Stefani Hicswa announced her resignation as the seventh president of Miles Community College. During summer and fall of 2013, Vice President Lisa Watson served as the interim president. On January 3, 2014, President Stacy S. Klippenstein, Ed.D., began his tenure as the eighth president of Miles Community College.
- **Vice President of Enrollment and Student Success:** Jessie Dufner took over as Interim Vice President of Student Success and Institutional Research in July 2012. After an external search process, Ms. Dufner was hired in December 2012 as the Vice President of Student Success and Institutional Research. She holds a bachelor of science degree in English and a Master's of Business Administration. Upon becoming MCC's new President, Dr. Klippenstein updated Ms. Dufner's position description and title to Vice President of Enrollment and Student Success as of July 1, 2014, to better reflect the emphasis on enrollment management within the vice presidential position.
- **Vice President of Academic Affairs:** Dr. Theodore Hanley began his service as Vice President of Academic Affairs beginning with the Fall 2013 semester. Dr. Hanley holds a Bachelor's degree in business and an M.A. and Ph.D. in English, with a specialty in Old English Literature.
- **Reorganization of Continuing Education and Workforce Development Office:** Several personnel changes have resulted in significant reorganization of MCC's Community Education, Workforce Development, and Career & Placement-related programs during the 2014-2015 fiscal year. Specifically, a new Dean of Workforce Development and Continuing Education position was created by combining resources associated with turnover in two program management-level positions which had previously focused on development and delivery of open enrollment-oriented community education and workforce development course offerings. Additionally, responsibilities associated with management of the Career & Placement Center and several state-wide workforce and career development-related grant programs were brought under the new Dean's position following the retirement of the Career & Placement Center Director, who had previously administered these programs. The new Dean position was elevated to a cabinet-level administrative leadership role with responsibilities for planning, budgeting, staffing, curriculum development & instruction, evaluation and continuous improvement of the community college's programs and services associated with workforce development, customized training, distance education, community enrichment, career & placement, as well as grants & sponsored program initiatives. In addition to the Dean position, responsibilities for planning and administering the college's open enrollment community education-related course offerings were returned to the Director for Distance Education & Community Enrichment position, along with support from the new Academic Affairs Technician position. Additional reorganization plans include creation of two new program management roles to provide day-to-day leadership of the college's career

placement and university transfer services as well as regional employer-focused workforce development and customized training programs.

In April 2014, Kirk Lacy was hired to serve as an Interim Dean for the new Workforce Development and Continuing Education position. Dr. Lacy has a doctorate in Adult and Higher Education Administration

- **Academic Affairs Technician:** The position of Academic Affairs Technician was created in 2014. It replaces the one-half time position of Community Outreach Coordinator, whose duties were absorbed elsewhere, and the one-half time position of Assistant to the Vice President for Academic Affairs. Primary duties include entering course schedules and related data into Banner, coordinating room scheduling, arranging meetings and conferences, serving as office manager, and supervising work-study students.

Carolyn Kimball was hired into this position in April, 2014. She brings 20 years of experience in customer service to her work, including six years as an office manager and six years as a “proof operator” with State Bank.

- **Library Director:** Paula DeMars assumed duties as Library Director in September 2014. Her previous experience includes over 5 years as a public library director in a combined city/school library in South Dakota where her expertise in engaging students and the public in the library demonstrated continual growth over her tenure. Paula comes to Miles Community College with a Master of Liberal Studies in Creative Writing, a Master of Arts in History, and is in the process of completing a Master of Library and Information Science degree at the University of Wisconsin-Milwaukee.
- **Dean of Enrollment Management and Educational Support Services:** Dean of Enrollment Management Jessie Dufner was named Vice President for Enrollment and Student Success in late 2012. With the Dean position vacant, Director of Educational Support Services Erin Niedege was appointed Dean of Enrollment Management and Educational Support Services, essentially merging the duties of the two positions. The Dean position is a cabinet-level administrative role with responsibilities for enrollment and recruitment planning, on- and off-campus events for new and prospective students, orientation and advising of new students, and the identification and creation of support services for at-risk students and students in poor academic standing. The Dean also supervises the Center for Academic Success, which is home to Adult Basic Education and High School Equivalency instruction and testing, the Bridge to College and Careers program, COMPASS placement testing, HiSET (formerly CLEP) testing and other test proctoring, tutoring services, disabilities support services, and general college success programming.

Dean Niedege holds a B.A. in History and a Master of Public Administration from The University of Montana-Missoula.

- Developmental Reading and Writing Instructor/Coordinator of College Success and Disabilities Support Services:** In Fall 2012 a full-time faculty position was created to teach all sections of both levels of the developmental reading and writing courses. With one person, instead of several adjuncts, working with these four courses, problems with assessment and placement that had been invisible were able to be identified and addressed proactively. For example, we now use a linked placement model to place students more accurately into reading and writing courses. Additionally, curriculum and practices in the developmental reading and writing courses have been re-designed using research-based models. This position is also given five credits of release time to work in the Center for Academic Success as the Coordinator of College Success and Disabilities Support Services. Responsibilities include facilitating access to accommodations for students with documented disabilities, and coordination of various student success events. Sarah Pett, who had been serving as an adjunct instructor for developmental writing since 2009, was hired for this permanent position. Sarah has a BLS and MFA from Iowa State University, and previous experience as a tutor and learning strategist.
- Vice President of Administrative Services and Finance:** Lisa Watson has recently been hired to be the Vice President of Administrative Services at Northwest College in Powell, Wyoming. The Vice President of Academic Affairs and the Vice President of Enrollment and Student Success are co-chairing the search committee to fill this position. At the time of the Year Seven Mission Fulfillment and Sustainability Peer Evaluation, we will apprise the evaluation team of our progress on this search.
- CDL and Heavy Equipment Simulators:** The College acquired one CDL simulator and five Heavy Equipment simulators in summer 2014. The CDL simulator was purchased with money made available through the SWAMMEI Grant (Strengthening Workforce Assistance to Community Colleges for Manufacturing and Energy Industries), and is transportable throughout the region on a trailer purchased by the college through one-time-only (OTO) workforce dollars. Simultaneously, the heavy equipment simulators were purchased, also using the OTO workforce dollars. Purchase of all the equipment was fully supported by the Program Advisory Committee. The simulator equipment provides students hands-on experience before they step onto live equipment and enables the faculty to simulate hazardous conditions that students would not otherwise have been exposed to as part of their training. The simulators speed the learning curve for students and prepare students more effectively for entry into employment.
- CNA and CDL Instruction:** CNA instruction will once again be assigned college credit effective summer 2015. This change will provide students with a “stackable” credential they may use for advanced placement in LPN programs and may also qualify the students for some forms of workforce-based financial aid. For similar reasons, all CDL instruction was converted to credit instruction in summer 2014. Students who complete CDL credit courses may “stack” these credits into the College’s Heavy Equipment Certificate program and also have greater access to workforce-based financial aid.
- Nursing Arts Lab:** The Nursing Arts Lab (NAL) is conveniently located adjacent to the main Nursing Office and near the Nursing faculty offices. The NAL was remodeled by the Miles Community College maintenance crew in summer 2013; the remodel resulted in the addition of

two Simulation Labs mirroring a typical hospital room. The high-fidelity adult simulator is housed in one of the Simulation Labs, and the high-fidelity birthing simulator and newborn are adjacent to the other Simulation Lab. The Control Room resides between the two rooms, complete with one-way glass for instructors to view students during an active simulation scenario. Simulation scenarios are used to give students “real-life” experiences in a non-threatening environment. The rest of the NAL contains four beds with mannequins, electronic medication delivery system, IV pumps, and four computer labs with a dedicated printer for student use.

- **Enrollment Planning Revisions:** New enrollment strategies have been implemented in 2014 and 2015. These include the creation of the Enrollment Action Team, which has been established to review and create action strategies responding to enrollment and retention trends at MCC. Student Success Measures have been created and subsequently approved by the College’s Board of Trustees which define matrixes of achievement in retention, completion, dual enrollment, transfer, developmental education, veterans’ success, student demographics, Pell Grant eligibility, and licensure pass-rates. Increased emphases on retention strategies have emerged and faculty and staff are working collaboratively to create and implement new retention initiatives across campus. Dual enrollment and workforce initiatives have continued to expand enrollment opportunities across Custer County and the region.
- **Economic Impact Study:** Miles Community College entered into a contract with Economic Modeling Systems International (EMSI) to produce an Economic Impact Study (EIS) for MCC. In December 2014, the EIS was completed and results were released January 2015. Results can be found on the MCC website at <http://www.milesc.edu/AboutUs/EconomicImpactStudy/>.
- **CCSSE:** In the spring of 2015 Miles Community College will administer the Community College Survey of Student Engagement. We will use the data derived from this test to inform future plans and initiatives.
- **Grants:**
 - **TAACCCT 3 - SWAMMEI Grant:**
Strengthening Workforce Alignment in Montana’s Manufacturing and Energy Industries (SWAMMEI)

Miles Community College is a proud partner in the Statewide Montana TAACCCT 3 - SWAMMEI Grant, which represents a consortium partnership of 13 Montana two-year colleges, which received \$25 million from the Department of Labor’s Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant initiative to develop a statewide approach to workforce challenges in advanced manufacturing and energy industries. Miles Community College’s focus in the grant project is to provide improved training and certification opportunities for commercial drivers (CDL) and heavy equipment operators (HEO) for enhanced career pathway progressions in the high-demand occupations serving the region’s manufacturing and energy industries.

- **TAACCCT 4 – Montana HealthCARE Grant:**
Montana HealthCARE (Creating Access to Rural Education)

Miles Community College is a proud partner in the Statewide Montana TAACCCT 4 - HealthCARE Grant which represents a consortium partnership of 15 Montana two-year colleges and 39 state healthcare providers which received \$15 million from the Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant initiative to improve health care training opportunities in the state. Miles Community College's focus in the grant project will include: 1) creating statewide healthcare pathways to simplify the process for earning a career certificate or degree in the healthcare industry; 2) systematically addressing Montana's nursing shortages and providing accelerated pathways to completion of nursing programs; 3) increasing student success by providing services that better prepare adult students for success in the curriculum, accelerating credential completion, coaching students in education pathway navigation, and providing access to distance education; and 4) engaging the healthcare industry, education, workforce programs, and other stakeholders to improve workforce development strategies by improving on-the-job training and apprenticeship opportunities

- **Nursing Accreditation:** The Nursing program hosted an accreditation site visit from the Accrediting Commission for Education in Nursing, Inc. (ACEN) and the Montana State Board of Nursing (MSBON) in September 2014 as part of their on-going seven-year review cycle. The ACEN is recommending the Nursing program for continuing accreditation; however, it does have concerns in two areas: (1) number and credentials of instructional faculty, and (2) some outcomes assessment measures. The MSBON raised similar concerns. The Nursing program is addressing these concerns and will submit a follow-up report to ACEN in two years.
- **Capital Campaign for Ag Advancement Center:** Miles Community College and the MCC Endowment Board created the Ag Advancement Center Fundraising Campaign Steering Committee in February 2014 to evaluate and establish a process to raise \$3,000,000 for the new educational center. The MCC Endowment Board contracted with a consultant to help establish protocol related to fundraising campaigns. Currently, the steering committee has raised over \$1,400,000, which is the largest campaign in the history of the College.
- **Center for Academic Success:** The Miles Community College Center for Academic Success is home to the Adult Basic Education and High School Equivalency program in Miles City. The program continues to be a leader in the state in terms of student educational gains and outcomes, involvement in statewide initiatives, and program innovation.

In the summer of 2012, the MCC Center for Academic Success was one of three programs in the state to be awarded a \$10,000 grant to develop a Bridge/Career Pathways program for ABE/high school equivalency students. The grant was awarded through a partnership with the Montana University System and the Office of Public Instruction. Since the initial award, program staff have developed a robust "Bridge to College and Careers" program that has assisted several high school equivalency students in making the transition from their GED/HiSET to college. The

program is being used as a model for other adult basic education programs across the state, and program staff have given presentations at several state conferences and to the Montana Board of Regents.

Beginning in 2014, the Montana Board of Public Education authorized the administration of the HiSET, an Educational Testing Service product, which has replaced the GED as the state's official high school equivalency test. Both instructional and testing staff in the Center for Academic Success successfully transitioned to the new exam, which provides test-takers with scores indicating completion of a high school equivalency credential, as well as college and career readiness.

A graduation ceremony is held every April for students who have completed their high school equivalency credential in the past year. Miles Community College was honored to have Governor of Montana Steve Bullock serve as the speaker at the 2014 high school equivalency graduation ceremony.

- **Veterans' Lounge:** Miles Community College received \$15,000 from the Veterans Student Success – Space and Services Program through the Montana University System as one-time only funding from the 2015 biennium (funded by the Montana legislature). The intent of these funds was to increase enrollment of veterans in the Montana University System as well as to provide a dedicated space for veterans on campus. MCC utilized these funds to renovate an office space into a Veterans' Lounge that is complete with computers, study carrels, study rooms, and a comfortable lounge area.

Response to Topics Previously Requested by the Commission

Miles Community College submitted its Year Three Resources and Capacity Self-Evaluation Report in spring 2012. In a letter dated July 20, 2012, Dr. Sandra E. Elman, NWCCU President, indicated that the Commission had reaffirmed the College's accreditation on the basis of the Spring 2012 Year Three Resources and Capacity Evaluation, with the following Recommendation:

“The evaluation committee recommends that the College establish core theme outcomes and indicators of achievement that provide direct evidence of results rather than process, and which form the basis of evaluating the objectives of the core theme (1.B.2) Further, the committee recommends that the College strengthen its definition of an acceptable threshold of mission fulfillment (1.A.2).”

Dr. Elman further stated that the Commission had requested that the “College address Recommendation 1 of the Spring 2012 Year Three Resources and Capacity Peer-Evaluation Report as an addendum to the Spring 2015 Year Seven Mission Fulfillment and Sustainability Self-Evaluation Report.”

In response to this recommendation, we have carefully reviewed the Core Theme Objectives, Outcomes, and Indicators of Achievement to ensure that they indeed form the basis for evaluating the objectives of the Core Themes. The Core Themes Tables that follow in Chapter One, Standard 1.B, reflect our efforts to state our indicators in terms that are “meaningful, assessable, and verifiable.” They then serve as the basis for evaluating the accomplishment of our Core Themes, as detailed in Chapter Four.

We have likewise revised our definition of “acceptable threshold of mission fulfillment” to the following: “The threshold of acceptability of the accomplishment of the College’s Mission is that at least 70% of the Indicators of the Core Theme Objectives have been deemed as accomplished at the stated benchmark” (see Chapter 1, Standard 1.A.2).

As will be seen in Chapter Four, 16 of the 20 Indicators were deemed “True,” which equals 80%. The remaining four Indicators were deemed partially “True” and partially “False.” In no case, however, did our analyses result in an exclusively “False” response to our Indicators of Achievement.

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CHAPTER 1



CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

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, 2014, Title 20, Chapter 15, which is accessible at the following link: http://leg.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 and Core Themes, 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 and Core Themes.

Standard 1.A – Mission

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

Miles Community College Mission Statement (April 2014)

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

The Miles Community College Mission Statement has undergone two reviews and revisions over the past ten years. It was modified in the fall of 2005 so that it would more concisely articulate the vision which the employees and Board of Trustees have of Miles Community College. The Mission Statement that was approved and adopted by the Board of Trustees on November 21, 2005, was the following:

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

On April 4, 2014, the President's Cabinet participated in a planning retreat to review the College's current accomplishments, needs, and future vision. During those discussions, the members of the President's Cabinet also reviewed the Mission Statement to determine whether or not it still accurately and adequately articulates the College's mission. As a result of that discussion on the Mission Statement was revised to read as indicated at the beginning of this section.

This revision was subsequently submitted to the Administrative Council and then to all employees for their input. On April 28, 2014, the Miles Community College Board of Trustees approved and adopted the revised Mission Statement.

Another change that resulted from the President's Cabinet planning retreat of April 4, 2014, was the decision to base our strategic planning on the College's four Core Themes instead of the Strategic

Initiatives that had been originally implemented Fall 2005 and revised Fall of 2011. In spite of the implementation of the Core Themes in 2010, the College's planning processes still revolved around the Strategic Initiatives and were incidentally linked to a Core Theme. Our concern, however, was that the Strategic Initiatives were the primary basis for institutional planning and assessment, and that the Core Themes were treated as afterthoughts. This paradigm shift now ensures that all strategic planning, assessment, and priority-setting revolve around the Core Themes so that we have a clearer indication of the degree to which we are accomplishing the College Mission.

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

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

The Core Themes constitute the foundation and paradigm upon which mission fulfillment is articulated and assessed; therefore, all planning and goal-setting take place within the context of the Core Themes. During each summer since 2007, the Leadership Team, now the President's Cabinet, has participated in a planning retreat to review and analyze the accomplishments and challenges of the previous year and to establish tactics for the accomplishment of the Core Themes for the upcoming year. In addition to the Core Theme Objectives and Indicators, which remain constant, additional objectives may be implemented in conjunction with each Core Theme and will 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 objectives that were established the previous summer. Progress toward the accomplishment of the Core Themes is a regular topic of discussion during the President's Cabinet and Executive Team meetings.

In the end, the threshold of acceptability of the accomplishment of the College's Mission is that at least 70% of the Indicators of the Core Theme Objectives have been deemed as accomplished at the stated benchmark.

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 that were in place at that time 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. On April 28, 2014, the Board of Trustees approved and adopted a one-word revision of Core Theme Four from Community Outreach and Partnerships to Community Enrichment and Partnerships.

The **Core Themes** are as follows:

1. Student Success
2. Academic Excellence
3. Resource Management
4. Community Enrichment 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, community enrichment, and partnerships.”

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

The following tables indicate each Core Theme with its respective Vision Statement, Mission Alignment 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
<p style="text-align: center;"><u>Core Theme Vision Statement:</u></p> <p>At Miles Community College we have an open-door admissions policy. As a result, we face the ever-present challenge and opportunity of admitting students from diverse educational and socio-economic backgrounds. Our goal, then, is to identify our students’ current level of key academic skills and to equip them with the necessary skills to succeed at the college level in order to fulfill their academic goals. In addition, we are committed to ensuring a safe learning environment. Finally, we strive to enhance the students’ college experience by providing them with a wide array of personally enriching opportunities as they attend Miles Community College.</p>
<p style="text-align: center;"><u>Mission Alignment Statement:</u></p> <p>Core Theme # 1, Student Success, supports the Miles Community College Mission of promoting student success and lifelong learning by equipping students with the knowledge needed to navigate the educational processes and by providing a quality student experience.</p>

Objective # 1: Equip students with the basic knowledge needed to navigate the educational process.
Indicator of Achievement 1.A: The College holds mandatory Student Orientation, Advising, and Registration (SOAR) sessions for new students before each semester in order to teach them the essential information needed to navigate the educational process.
Benchmarks: <ul style="list-style-type: none"> • 100% of first-time degree-seeking freshmen participate in SOAR. • One SOAR debriefing occurs each year to determine effectiveness based on feedback.
Methods of Assessment: <ul style="list-style-type: none"> • The Dean of Enrollment Management and 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. • Students complete evaluations to assess the value of the SOAR sessions. • The Student Services staff reviews the feedback from SOAR participants and verifies that SOAR sessions contain material necessary for student success in navigating the educational process.
Rationale for Objective # 1, Indicators 1.A & 1.B: <ul style="list-style-type: none"> • The retention literature [see http://etorpy.com/Tinto.html] describes a 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.
This benchmark was achieved (True or False):
Indicator of Achievement 1.B: The College requires successful completion of the First Year Pioneer freshman seminar for all general AA and AS students.
Benchmarks: <ul style="list-style-type: none"> • 80% of each semester's new, first-time degree-seeking students in the General AA and AS degrees successfully complete FYP prior to their sophomore year. • The graduation rate of the students who successfully complete FYP prior to their sophomore years of college is equal to or greater than the overall institution graduation rate. • The FYP curriculum is evaluated annually by the instructors, Vice President of Academic Affairs, and Vice President of Enrollment and Student Success.
Methods of Assessment: <ul style="list-style-type: none"> • 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 First Year Pioneer sessions. Feedback is used to implement improvements

<p>Rationale for Objective # 1, Indicators 1.A & 1.B:</p> <ul style="list-style-type: none"> The retention literature [see http://etorpy.com/Tinto.htm] describes a 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.
<p>This benchmark was achieved (True or False):</p>

<p>Objective # 2: Provide a quality student experience.</p>
<p>Indicator of Achievement 2.A: The College provides a wide variety of opportunities for students to be involved in extra-curricular activities that enrich their overall experience while attending Miles Community College.</p>
<p>Benchmark:</p> <ul style="list-style-type: none"> 70% of students completing the Student Satisfaction Survey agree or strongly agree that MCC provides a wide variety of opportunities for student involvement on campus.
<p>Method of Assessment:</p> <ul style="list-style-type: none"> The annual Student Satisfaction Survey assesses currently-enrolled students' opinions on a variety of topics, including opportunities for student involvement on campus.
<p>Rationale for Objective # 2, Indicator 2.A:</p> <ul style="list-style-type: none"> Retention rates are higher for students who are involved in campus activities. Providing a variety of extra-curricular opportunities helps students develop a sense of belonging and community.
<p>This benchmark was achieved (True or False):</p>
<p>Indicator of Achievement 2.B: Students study and live in a safe environment.</p>
<p>Benchmark:</p> <ul style="list-style-type: none"> Create an environment in which students are well-informed on safety issues and feel they are safe while they are on campus and at College-sponsored functions.
<p>Methods of Assessment:</p> <ul style="list-style-type: none"> Data gathered from the CLERY Report. Infraction write-ups at the residence halls. Database for compliance with federal requirements. Annual Student Satisfaction Survey
<p>Rationale for Objective # 2, Indicator 2.B: The College has a moral and legal responsibility to provide a safe environment.</p>
<p>This benchmark was achieved (True or False):</p>

CORE THEME # 2: ACADEMIC EXCELLENCE	
<p align="center"><u>Core Theme Vision Statement:</u></p> <p>The mission of Miles Community College is to provide accessible quality programs, which includes facilitating 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 additional coursework at a transfer institution.</p>	
<p align="center"><u>Mission Alignment Statement:</u></p> <p>Core Theme # 2, Academic Excellence, supports the Miles Community College Mission of promoting student success, lifelong learning, and quality programs by preparing students for college-level courses through quality developmental curricula, and providing quality academic programs that prepare students for entry into the job market or transfer.</p>	
<p>Objective # 1: Provide a sequence of developmental courses to prepare students for college-level courses.</p>	
<p><u>Indicator of Achievement 1.A:</u> Students who take developmental courses pass subsequent entry-level 100 series courses within one year of the start of the successful attempt at the developmental course.</p>	
<p>Benchmark: At least 70% of students will pass with a C- or higher.</p>	
<p>Methods of Assessment:</p> <ul style="list-style-type: none"> Track the percentage of students who advance from WRIT 095 (Developmental Writing) to WRIT 101 (College Writing I) and pass WRIT 101 with a C- or higher within one year of starting the successful semester of WRIT 095. Track the percentage of students who advance from ED 105 (Reading & Study Skills) to a 100-level academic class within one year of starting the successful semester of ED 105, and pass the class with a C- or higher. Track the percentage of students who advance from M 095 (Intermediate Algebra) to M 105 (Contemporary Math), M 121 (College Algebra) or STAT 216 within one year of starting the successful semester of M 095, and pass with a C- or higher. 	
<p>Rationale for Indicator of Objective # 1, Indicator 1.A: Students who can pass entry-level 100 series classes validate the rigor of developmental courses and therefore have a greater chance of progressing through courses needed for degree completion. Nationally published research further corroborates the importance of mandatory placement in developmental classes, e.g. http://ncde.appstate.edu/sites/ncde.appstate.edu/files/RiDE%2020-4.pdf</p>	
<p>This benchmark was achieved (True or False):</p>	
<p>Objective # 2: Prepare students for entry into the job market through career and technical program completion.</p>	
<p><u>Indicator of Achievement 2.A:</u> Students graduating with a Certificate of Applied Science, Associate of Applied Science, or Associate of Science in Nursing are employed in their field within six months of graduation.</p>	
<p>Benchmark: At least 70% of graduates are employed within the first six months.</p>	
<p>Methods of Assessment:</p> <ul style="list-style-type: none"> Carl Perkins placement report (4P1) is used for verification of the placement rate. Informally gathered job placement information. 	

<p>Rationale for Objective # 2, Indicator 2.A:</p> <ul style="list-style-type: none"> 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.
<p>This benchmark was achieved (True or False):</p>
<p>Indicator of Achievement 2.B: Students who take a recognized licensure or certification exam pass it in their first cycle of examinations.</p>
<p>Benchmarks:</p> <ul style="list-style-type: none"> The pass rate of ASN graduates sitting for The National Council Licensure Exam (NCLEX-RN) is at or above the national pass rate. Automotive Service Excellence (ASE) Certifications: 70% success rate Phlebotomy licensure exam: Benchmark still to be determined Commercial Driver's License (CDL) exam: 70% success rate National Center for Construction, Education and Research (NCCER): 70% success rate Pharmacy Tech: Benchmark still to be determined
<p>Methods of Assessment:</p> <ul style="list-style-type: none"> The NCLEX Completion Report ASE certifications Phlebotomy licensure exam CDL exam NCCER exam Pharmacy Tech exam
<p>Rationale for Objective # 2, Indicator 2.B:</p> <ul style="list-style-type: none"> Students who successfully certify for their intended profession validate the rigor of the College's professional-technical programs. If Nursing programs have NCLEX pass rates that are consistently below the national average, they are placed on probation by the Montana State Board of Nursing.
<p>This benchmark was achieved (True or False):</p>
<p>Objective # 3: Help students successfully complete their program of study.</p>
<p>Indicator of Achievement 3.A: Students who begin their studies at Miles Community College earn an academic credential.</p>
<p>Benchmark: The College's graduation rate is at or above the national average.</p>
<p>Method of Assessment:</p> <ul style="list-style-type: none"> Data derived from the IPEDS report.
<p>Rationale for Objective # 3, Indicator 3.A: The national emphasis on college completion makes this objective an imperative priority and metric of mission fulfillment.</p>
<p>This benchmark was achieved (True or False):</p>

Objective # 4: Prepare students to succeed at transfer institutions.
Indicator of Achievement 4.A: MCC graduates who transfer to a public four-year Montana college receive their Bachelor's degree within three years.
Benchmark: At least 50% of MCC graduates who transfer to a public four-year Montana college receive their Bachelor's degree within three years.
Method of Assessment: <ul style="list-style-type: none"> A sampling of MCC graduates is obtained from the Banner Data Warehouse at the Office of the Commissioner of Higher Education to ascertain the success of our graduates at units within the Montana University System.
Rationale for Objective # 4, Indicator 4.A: <ul style="list-style-type: none"> Successful completion of the upper-division requirements for a Bachelor's degree within three years demonstrates the students' adequate preparation for transfer.
This benchmark was achieved (True or False):

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, community enrichment, and partnerships.
Mission Alignment Statement: Core Theme # 3, Resource Management, supports the Miles Community College Mission of promoting student success and lifelong learning through accessible quality programs, community enrichment, and partnerships by obtaining, allocating, and managing financial resources based on available funding sources; recruiting, developing, and retaining qualified faculty and staff; providing safe and functional facilities; and maintaining auxiliary services that are sustainable and that serve the needs of campus stakeholders.
Objective # 1: Obtain, allocate, and manage financial resources based on available funding sources.
Indicator of Achievement 1.A The College operates within its available financial resources during its current fiscal year and engages in planning to ensure its solvency for the foreseeable future.
Benchmarks: <ul style="list-style-type: none"> Annual audits are performed and the results reflect the College's fiscal soundness with no audit findings. Projected income and expenditures reflect a balanced budget. Fiscal reports demonstrate that the College is meeting its debt obligations.

<p>Methods of Assessment:</p> <ul style="list-style-type: none"> • Annual Audit Reports are maintained at the office of the Chief Financial Officer. • Spreadsheets of projected budgets are maintained at the office of the Chief Financial Officer. • Minutes of the Board of Trustees include reports of actual revenues and expenditures, including debt obligations, and projected revenues and expenditures. Audited financial statements are also reviewed.
<p>Rationale for the Objective # 1, Indicator 1.A:</p> <ul style="list-style-type: none"> • Annual audits are necessary (a) to evaluate the adequacy of controls for receipts of funds, expenditures, and safeguarding the College's assets; and (b) to ensure that funds are administered in accordance with appropriate accounting practices, approved budgets, and College policies and procedures. • Budget projections are prepared to ensure the College's sustainability. • Timely and accurate financial reporting ensures that Trustees, state officials, employees, and the community are informed about the financial condition of the College.
<p>This benchmark was achieved (True or False):</p>

<p>Objective # 2: Recruit, develop, and retain qualified faculty and staff.</p>
<p>Indicator of Achievement 2.A: The College implements an ethical and standardized recruiting process to attract qualified permanent faculty and staff.</p>
<p>Benchmark:</p> <ul style="list-style-type: none"> • 100% of permanent full-time faculty and staff positions are recruited, vetted, and hired using the College's standardized process.
<p>Method of Assessment:</p> <ul style="list-style-type: none"> • The Executive Director of Human Resources and Compliance utilizes a recruitment process that includes a standardized employee requisition form, job announcement, search committee checklist, and position description. After each search, copies of all documents relating to the position are completed and placed on file in the Human Resources Office.
<p>Rationale for Objective # 2, Indicator 2.A:</p> <ul style="list-style-type: none"> • A standardized recruiting process ensures an ethical and consistent method for selecting qualified faculty and staff.
<p>This benchmark was achieved (True or False):</p>
<p>Indicator of Achievement 2.B: The College provides opportunities for professional development to permanent full-time faculty and staff.</p>
<p>Benchmark:</p> <ul style="list-style-type: none"> • 100% of permanent full-time faculty and staff are offered professional development opportunities.
<p>Methods of Assessment:</p> <ul style="list-style-type: none"> • Professional development days are scheduled annually for full-time faculty and staff. • Financial records document that funding is budgeted yearly for professional development.
<p>Rationale for Objective # 2, Indicator 2.B:</p> <ul style="list-style-type: none"> • Professional development opportunities ensure that faculty and staff engage in professionally enriching activities each year.
<p>This benchmark was achieved (True or False):</p>

Objective # 3: Provide safe and functional campus facilities.
Indicator of Achievement 3.A: The College implements an infrastructure improvement process and is in the preliminary stages of developing a Campus Master Plan to ensure a safe and functional campus facility.
Benchmarks: <ul style="list-style-type: none"> • An updated infrastructure improvement worksheet is created each fiscal year with input from the Budget Committee. • Identified improvements are incorporated into the annual action plan and budget if they are deemed as high priority and as funds allow.
Methods of Assessment: <ul style="list-style-type: none"> • The Vice President of Administrative Services and Finance maintains a copy of the infrastructure improvement worksheet. • A list of completed projects is recorded in the Administrative Services report to the Board of Trustees • The Administrative Services report to the Board of Trustees tracks the progress toward the development of the Campus Master Plan.
Rationale for Objective # 3, Indicator 3.A: <ul style="list-style-type: none"> • Maintaining an infrastructure improvement spreadsheet that is based on input from all employees allows for the identification and prioritization of areas needing improvement. • The Campus Master Plan provides a long-term vision to monitor the growth and sustainability of College facilities.
This benchmark was achieved (True or False):

Objective # 4: Provide auxiliary services that are sustainable and that serve the needs of campus stakeholders.
Indicator of Achievement 4.A: The College provides auxiliary services—the bookstore (Pioneer Mercantile), Café, residence halls, and Centra Athletic Center—that are sustainable and serve the needs of the campus stakeholders.
Benchmarks: <ul style="list-style-type: none"> • The College’s auxiliary services are financially solvent. • The College’s auxiliary services meet the needs of campus stakeholders.
Methods of Assessment: <ul style="list-style-type: none"> • The financial statements of the College’s auxiliary services indicate that these enterprises are at least breaking even at the end of the fiscal year. • The annual Employee Satisfaction Survey and Student Satisfaction Survey show that the auxiliary services meet the needs of campus stakeholders.
Rationale for Indicator of Objective # 4, Indicator 4.A: <ul style="list-style-type: none"> • Reviewing the financial performance of the auxiliaries ensures that the College is providing services that are self-supporting. • Seeking feedback annually from students, faculty, and staff allows the College to determine if auxiliary services are meeting the needs of the campus stakeholders.
This benchmark was achieved (True or False):

CORE THEME # 4: COMMUNITY ENRICHMENT & PARTNERSHIPS	
<p align="center"><u>Core Theme Vision Statement:</u></p> <p>Miles Community College serves as an economic engine for our community and surrounding area. Consequently, we strive to provide timely workforce training and continuing education to enhance business development in the area. As a small community college, we also understand the need to create partnerships and linkages with industry and other educational institutions to enhance fiscal solvency and to maximize our economies of scale. In addition, we provide opportunities to enrich the personal lives of area residents in order to foster lifelong learning.</p>	
<p align="center"><u>Mission Alignment Statement:</u></p> <p>Core Theme # 4, Community Enrichment and Partnerships, supports the Miles Community College Mission of promoting student success, lifelong learning, community enrichment and partnerships by providing workforce training and continuing education, collaborating with other higher educational institutions and industries, creating linkages with K-12, and providing personal enrichment opportunities to meet regional needs.</p>	
Objective # 1: Provide workforce training to meet regional needs.	
Indicator of Achievement 1.A: The College develops and provides customized training opportunities..	
<p>Benchmarks:</p> <ul style="list-style-type: none"> • MCC markets and promotes its customized training capabilities to area employers; • MCC organizes and facilitates meetings with regional employers to assess needs and opportunities for customized training in the region; • MCC implements customized training programs which are contracted for development and delivery by area employers; 	
<p>Methods of Assessment:</p> <ul style="list-style-type: none"> • Customized training program information are promoted annually on the MCC website, in quarterly MCC Community Education and Enrichment Catalogs, media advertisements, and other appropriate marketing strategies with records maintained in the Community Education and Enrichment Office. • Records of meetings with regional employers are included in “Workforce Development and Community Enrichment Update” reports submitted for monthly MCC Board of Trustees meetings. • All contracts for customized training programs are kept on file in the Community Education and Enrichment Office. 	
<p>Rationale for Objective # 1, Indicator 1.A:</p> <ul style="list-style-type: none"> • 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. 	
This benchmark was achieved (True or False):	

Indicator of Achievement 1.B: The College develops and provides continuing education courses to provide renewal units or renewal credits for professionals.
Benchmarks: <ul style="list-style-type: none"> • A “Summer Teachers’ Institute” and “Fall Educators’ Conference,” which includes an array of course offerings providing renewal units or renewal credits for K-12 education professionals in eastern Montana, is implemented annually. • Access to other continuing education course offerings providing renewal units or renewal credits for other professions is made available through partnerships with online continuing education vendors.
Methods of Assessment: <ul style="list-style-type: none"> • Records of all “Summer Teachers’ Institute” and “Fall Educators’ Conference” course offerings, course enrollments, and renewal unit/credit award records are maintained in the Community Education and Enrichment Office. • Access to other online continuing education course offerings is provided for other professions via the College’s distance learning website, with respective course enrollments and renewal unit/credit award records being maintained in the Community Education and Enrichment Office.
Rationale for Objective # 1, Indicator 1.B: <ul style="list-style-type: none"> • Continuing education courses support area professionals in their career development needs.
This benchmark was achieved (True or False):

Objective # 2: Create and maintain partnerships with higher education institutions and industries to provide additional degree program opportunities.
Indicator of Achievement 2.A: Collaboration and coordination take place with higher education and industry partners as the need and appropriate opportunities present themselves.
Benchmarks: <ul style="list-style-type: none"> • Meet with representative(s) of each partnering institution at least once per year. • Meet with representative(s) of prospective partnering institution as needs and opportunities present themselves. • Meet with a minimum of two advisory boards or outside agencies per year to review curricula and evaluate workforce needs.
Methods of Assessment: <ul style="list-style-type: none"> • The monthly Academic Affairs reports submitted to the Board of Trustees are available in the monthly Board meeting packet. • Minutes of meetings with advisory boards and other educational partners are kept in the office of the Vice President of Academic Affairs and reflect the discussion of curricular and workforce needs.
Rationale for Objective # 2, Indicator 2.A: <ul style="list-style-type: none"> • It is important to respond to the educational needs of the region in the most timely and cost-effective manner possible.
This benchmark was achieved (True or False):

Objective # 3: Create linkages between secondary and postsecondary education.
Indicator of Achievement 3.A: Agreements for the Big Sky Career Pathways Initiative are completed as career and technical programs are identified.
Benchmarks: <ul style="list-style-type: none"> Existing BSP agreements are reviewed annually with the respective partner high school officials and are renewed with any approved updates being registered with the Montana Office of the Commissioner of Higher Education (OCHE). New BSP agreements are pursued each year, with all new agreements being registered with the Montana Office of the Commissioner of Higher Education (OCHE).
Methods of Assessment: <ul style="list-style-type: none"> Signed agreements are kept on file in the office of the Dean of Workforce Development and Continuing Education verify the additional agreements. All signed BSP agreements are formally registered with the Office of the Commissioner of Higher Education and the Office of Public Instruction.
Rationale for Objective # 3, Indicator 3.A: <ul style="list-style-type: none"> Big Sky Career Pathways Agreements are created in response to the legislative mandate to create CTE pathways between secondary and post-secondary curricula.
This benchmark was achieved (True or False):
Indicator of Achievement 3.B: Articulation Agreements for concurrent enrollment are completed with secondary schools as qualified instructors and appropriate courses are identified, vetted, and approved.
Benchmarks: <ul style="list-style-type: none"> Articulation Agreements are updated and approved each year by the MCC president and the superintendent or principal of the partner high schools.
Method of Assessment: <ul style="list-style-type: none"> Articulation Agreements with partner high schools are on file in the office of the Associate Dean of Academic Affairs.
Rationale for Objective # 3, Indicator 3.B: <ul style="list-style-type: none"> Dual credit and concurrent enrollment provide access and opportunity for post-secondary education to qualified high school students. Data gathered at the Montana Office of the Commissioner of High Education show that students who avail themselves of opportunities to earn college credits through dual credit/concurrent enrollment are more likely to (1) persist in their postsecondary education, (2) earn a higher college g.p.a., and (3) earn more college credits.
This benchmark was achieved (True or False):

Objective # 4: Offer lifelong learning and personal enrichment opportunities to meet community needs.
Indicator of Achievement 4.A: The College provides special interest enrichment opportunities such as community education courses, educational tours, events for senior citizens, and children’s learning activities.
Benchmarks: <ul style="list-style-type: none"> • MCC offers an array of lifelong learning and personal enrichment oriented course offerings for community members, senior citizens, and children in three annual “Community Education” programming sessions (i.e. Fall, Spring and Summer). • Fall, Spring and Summer “Community Education” course offerings are regularly promoted throughout the community.
Method of Assessment: <ul style="list-style-type: none"> • Records of all Fall, Spring, and Summer “Community Education” course offerings, marketing and promotion activities, and respective course enrollments are maintained in the Community Education and Enrichment Office.
Rationale for the Indicator of Objective # 4: <ul style="list-style-type: none"> • Community education, educational tours, senior citizens courses, and Kids College meet the lifelong learning and community enrichment components of the College’s Mission and the intent of the Montana mil levy for Adult Education.
This benchmark was achieved (True or False):

Conclusion

Working through the assessment process with the Core Themes has been most instructive. As will be seen in Chapter Four, we have learned a lot about the merits and challenges associated with gathering and analyzing the data that have been needed to determine the degree to which we are meeting, or falling short of meeting, our benchmarks.

CHAPTER 2



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 Catalog 2014–2015 Catalog, and the 2014–2015 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. Miles Community College is also accountable to the Montana Board of Regents as specified in Montana Code Annotated.

Eligibility Requirement 8 - Chief Executive Officer

Dr. Stacy S. Klippenstein serves as the president and chief executive officer of Miles Community College. His 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 Enrollment & Student Success, the Vice President of Administrative Services and Finance, and the Executive Director of Human Resources and Compliance. These campus leaders 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 and Core Themes.

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 and Core Themes; (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 and Core Themes.

Eligibility Requirement 15 - Academic Freedom

Miles Community College Board Policy 300.4-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 as well as the policies specified by the Montana Board of Regents.

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 and Core Themes; 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 and Core Themes, 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://leg.mt.gov/bills/mca/20/15/20-15-103.htm>) and a locally elected Board of Trustees (see <http://leg.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 Enrollment and Success (see Organizational Chart in Appendix B). Board policy further requires employment of personnel that uphold the College's Mission and Core Themes (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 and Core Themes, 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
- Alumni Hall of Fame Selection Committee
- Nursing Admissions Committee
- Nursing Division
- President's Cabinet
- Executive Budget Committee
- 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 2015 is included in 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 his direct reports. The purpose of these meetings is to discuss issues and update cabinet members. The President also meets weekly with his executive team, which includes the Vice Presidents and the Executive Director of Human Resources and Compliance.

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://leg.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. The statement requires Trustees to disclose any contractual, employment, or financial interest they may have with the College. The Conflict of Interest Form is included in Appendix A. 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, Stacy S. Klippenstein, Ed.D., in 2014, following a national search in which three 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. 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. 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 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 Enrollment & Student Success (See Organizational Chart in Appendix B). Within the Academic Affairs division, the Associate Dean of Academic Affairs assists the Vice President of Academic Affairs in administering the academic programs of the College. This individual also serves as the College's Accreditation Liaison Officer. In 2007, the President created the position of Director of Human Resources. Originally the Director of Human

Resources reported directly to the Vice President of Administrative Services and Finance. At the beginning of Fall 2014, the title was changed to Executive Director of Human Resources and Compliance. This revised title reflects the additional responsibilities that have been attached to this position to monitor and ensure compliance with Federal Title IX requirements. In addition, the Executive Director of Human Resources and Compliance now reports directly to the President. In 2009, the President upgraded the position Director of Student Financial and Enrollment Services to Dean of Enrollment Management & Educational Support 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 Enrollment and Student Success and the Vice President of Academic Affairs. In the fall of 2014, the position of Dean of Workforce Development and Continuing Education was created to enhance the College's ability to fulfill its mission in these two important areas.

These eight administrators constitute the President's Cabinet. They are responsible for planning, organizing, and managing the College. At the beginning of each year they meet 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.

The President's Cabinet regularly reviews the annual strategic plan to monitor progress toward the achievement of the goals and objectives that have been set. The annual strategic planning goals are evaluated and updated appropriately. Chapters Three and Five provide further information on the College's strategic planning process.

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 January 2014, Miles Community College hired a new President. Dr. Stacy S. Klippenstein is our eighth president. He is appropriately qualified, as he received his Ed.D. in Higher Education Leadership from Nova Southeastern University. Dr. Klippenstein holds a Master's degree in Student Affairs Administration, while his undergraduate degree is in History/Political Science. Prior to becoming president at MCC, he was the Vice Chancellor for Student Affairs at Montana State University-Billings. Dr. Klippenstein is very involved in the community and provides leadership at the state level. President Klippenstein is an ex officio member of the Miles Community College Board of Trustees and 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 to provide effective leadership for the College. The administrative staffing pattern meets the needs of the College and falls within budget constraints. All of the Vice Presidents hold at least Master's degrees in fields appropriate for their division.

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's Mission and Core Themes.

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 H Drive. The faculty can access the 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

The Miles Community College website located at www.milesc.edu contains a link on the front page, under campus services, to the library. Under this link, a patron or student can find documentation of the library policies.

Library policies which are under revision during spring 2015, will be posted publicly on the new website by the end of the fiscal year in June 2015. Policy development will ensure that library resources are distributed adequately according to the needs—first of students and faculty, then to the staff of the college and finally to the community as directed by Board policy. Policies are also designed to provide a generative learning environment in a safe and functional space while utilizing technology to meet the expectations of an expanding world. They are intended to focus on the demands of the educational institution first and the operation of the facility next, and to recognize that as a community college, we are also available for constructive public use.

Policy changes may be reviewed by the college community when appropriate, posted publicly within the library when needed, and when finalized will be posted on the website policy and procedures information link. It is the responsibility of the Library Director to ensure policies are appropriate and enforced.

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 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 must 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 also required. Transfer of nursing credits is approved 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 at the following link: <http://content.milesc.edu/DownloadFiles/StudentHandbook.pdf>.

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 to 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 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 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, MCC culture, expectations, and campus safety. On the first day of employment, new employees meet with the Executive Director of Human Resources and Compliance, 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 Executive Director of Human Resources and Compliance 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 Enrollment and Student Success 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 returned 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 Student Handbook & Day Planner. 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 Executive Director of Human Resources and Compliance 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 Continuing Education 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://content.milesccl.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 Continuing Education 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 registered nursing program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), and our phlebotomy program accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). We provide comparable contact information for ACEN and NAACLS.

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 300.4 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 undertaken. 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 thirty-eight full-time staff members, twenty-one full-time faculty members, nine permanent part-time staff members, along with a varying number of adjunct faculty and community enrichment 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.pdf>).

Miles Community College employs qualified personnel who are willing to uphold the College's Mission and Core Themes. 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.milesc.edu/Employment/>). After that time, the position descriptions are available through the Executive Director of Human Resources and Compliance.

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.

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.

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 Accreditation Commission for Education in Nursing, 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.

2.B.3 Opportunities for professional growth and development

Miles Community College fosters institutional enhancement through 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-one 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 identify 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.

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 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 Distance Education Director verifies the problem and reminds the instructors that they need to not only log in, but also actually teach their online section. The Distance Education 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 identified learning outcomes; consistent with program content in recognized fields of study

Miles Community College currently offers five certificate and six certificate of applied science programs, nine 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 of the associate of applied science degrees have an advisory board to 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 instruction courses that meet NWCCU accreditation requirements and that align with the amount and level of general education or related instruction 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 appear 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, which is available at the following Montana University System link: <http://www.mus.edu/Qtools/Degrees/quicksrch.asp?cam=Miles+Community+College°=%25&maj>. 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 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 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 verifies that the degree programs have program learning outcomes articulated.

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 presented 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 changes 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 semester 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 class must incorporate a lab.)
Social Sciences/History	6 semester credits
Mathematics	3 semester credits
Communication	6 semester credits (Written Communication & Oral Communication)
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 Montana University System 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>.

Miles Community 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	Most 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	To fulfill the General Education requirement, the math class must have M095 Intermediate Algebra as a prerequisite.

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	N/A	3	The College determined all students in today's economy must have a solid background in computer education.
First Year Pioneer	N/A	1	As part of the College's student 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 the College's student 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 catalog, which 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 18 years or older are admitted to the College if they have a high school diploma, GED or equivalent, 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 an associate 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 vetted and approved by the Academic Standards and Curriculum Committee, which includes six faculty members. Once approved by the Academic Standards and Curriculum Committee, curriculum proposals are submitted to the College President for final approval.

Likewise, 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 serve on the hiring committee for any new program instructors.

Faculty members consistently serve on 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 who share curriculum are also part of the committee. A faculty member's request to be part of a hiring committee will be considered, provided there is no conflict of interest with the candidates and there are openings on the committee.

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 accessible 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 granted access 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

Faculty are encouraged to create assignments which necessitate using the library resources. Some faculty will hold classes or study periods in the library. The Library Director is the facilitator for the needs of the educational community, creating a Knowledge Commons for the benefit of student and faculty sharing of information and ideas, providing resources through on-campus and off-campus partnerships, and developing partnerships that will bring resources to the college environment that will meet the needs of students and faculty. The Library Director is invited into First Year Pioneer sections to review the library procedures for procuring resources and citing work. The Library Director is available to assist students and faculty as needed.

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. Therefore, 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 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' courses from accredited institutions and for which they earn a "C-" grade or higher in areas applicable to their major course of study will be awarded credit on their Miles Community College transcript. Courses passed with a "D" grade are not accepted. This policy is consistent with Montana Board of Regents Policy 301.5.3 – Minimum Course Grades. That policy is available at the following link: <http://www.mus.edu/borpol/bor300/301-5-3.pdf>. Transfer grades are not calculated in the Miles Community College grade-point average.

Lab sections may not transfer independently 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

General Education

The Miles Community College “Institutional Philosophy of General Education” (2014–2015 Catalog, p. 56) 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.

Related Instruction

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. In support of this accreditation requirement, 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, and subsequently accepted by the NWCCU Board of Commissioners, includes identifiable and assessable learning outcomes that are linked to the College's Mission Statement and Core Themes. Outcomes are enumerated and assessment is conducted at three levels:

1. The macro-level of assessment, which focuses on the overarching outcomes of the General Education program;
2. The medial level of assessment, which focuses on the general outcomes of each General Education core area; and
3. The micro-level of assessment, which focuses on the specific outcomes 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, 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 COMX 115 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 Dean of Workforce Development and Continuing Education is continually seeking new offerings. 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 Dean of Workforce Development and Continuing Education 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 is required in order to receive a passing grade. All credit-bearing coursework must be approved by the Academic Standards and Curriculum Committee.

The Dean of Workforce Development and Continuing Education and the Distance Education Director, acting under the direction of the Vice President of Academic Affairs, oversee 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.

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 for workforce development and continuing education 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 enrichment 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 Workforce Development and Continuing Education 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 the report comparing this data for the past ten years is available at the Office of the Vice President of Academic Affairs.

Credit Hour Policy

The Miles Community College Board of Trustees adopted the following Credit Hour Policy at its September 22, 2014, meeting:

300.3 Course Credits

Definition

The College shall comply with the Federal definition of a credit hour by adhering to the following specifications:

1. One hour of classroom, online, or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
2. One semester credit hour for each 30 hours of laboratory work plus necessary outside preparation or its equivalent, normally expected to be 15 hours; or
3. One semester credit hour for not less than 45 hours of clinical/internship/practicum/independent study instruction (contact hours) or the equivalent.

Compliance

1. The Academic Standards and Curriculum Committee shall be responsible for ensuring that classes meet the above-enumerated specifications as part of the review and approval process.
2. The College Calendar Committee shall be responsible for ensuring that the academic calendar allows for sufficient class sessions when preparing the academic calendar.

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, during 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 HiSET (formerly 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 qualify due to the monetary element that exists at each 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 to 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 (see <http://content.milesc.edu/DownloadFiles/CampusSafetySecurityFireReport2013.pdf>). 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 an important part of the new student enrollment process, the traditional student recruitment and admissions 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 to the Associate Degree Registered Nursing program, as does the Heavy Equipment Operations program for the Certificate of Applied Science.

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, is covered extensively during the SOAR sessions, within the college catalog and Student Handbook, 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, and Wyoming.

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 policies are in place to ensure student success. One example was the closure of the Health Information Technology programs, effective end of spring 2011 semester. 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 regarding 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. 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 College resumed publishing biannual catalogs after the 2010 – 2011 academic year. 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. 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 Enrollment and Student Success 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. The default rate for 2010 marked a significant increase compared to prior years. The increase is in line with other increased default rates within the state and nationally. The conversion to Direct Loans in 2008 led to many servicing complications for students who entered repayment in 2010. MCC has since placed greater emphasis on exit counseling and financial literacy. A financial literacy plan was created and a part-time financial literacy program coordinator was hired in September of 2014. The most recent default rates are listed in the following table:

Financial Aid Default Rates				
2007	2008	2009	2010	2011
2.5%	3.7%	2.6%	9.2%	13%

On-campus exit counseling is provided at various times during the final weeks of each semester. The Financial Aid Director and Financial Literacy Program Coordinator facilitate all entrance 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 an entry advisor 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 Phi Theta Kappa, Student Ambassadors, Rodeo Club, Ag Club, Campus Ministry, and the Multicultural Club. The core themes of Student Success and Community Enrichment 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 Enrollment and Student Success. 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 Enrollment and Student Success, 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 and Core Themes. 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 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 and financial aid application 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 (Student ID) is created and used to identify the student. This unique Student ID is coupled with a password known only to the student. The Student ID and password are used to access Banner and the eCollege course system. Since the Student ID is connected to the SSN, the Student ID is a verifiable form of identification. Furthermore, because the SSN is not the Student ID and shares no identifiable characteristics, the student's privacy is protected. College faculty and staff follow FERPA guidelines for the maintenance and destruction of student records, including the records of distance education students.

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 that the student who 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 who 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 who 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.

Record of Student Complaints Policy

In accordance with USDOE regulation 602.16(a)(1)(ix), Miles Community College makes available an account of the student complaints it has received, its processing of those complaints, and how that processing comports with the College's policies and procedures on the handling of grievances or complaints. The College's record of complaints is maintained in the office of the Vice President of Enrollment and Student Success.

The process for filing a complaint is delineated on the College web page at the following link: <http://content.milesc.edu/DownloadFiles/ComplaintProcess.pdf>. In addition, the 2014 – 2015 Miles Community College Student Handbook and Day Planner, pages 139 – 155, provides detailed information regarding Student Conduct Expectations; Discrimination, Harassment, Sexual Misconduct, Domestic Violence, and Stalking; Academic Standards; and Information Technology Student/Guest Acceptable Use Agreement and Related Policies. This same information is also available online on pages 28 – 45 at the following link: <http://content.milesc.edu/DownloadFiles/StudentHandbook.pdf>.

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 maintains a collection of 9,723 print and AV items. This includes 497 reference items; 888 media items (DVD/video/CD); and with access to over 10,841 eBooks through our partnership with **MontanaLibrary2Go**. The Library subscribes to 20 periodicals and newspapers. The study level of the collection is adequate to support undergraduate instruction, as well as sustained independent study, and is at appropriate reading levels to introduce readers to the core curriculum as well as our outreach and community programs. We check out and ship materials to distance students.

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 169 multi-type libraries and growing) with access to over 900,000 titles with a total of 3,900,000 copies;
- **The Partner Group**, which includes 31 libraries with 790,503 titles and 904,197 copies. Our membership means that if the item is on the shelf, it will be delivered to the college library.
- **The Montana State Library**, which provides access to the EBSCO databases for all Montana citizens, include the following:
 - EBSCO databases includes access to 31 databases.
 - The Montana Memory Project, which houses the Montana Digital Collections,
 - The Montana Shared Catalog, and
 - eBooks, formerly NetLibrary

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, academic resources, writing assistance, and preparatory testing materials

- **OCLC and Worldcat** – extended ILL services nationwide

- **The American Indian Experience**, a database of historical and contemporary information about Native issues and historical events.
- **World Book**
- **Alldata** Auto Mechanics OEM information.

Other Online Resources

The Judson H. Flower Jr. Library is in the process of redesigning its web services. The concept behind the new web design is to make the resources available to students and faculty more visible through buttons linking to the available sources of electronic information. The new design will facilitate use by all students and provide for improved access to resources for online students.

The Library Director is looking at partnerships with other academic libraries within Montana that will provide additional online resources. A new association of academic libraries created in 2014 presents the opportunity to share online resources that it would be difficult for a college of our size to procure independently. The group is in the process of formally establishing a consortium. The Library Director will continue to participate and investigate the potential for full or partial involvement with the group, or through individual academic libraries to provide additional online resources. Further detailed evaluation will proceed in April, 2015 at the next full meeting of the academic libraries group, during which they plan to discuss the organization of the consortium and the results of their application for legislative funding. MCC's Library Director has been added to their group email list.

Physical Environment

The Judson H. Flower Jr. Library is in the process of creating a Knowledge Commons. The Library currently includes two study rooms 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. Recently the addition of a television in the main area of the library provides current news coverage and weather information to encourage students to keep abreast of local and world events. The Library encourages interaction to inspire the Knowledge Commons concept of learning by social interaction and facilitation.

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

The Library Director created an informal Library Development team to get feedback on ideas and assist in planning for the library and information resources needed by the college faculty. This group meets as needed. There are eight members of the Library Development team, representing each area of instruction, creative input, and administrative information.

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. To this end it is vital to maintain and encourage faculty input into collection development and library services. Electronic and other non-print formats are being continually assimilated, complementing the collection of books, periodicals and other physical formats, and frequently purchased at the request of faculty or staff to supplement their classroom resources.

Data are collected and measured to evaluate basic uses of the library including circulation and visitation numbers. These are simple guides to the overall impact the library is to have on the academic community, and are not strict cumulative representations of the multitude of ways in which the library is to become a hub of learning for the college. Data and any collegiate feedback will be used to guide the strategic planning development for the library. A ‘state of the library’ report will be used annually to chart the success of implemented programs and plan for the future direction of the library within the college’s mission.

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

The Library Director provides instruction and support through participation in classes or in special presentations as requested, as needed and as time permits. Participation in First Year Pioneer programs and SOAR has continued, as well as faculty training in library resources and roles of the library within the academic community. Library staff are also responsible for providing one-on-one and group instruction or assistance within the library to students and faculty on topics needed to support the curriculum and information needs of the academic community.

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

The Library Director is responsible for maintaining the quality, adequacy, utilization and security of the library and its information resources. An annual state of the library report is issued at the end of each fiscal year. The report is used to determine areas of success and needs for development. The Library Director presents and discusses the findings with the Library Development team and the Vice-President for Academic Affairs. The Library Director then incorporates the information in the Strategic Plan for the new fiscal year.

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://leg.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 necessary 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, and 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, 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 typically starts with the Vice President of Administrative Services and Finance and the Budget Committee soliciting and gathering feedback from faculty and staff regarding budget investments and spending priorities. This information is gathered, placed in a worksheet, and reviewed by the Budget Committee. In AY 2014-15, the President created the Executive Budget Committee designed to meet bi-monthly and discuss budget investments, priorities, and potential reductions, as well as review the budget investment 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. During the budget planning process, a budget scenario worksheet is developed and initially reviewed by the Executive Budget Committee. Scenarios are developed based on potential funding levels from state allocations, changes in tuition increases and enrollment, and budget investments as identified from the worksheet. This allows the Executive Budget Committee to analyze potential reductions, review and decided on tuition levels, decide on which investments to move forward, and establish a balanced and healthy budget. Once this has been vetted, the President then meets with various committees and hosts an open forum to discuss various scenarios, provide legislative funding (state) updates, and collect additional feedback. After additional changes have been determined by the President and the Executive Budget Committee, the preliminary budget is then presented to the Board of Trustees for review in May or June. Questions and feedback are provided at a public hearing conducted by the Board. Needed changes are made between first and second reading by the Trustees, 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://leg.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 and Core Themes developed by its stakeholders. These guiding statements inform stakeholders as they update the budget and prioritize requests and project proposals, which are deemed either short-term projects that can be addressed immediately or long-term projects that require 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. 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://leg.mt.gov/bills/mca/20/15/20-15-229.htm>).

The College undergoes a financial audit annually and a federal audit every other year conducted by 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 Conflict of Interest Forms, 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 copies of Form 990. The Public File is kept in the office and is 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 ensures 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 donation's value and any other forms or requirements that are designated with the gift.

Fundraising at the MCC campus is a tactical progression that requires cooperation among 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 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
1997	2,912	Quads	Three buildings consisting of four two-bedroom apartments that hold up to four residents
1997	1,760	Commons Building	Recreation room, study room, laundromat for dorm residents
2003	26,500	Pioneer Hall	Two-story suite-style residential hall

Over the years Miles Community College facilities have expanded to 139,025 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 last 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 – 4.

As a result of the development of the College's Core Themes, 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.

In 2014 the College entered into a discussion with Stevenson Design regarding the process for developing a Facilities Master Plan.

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 and Core Themes. 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 prioritized 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 replacement 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 and Core Themes.

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.

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 evolve, 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 and Core Themes. 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 Distance Education Director, 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. 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 and Core Themes. 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.

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CHAPTER 3



CHAPTER THREE: INSTITUTIONAL PLANNING

3.A– Institutional Planning

MCC has demonstrated a strong commitment to the ongoing engagement in campus-wide strategic planning efforts and to the alignment of the College’s goals with its mission statement and core themes. Planning efforts have evolved due to new leadership and Trustee direction, but the foundational underpinning remains focused on campus involvement, a comprehensive review, integration in all aspects of the College’s educational and operational efforts, and assessment.

Historical Context

Without stretching too far back into the College’s history, we shall contextualize the College’s current planning processes by first noting the monumental initiative that took place in 1998 when then-retired president Judson H. Flower Jr. led the development of the College’s Long-Range plan to bridge the 20th and 21st Centuries. Subsequently, as part of the College’s preparation for its 2001 Interim Report, a new paradigm for institutional planning was implemented to encourage planning and goal-setting at both the institutional level and the divisional level. That paradigm consisted of four Institutional Goals with corresponding outcomes/objective, along with indicators, responsible participants, and assessment methods.

In the fall of 2005, the College revised its Mission Statement and established Strategic Initiatives, which then became the basis for strategic planning at both the institutional and divisional levels. The process became even more refined beginning the fall of 2007 when then-President Stefani Gray Hicswa, who had just completed her first year in office, began the practice of convening a president’s cabinet retreat to review past accomplishments, consider current needs and challenges, and establish tactics and outcomes for the upcoming year. Each tactic was attached to one of the College’s Strategic Initiatives.

In the spring of 2014, the recently appointed president, Dr. Stacy S. Klippenstein, convened the president’s cabinet in a half-day retreat to review his vision of Miles Community College so that the cabinet members could then engage in strategic planning that aligned with his vision of the College. At that time, the consensus of the president’s cabinet was that strategic planning needed to revolve around the College’s Core Themes instead of the previously established Strategic Initiatives so that institutional planning and assessment would be better aligned with the expectations articulated in NWCCU’s revised standards and evaluation process. Therefore, various objectives, action items, and indicators are identified within each core theme and now serve as the basis for assessment. In addition, the Board of Trustees meets twice a year to discuss the direction of the College and to set priorities, based on strategic plan and core themes, for the President to pursue with College personnel. This allows the College to maintain consistency with annual strategic plans and goals. The strategic plan, core objectives, and action items are reviewed and updated annually. Institutional planning efforts will continue to evolve as the new leadership assesses overall planning effectiveness, the need for visioning beyond one year, and inclusivity.

3.A.1 Ongoing, purposeful, systematic, integrated, and comprehensive to ensure mission fulfillment; implementation and communication of plans with appropriate constituencies

Although there has been a change in leadership and an evolving planning process, the annual creation and review of institutional plans have remained ongoing, purposeful, integrated, systematic, and comprehensive. Here are examples that indicate the continuous effort to meet accreditation and College standards, with more detail to follow.

- **Ongoing:** The evaluation of identified indicators for each core theme and core objectives is increasingly ongoing now that the strategic plan is reviewed and assessed annually, and the action items are connected to the College's core themes.
- **Purposeful:** Beginning 2014, a new focus on establishing specific core objectives and action items for each Core Theme has led to a more purposeful process and set of outcomes.
- **Integrated:** Now that annual strategic plans are connected to core themes, the process, evaluation, and formation is more integrated with annual assessments, goal attainment, governance, mission, and direction of the College.
- **Systematic:** The review and assessment of the strategic plan, core objectives, and indicators is now more systematic. The creation of an annual plan now commences six months prior to the next academic year and is reviewed by all campus employees during spring semester convocation and all employee meetings throughout spring semester. Likewise, the Board of Trustees reviews during a winter retreat, typically in February, with final review during a summer retreat. The annual strategic plan is now assessed at the end of each semester, and newly formed Student Success Measures are also evaluated each semester.
- **Comprehensive:** As addressed above, the establishment and evaluation of the annual strategic plan, core objectives, and action items is now more connected to College's core themes and that mission statement through systematic and systemic approaches involving the campus community, president's cabinet, and Board of Trustees. It involves bi-annual evaluation processes, assessment of indicators, and assessment of alignment with College's Core Themes.

As will be described in Chapter Four, assessment of the academic programs of the College takes place through the General Education Assessment Plan and through the assessment processes of each of the professional-technical programs. The General Education Assessment Plan examines the transfer classes from three different perspectives: macro-level, medial level, and micro-level. The professional-technical programs use metrics in job placement, employer satisfaction, student satisfaction, success with licensure and certification exams (when available), and feedback from advisory committees.

To summarize, Miles Community College has used this regular and systematic approach to annual strategic planning and identifying key indicators to track and assess. This approach generally has started at the President's Cabinet level and is designed to allow various constituents on campus and by division to evaluate and share thoughts. Also, the Board of Trustees has the opportunity during annual retreats to

reflect and adapt based on its desires. In 2014, the Board of Trustees fully reviewed the 2014-15 annual strategic plan and the Student Success Metrics identified in Core Themes One and Two. In addition, the Quality Control Committee—three Trustees and the President—reviews the various metrics and strategic plan activities monthly. During all-employee meetings and convocations, the strategic plan is shared.

The administration communicates its plans with appropriate constituencies in the following ways:

- **College Convocation:** At the beginning of each semester the President convenes all employees for the College Convocation. At the Fall Convocation, the President presents his State of the College Address, which includes the current priorities indicated in the strategic plan. Furthermore, the Vice Presidents and other invited presenters review the accomplishments of the past year and the priorities for the upcoming year in their respective areas.
- **Monthly All-Employee Meetings:** Each month, typically the Friday before the monthly Board of Trustees meeting, the President convenes an all-employee meeting so that the President, Vice Presidents, and other presenters can share updates regarding accomplishments and issues that have occurred and priorities and issues that lie ahead.
- **Board of Trustees Meeting Packet:** Prior to the monthly Board of Trustees meeting, the Executive Assistant to the President emails the Board of Trustees meeting packet to all employees and the local newspaper. The packet includes the following:
 - Meeting Agenda
 - Monthly written reports from the President, Vice Presidents, and Student Senate President
 - Budget spreadsheets
 - Expenditure spreadsheets
 - Supporting documentation for proposals under consideration

The College's administration and Board of Trustees thereby strive to be as transparent as possible so that employees have the opportunity to be informed of decisions that are made before they appear in the press. There are also methods in place to review and assess annual goals with various constituencies inside and outside the college in order to improve services, program delivery, curriculum alignment, and data collection. Current methods of review include:

- Meetings with Program Advisory Boards
- Use of Administrative Council
- Division meetings and goal development
- Sharing economic impact data with the Miles City Area Economic Development Council.
- Annual reports to all Custer County residents
- Periodic editorials in the Miles City Star

Part of this evaluation and sharing plan is to ensure that MCC is adaptive to the needs of the community and is transparent with annual planning initiatives and desires, which are also vetted and approved by the Board of Trustees. Utilizing external audiences, or our local district tax-payers, to share and collect feedback regarding institutional planning means MCC remains committed to systematically and comprehensively monitoring and adapting plans to the betterment of the College.

Miles Community College also will engage in long-range planning initiatives to help bring focus to institutional goals beyond annual plans and bring more vision to the four core themes and mission statement of the College. To do so, President Klippenstein will create a Vision 2020 Steering Committee, which will consist of representatives of all constituent groups related to MCC with a draft completion, including a current situational analysis, by November, 2015. The Steering Committee will consist of four separate sub-committees, each assigned to one of the College's Core Themes, and items from the Enrollment Action Team (EAT) created to develop the College's Strategic Enrollment Plan (SEP). Enrollment planning, student success, academic excellence, workforce training and partnerships, and community enrichment will be major categories of the plan.

As mentioned above, Miles Community College will continue to develop a comprehensive strategic enrollment plan that will help address action items associated with various Core Themes, indicators and Student Success Measures. The plan is currently under construction and will include recruitment, retention, academic prioritization, resource allocation, enrollment goals, and return on investment categories. All items will align with annual strategic objectives and action items and will maintain focus on the College's mission statement. Various constituent groups are included in the Enrollment Action Team. This group is instructed to build the strategic enrollment plan. Those groups include faculty/division chairs, academic affairs and workforce development, admissions and financial aid, marketing, institutional research, and business operations.

3.A.2 Comprehensive, broad-based, and inclusive of appropriate constituencies

As is required in all strategic planning processes, College leadership is committed to involving various constituent groups in the many aspects of the setting and assessing of institutional goals. This includes individuals related to instruction and academic program development, workforce training and community education, enrollment management, operations, and facilities. As part of the governance structure, the MCC President maintains accountability for the process. However, as a commitment to the shared governance process and inclusion of the Board of Trustees, the process and inclusiveness must include student, faculty and staff representation to assure appropriate and timely feedback from the previously identified important constituent groups. It also requires the Vice Presidents to share, monitor, and assess achievement of annual core objectives and action items with division team leaders. Beginning fall semester 2014, the new President developed a shared governance team consisting of the ASMCC president, the faculty association president, chair of the classified staff group, and the Vice Presidents.

The institutional planning process at Miles Community College has always remained comprehensive and sensitive to the need to include appropriate constituent groups. While the identification of annual core objectives and action items has been shifted to align more with the four Core Themes of the College, the implementation has also changed slightly since 2000. In 2006, with the change in leadership, the planning process has become more inclusive of various constituent groups, more open during the planning process, and includes more involvement from the Board of Trustees. In 2014, President Klippenstein, as the new president, made every effort to include past strategy development techniques but also attempted to involve the Trustees in more inclusive dialogue during retreats. It is fully anticipated that as MCC adapts to new leadership, the process will become more visionary and long-range, and it will include a process that involves more members of the campus earlier in the planning process. However, one common thread over the years is the use of the Mission Statement as the instigator of new objectives and action items as well as fiscal alignment.

It is necessary during any planning process, to conduct a comprehensive and broad-based review to review external influencers that will either impact the mission of the College as well or assist in future planning activities. For MCC, some of the external influencers include MUS initiatives such as dual enrollment, financial literacy, veteran support services, Perkins Grants, Complete College Montana, and TAACCCT 3 and 4 Grants (Trade Adjustment Assistance Community College and Career Training Grants Program). Miles Community College has utilized these initiatives and aligned them with College specific objectives and each of the Core Themes. However, to fully assess needs of the region and service area, in 2014 MCC contracted with EMSI (Economic Modeling Services International.) to conduct an economic impact study, a workforce and educational alignment gap analysis, and gain access to an analyst product that allows MCC to evaluate workforce needs over the next 10 years. These data will provide necessary information pertaining to academic program alignment with workforce advancement. In turn, the data will provide new external insight into future planning needs. This will connect directly to all Core Themes and will help us enrich outcomes associated with the mission statement.

Also, as part of the external review, MCC is actively involved in the Miles City Area Economic Development Council (MCAEDC) to connect with various industry leaders and identify local gaps in career planning and skill development.

To build a broad-based planning process and maintain constituent involvement, MCC has utilized various groups to create, evaluate, and assess institutional objectives and outcomes. Those groups include the following:

- Administrative Council
- All-Employee Meetings
- Faculty Association
- Labor-Management Team
- Budget Committee
- Division leadership
- Board of Trustees
- Program Advisory Boards
- Associated Students of Miles Community College

On January 9, 2015, at an all-employee meeting, the President disseminated a draft of the 2015 – 2016 Strategic Plan that had been prepared by the President’s Cabinet during its December 2014 planning retreat. The employees were randomly divided into four groups and assigned a Core Theme to discuss and provide feedback to the President regarding the Core Objectives and Action Items that had been developed for each Core Theme. This same process will be repeated at future all-employee meetings during the spring 2015 semester so that the employees have a chance to review and discuss other Core Themes.

3.A.3 Informed by the collection of appropriately defined data to analyze and evaluate mission fulfillment

Data and analysis are important to any institutional planning process. Utilizing the data to assess achievement, gaps in performance, or even failure to meet desired goals is paramount to any successful plan. During the institutional planning process and Core Theme development, it was determined that to accurately measure success, and ultimately mission fulfillment, indicators needed to be developed. Therefore, Miles Community College has identified 20 indicators that are clearly aligned with evaluating Core Theme and mission fulfillment. Those indicators are included in Chapter One – Mission, Core Themes, and Expectations; and Chapter Four – Core Theme Planning, Assessment, and Improvement.

There are other important assessment tools required to assess annual achievement and help create new objectives and action items. At MCC, many institutional assessment techniques and tools are utilized annually, including two new tools to measure students' understanding and behaviors surrounding sexual conduct and alcohol consumption. Here is a list of tools utilized:

- General Education Assessment Plan
- Student Focus Groups (2014)
- Graduate Survey for Career and Technical Areas
- Qualitative assessment from Advisory Boards
- Employee Satisfaction Survey
- Status updates from annual Strategic Plan
- Student Satisfaction Survey
- Budget alignment techniques, which include prioritization
- Student Success Measures now in place
- AlcoholEDU and Haven (sexual misconduct training)
- CCSSE instrument, to be administered in Spring 2015

Utilizing the data to “close the loop” in the planning process is necessary. MCC utilizes all assessments to measure success and gaps in performance in order to correct or sustain initiatives the next year. During the 2014-15 academic year, various new assessment were introduced, including the Community College Survey of Student Engagement (CCSSE). MCC will be diligent in evaluating CCSSE results to improve student engagement and identify new initiatives for 2015-16. Likewise, the new AlcoholEDU and Haven data will allow MCC the opportunity to review student behavior and beliefs regarding alcohol consumption and appropriate sexual conduct. Data collected will assist MCC in developing new orientation, student activities, and residence hall programs. Also, during spring semester 2014, MCC leadership conducted a student focus group to analyze student services, faculty/student engagement, and educational services. Data that were gathered assisted the various Vice Presidents in adapting and adopting new initiatives to correct perceived gaps in service or learning.

At the beginning of each semester, the Vice President of Academic Affairs convenes a meeting with the Associate Dean of Academic Affairs, Director of Distance Education, Vice President of Enrollment and Student Success, Dean of Enrollment Management and Educational Support Services, Division Chairs (General Education, Professional-Technical, and Nursing), and Academic Affairs Technician to review enrollments in all of the classes. In cases where enrollments are low, discussions take place to determine whether the class needs to carry or be cancelled. In programs that are under-enrolled, the Vice President

gives consideration to whether or not a program needs to be terminated or placed on temporary moratorium. Every effort is given to enhance marketing efforts and to work with advisory committees of under-enrolled programs to determine what can be done to bolster enrollment.

3.A.4 Articulation of priorities that guide decisions on resource allocation and application of institutional capacity

Assessment is paramount to the success of the College and is instrumental in all institutional strategic planning processes. As part of the institutional planning process for Miles Community College, indicators are identified and monitored annually. This is done in various areas, such as general education, student satisfaction, learning outcomes, and all enrollment data required by IPEDs and the Montana University System. Beginning in 2014, MCC adopted, with Board of Trustee approval, a set of Student Success Measures, see following link, beginning at slide # 32: (<http://content.milescc.edu/DownloadFiles/Convocation2014.pdf>), which track annual goal achievement in various areas related to enrollment, retention, financial assistance, learning outcomes, civic engagement, workforce development, and athletics.

As the College identifies annual strategic plans, the process includes fiscal alignment in the budget planning process. Utilizing a campus-wide budget committee, the executive budget team, the Board of Trustees Finance Committee, and Vice President of Administrative Services and Finance review all budget allocations and investments to ensure that they are aligned with the Core Themes and their respective objectives. This analysis includes resources related to facilities, staff, faculty, financial aid, technology, equipment, and professional development.

Miles Community College has been committed to continuous engagement in strategic planning initiatives and assessment techniques in order to enrich the educational and student life environment. Various methodologies have been used since 2000, including the involvement of many constituent groups. Although evidence of long-range planning initiatives has been limited over the past eight years, annual planning has existed and fully aligns with the College's Mission and Core Themes as a foundation of future thinking, performance measurement, and institutional oversight. The recent transition of campus leadership has brought greater focus on evidence-based and data-informed decision making, especially related to academic excellence, learning outcomes, enrollment enhancement, fiscal planning, and overall student success. MCC remains committed to achieving all requirements associated with institutional planning guidelines as specified by NWCCU. Equally important will be the continuous establishment and review of more discreet forms of planning at various levels, including division and department plans.

Establishing and communicating priorities has been an ongoing process at Miles Community College. Since 2006, MCC has utilized a few different processes to help identify priorities and assure fiscal alignment. Most has occurred using the Budget Committee and President Cabinet to review and ensure alignment with annual strategic plans. However, the new president has recognized the need to improve the long-range planning process, including how to prioritize needs and align fiscal allocations based on those priorities.

As MCC continues to focus on institutional planning and mission fulfillment, budgetary decisions are based on the annual strategic plan and budget prioritization process. These include needs associated with enrollment planning, academic excellence, personnel, organizational structure, facilities and technology,

and all core objectives as outlined in the annual strategic plan. During the budget planning process in the fall semester, the Budget Committee and Vice Presidents analyze previously identified investment needs, identify new needs based on strategic plans, and begin to prioritize needs utilizing assessments associated with the annual plan. The main goal is to align all allocations to fulfill the mission of the College.

As one example, the Budget Committee has identified various facilities and technology-related priorities. Based on those priorities, and in conjunction with strategic plans, decisions have been made to make appropriate upgrades to classroom and lab facilities. These include the purchase of new simulators in the Nursing lab and new simulators for the Heavy Equipment Operations and CDL programs. Because the advancement of workforce training initiatives to meet the growing needs in eastern Montana and western North Dakota were important elements to Core Theme and mission fulfillment, it was easy to identify, through the budget review and allocation process, equipment needs and expend funds appropriately.

Likewise, the need to assess future workforce needs and academic alignment were considered important. Therefore, the contract with EMSI was deemed necessary and funds were appropriately allocated. This helped MCC achieve action plans focused on Core Theme 4: Community Enrichment and Partnerships.

To help ensure that annual budget and all identified allocations align with mission fulfillment, the Board of Trustees and the Trustee Finance Committee review and approve all general fund budget requests, including tuition, fees, and room and board plans. The Board of Regents for the Montana University System have final budget approval authority, which is usually granted in September each year.

As stated earlier, as MCC moves forward, the long-range institution planning process will help guide all other planning processes, which will lead to a clear alignment with annual allocations. This would include the strategic enrollment plan and the facilities master plan. Similarly, the process will be used to identify potential budget reductions that may be necessary on the basis of projected shortfall or a need to realign allocations to accomplish more desired goals.

3.A.5 Inclusion of contingencies for emergencies and planning for continuity and recovery of operations in the event of catastrophic events that significantly interrupt normal institutional operations

Miles Community College has multiple resources in place to provide the basic administrative structure and protocols necessary to cope with emergencies that might occur on campus. The College's Campus Safety Committee meets throughout the year to review the campus's Emergency Procedures Document. The Information Technology (IT) Department, Maintenance Department, and Student Services Department are responsible for maintaining other components of campus safety, such as contingency planning for technology and information systems on campus as well as emergency alert systems and activation.

The College's Emergency Procedures Document exists to cover emergencies that could occur on campus. The document, which is a flipchart with labeled tabs for each emergency incident, provides a single-source of information to protect employees, students, and visitors during emergency situations. Copies of the Emergency Procedures Document are placed in each employee's office as well as each classroom on campus. Within the document, procedures are categorized by color to provide employees, students, and visitors instructions on what to do in the event of emergencies such as the following:

- Medical Emergency
- Weather-Related Emergency
- Chemical Spill
- Criminal Behavior
- Civil Disturbance
- Disruptive Behavior
- Fire Procedure
- Utility Failure
- Active Shooter Protocol
- Bomb Threat

The Emergency Procedures Document has been reviewed by faculty and staff to ensure that the procedures reflect current conditions of the campus and identify responsible personnel. During the January 2013 All-Campus Convocation, the faculty and staff were given copies of the then-current Emergency Procedures Document for review and comment. From that meeting, comments for improvement of the document were collected. During the August 2013 Convocation, table-top exercises were conducted and the safety procedures within the Emergency Procedures Document were again reviewed. In January 2014, a newly-revised Emergency Procedures Document was distributed during Convocation. The new document contains updated procedures as well as updated rosters of key staff who are responsible for activating emergency responses on campus depending on the emergency situation.

Because Miles Community College does not employ campus security, efforts have been made to reach out to the Miles City Police Department. An official Memorandum of Understanding has been started with the goal of having the MOU completely in place by Fall 2015. Because the MCPD offices are located within two blocks of MCC's campus, they are quick to respond to incidents. They continue to be a strong partner for MCC.

In addition, fire drills are conducted once a semester in Pioneer Village. At least one of these drills involves inclusion of the local Fire Department. A fire log is kept in the Vice President of Enrollment and Student Success's office. Miles Community College began participating in Montana's state-wide Great Montana Shake-Out Earthquake Drill held in October 2014 and will continue to do so in the future. The Emergency Alert System, Rave, has been implemented and is the college's notification system that broadcasts alerts of any kind through social media, e-mail, and text messaging. Miles Community College has a phone system that acts as an intercom system in the event of emergencies, through which alerts and code words can be broadcasted across campus to alert faculty, staff, students, and visitors to emergency situations.

Departments across campus continue to work and define processes that would enable the college to continue with operations to the extent possible during a catastrophic event. The College operates with redundancy of Internet through two different providers to ensure that faculty, staff, and students have access to online data and resources. A backup site housed outside the main administrative building backs up all institutionally-related data and services including the H drive, website, and e-mail, ensuring that data can be recovered if a fire or other emergency destroys the main server on the main campus.

In addition to the backup site for the H drive, Miles Community College's Learning Management System, Banner, is housed on a server at the University of Montana in Missoula, Montana. Redundancy and back-up of data are performed by the IT staff at the University of Montana. In the event that a major emergency or interruption occurs at Miles Community College or the University of Montana, faculty, staff, and students will still be able to access Banner through their own personal access to the internet.

Miles Community College has conducted an internal redundant power review. Currently, the College does not have generators to provide back-up power on campus in the event of a power loss. The local power company, Montana-Dakota Utilities (MDU), has given MCC pricing for back-up power to Pioneer Village as well as the main campus. The campus will continue to make this a priority and will continue to strategically save funds to purchase back-up power sources with the first priority being Pioneer Village and then the main campus. Because the Centra's Kailey Gymnasium is a designated fallout shelter for Miles City, potential grant funds could be secured to help purchase redundant power sources for the Centra facility as well as the rest of campus.

CHAPTER 4



CHAPTER FOUR: CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT

Executive Summary of Eligibility Requirements 22 and 23

Eligibility Requirement 22 – Student Achievement

Miles Community College identifies and publishes the expected learning outcomes for its General Education program for the Associate of Arts and Associate of Science degrees. The College also identifies and publishes the expected learning outcomes for the professional-technical Certificate, Certificate of Applied Science, and Associate of Applied Science degree. Likewise, the College's Nursing Department identifies and publishes the expected learning outcomes for the Associate of Science in Nursing degree. The faculty have primary responsibility for assessing and validating student achievement of these learning outcomes.

Eligibility Requirement 23 – Institutional Effectiveness

Miles Community College has identified its Core Themes and has developed Objectives and Indicators of Achievement for each Core Theme. The College assesses the degree to which Core Theme Objectives and Indicators have been achieved and uses the results of assessment to determine the degree of mission fulfillment and to effect institutional improvement. The College periodically publishes the results to its constituencies. The College regularly monitors its external and internal environments to determine the potential impact changing circumstances may have on the College and its ability to ensure its viability and sustainability.

Introduction

The format we have chosen to follow for assessing and analyzing each Core Theme Objective and Indicator is to treat each Indicator separately. In doing so, we begin with the table for each Objective and Indicator, with its corresponding benchmark(s), method(s) of assessment, rationale, and a true-false statement indicating whether or not each benchmark was achieved. We then address each Indicator by including a section on 3.B – Core Theme Planning; followed by 4.A. – Core Theme Assessment; and ending with 4.B – Core Theme Improvement.

CORE THEME ONE: STUDENT SUCCESS

CORE THEME # 1: STUDENT SUCCESS

Core Theme Vision Statement:

At Miles Community College we have an open-door admissions policy. As a result, we embrace the challenge and opportunity of admitting students from diverse educational and socioeconomic backgrounds. Our goal, then, is to identify our students' current level of key academic skills and equip them with the necessary skills they will need to succeed at Miles Community College. In addition, we strive to enhance the students' college experience by providing them with a wide variety of personally enriching opportunities while they are students here. Finally, we are committed to ensuring a safe learning and living environment.

<u>Mission Alignment Statement:</u>	
Core Theme # 1, Student Success, supports the Miles Community College Mission of promoting student success and lifelong learning by equipping students with the knowledge needed to navigate the educational processes and by providing a quality student experience.	
Objective # 1: Equip students with the basic knowledge needed to navigate the educational process.	
<u>Indicator of Achievement 1.A:</u> The College holds mandatory Student Orientation, Advising, and Registration (SOAR) sessions for new students before each semester in order to teach them the essential information needed to navigate the educational process	
Benchmarks: <ul style="list-style-type: none"> • 100% of first-time degree-seeking freshmen participate in SOAR. • One SOAR debriefing occurs each year to determine effectiveness based on feedback. 	
Methods of Assessment: <ul style="list-style-type: none"> • The Dean of Enrollment Management and 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. • Students complete evaluations to assess the value of the SOAR sessions. • The Student Services staff reviews the feedback from SOAR participants and verifies that SOAR sessions contain material necessary for student success in navigating the educational process. 	
Rationale for Objective # 1, Indicators 1.A & 1.B: <ul style="list-style-type: none"> • The retention literature [see http://etorpy.com/Tinto.html] describes a 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. 	
This benchmark was achieved (True or False): True	

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning**
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services**
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services**

Believing that a thorough understanding of college policies, procedures, services, and resources is central to providing a quality student experience, Miles Community College has developed the Student Orientation, Advising, and Registration (SOAR) program to assist students in this process. As Miles Community College strives to equip students with the skills necessary to be successful in college, orientation programs often serve as the initial “kickoff” to this process, providing students with the information necessary to successfully navigate the transition to college and various educational processes. The Miles Community College Strategic Plan, in a core objective focusing on increasing graduation rates

and providing retention and completion programs for at-risk students, specifies a comprehensive orientation program as a key component in helping students persist and successfully complete their program of study.

With these goals in mind, Miles Community College requires all new degree-seeking students to attend a Student Orientation, Advising, and Registration (SOAR) session before registering for their first semester of classes. MCC began offering SOAR sessions in the summer of 2010. Prior to the implementation of SOAR, students would complete placement testing and registration on an individual basis, while a large orientation session was held for all new students the day before semester classes began. While orientation programming that introduced students to campus resources was offered, student attendance and participation was marginal. Attempts at requiring orientation were difficult to enforce, as students had already registered for classes. Large sessions meant that many students and their families struggled to have questions answered, and those who needed more in-depth attention and guidance were left feeling lost or overwhelmed.

With the implementation of SOAR, MCC's student orientation program has evolved into a comprehensive program that serves as an extension of the recruitment and admissions process, while also setting the stage for ongoing retention efforts. In being more intentional about the programming offered and the structure and timing of the events, Student Services staff hosting the SOAR sessions are better able to assist students with their transition to the institution as well as prepare them for the responsibilities that come with being an MCC student. SOAR sessions address many issues and services beyond academic advisement and registration. Programming now includes an introduction to academic and student support services and resources, campus life and activities, and other general campus policies, services and resources. SOAR is housed within the Student Services division (specifically within Enrollment Services/Admissions), but Student Services staff coordinate and collaborate with Academic Affairs and MCC faculty to provide academic advising and advising transition support. Staff from throughout the Administrative Services division also participate in SOAR, providing students and families with information about fee payment and related deadlines, information technology resources, facilities services, and bookstore and dining services.

Students are required to attend SOAR prior to registration. Advising and course registration occur at the end of the day-long sessions. This scheduling was designed with the idea that students benefit from learning more about College processes and procedures before actually registering for classes. Through the SOAR programming, SOAR staff are able to articulate both the College's expectations of students (the student role in the advising and registration process, meeting graduation requirements, the ethical use of technology, financial obligations, and the student code of conduct), as well as the College's responsibility to students: student privacy rights and FERPA, student safety, Title IX-required training and various academic and student support resources.

MCC offers seven SOAR sessions throughout the summer and two before spring term, capping registrations for each at 25 students. The smaller sessions allow SOAR/Students Services staff and academic advisors to be responsive to individual student and family needs. The smaller sessions, combined with the programming and instruction offered prior to registration, allow new students to make more informed decisions in their selection of courses. An online version of SOAR is available for students who plan to enroll in MCC courses and programs offered via distance education. Students

wishing to complete SOAR online must make a formal request to do so through the Dean of Enrollment Management and Educational Support Services.

With regard to the requirement that all new degree-seeking students attend a SOAR session, a benchmark of 100% participation has been set. SOAR registration and attendance records, maintained by the Dean of Enrollment Management and Educational Support Services, are cross-referenced with application records maintained in Banner. Students are placed on registration hold at the point of application in order to insure compliance with SOAR attendance requirements. The registration hold is lifted when students check in for the SOAR session they've registered for, or when they complete the online SOAR program.

Every SOAR participant is given an opportunity to complete an evaluation of the SOAR program. Responses are collected in SurveyMonkey, and address the receipt and usefulness of invitation and confirmation materials and the satisfaction with various SOAR presentations. Participants are also asked about their confidence in using campus resources and whether or not they feel better prepared to begin classes at MCC after having attended SOAR. Survey results are analyzed at an annual SOAR debriefing, during which Student Services staff verify that the material and services provided at SOAR are effectively helping students navigate the educational process. The Dean of Enrollment Management and Educational Support Services maintains minutes from the SOAR debriefings.

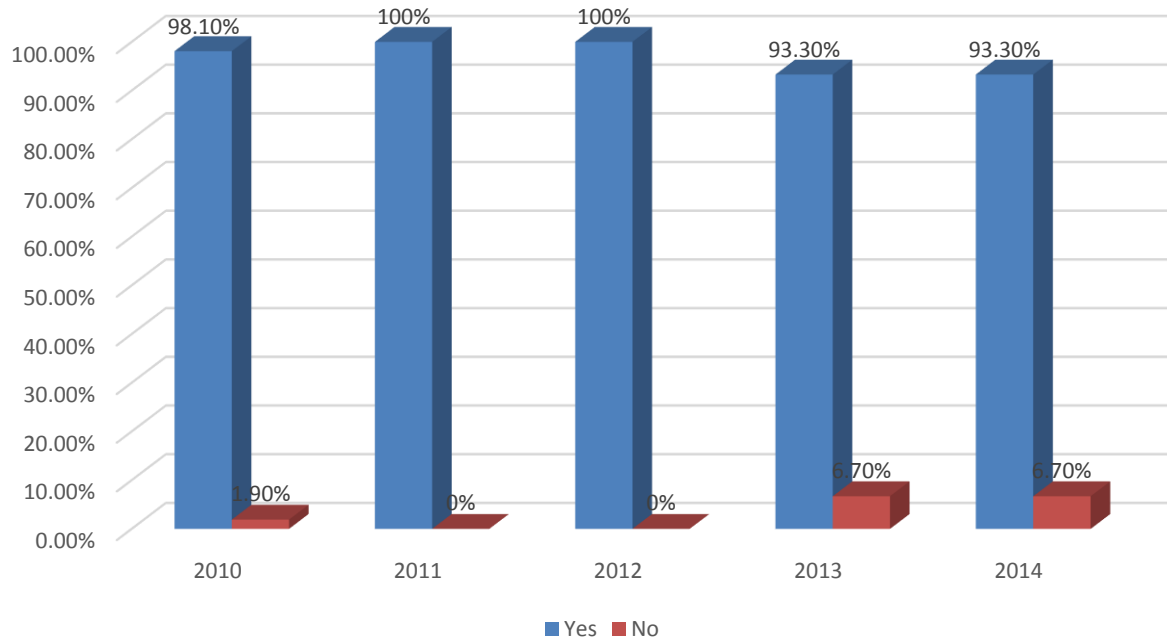
4.A Assessment

- 4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives**
- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives**
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services**
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement**

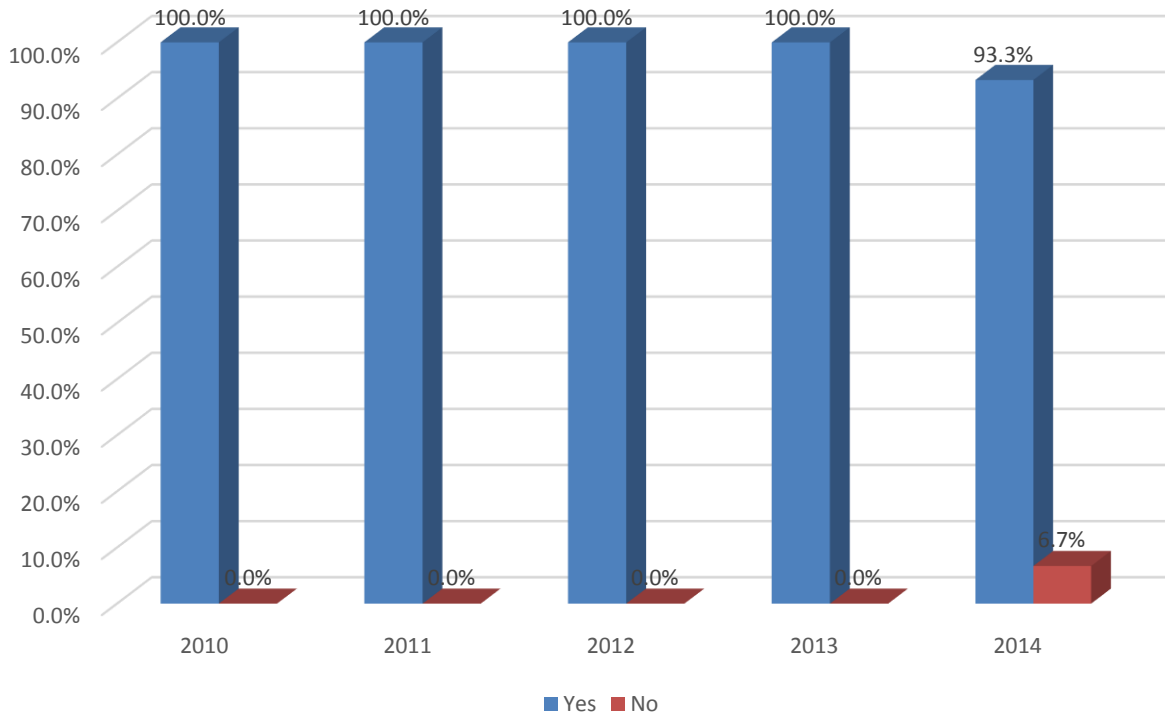
SOAR attendance records are maintained by the Dean of Enrollment Management and Educational Support Services, and entered into Banner at the conclusion of each SOAR cycle. SOAR attendance is also cross-referenced with admitted student listings in Banner to ensure that all new students are attending SOAR. Admitted students who fail to register for SOAR are reminded by Students Services staff via email and phone. Because a registration hold is used to ensure compliance with SOAR attendance, 100% participation by all new degree-seeking students is guaranteed.

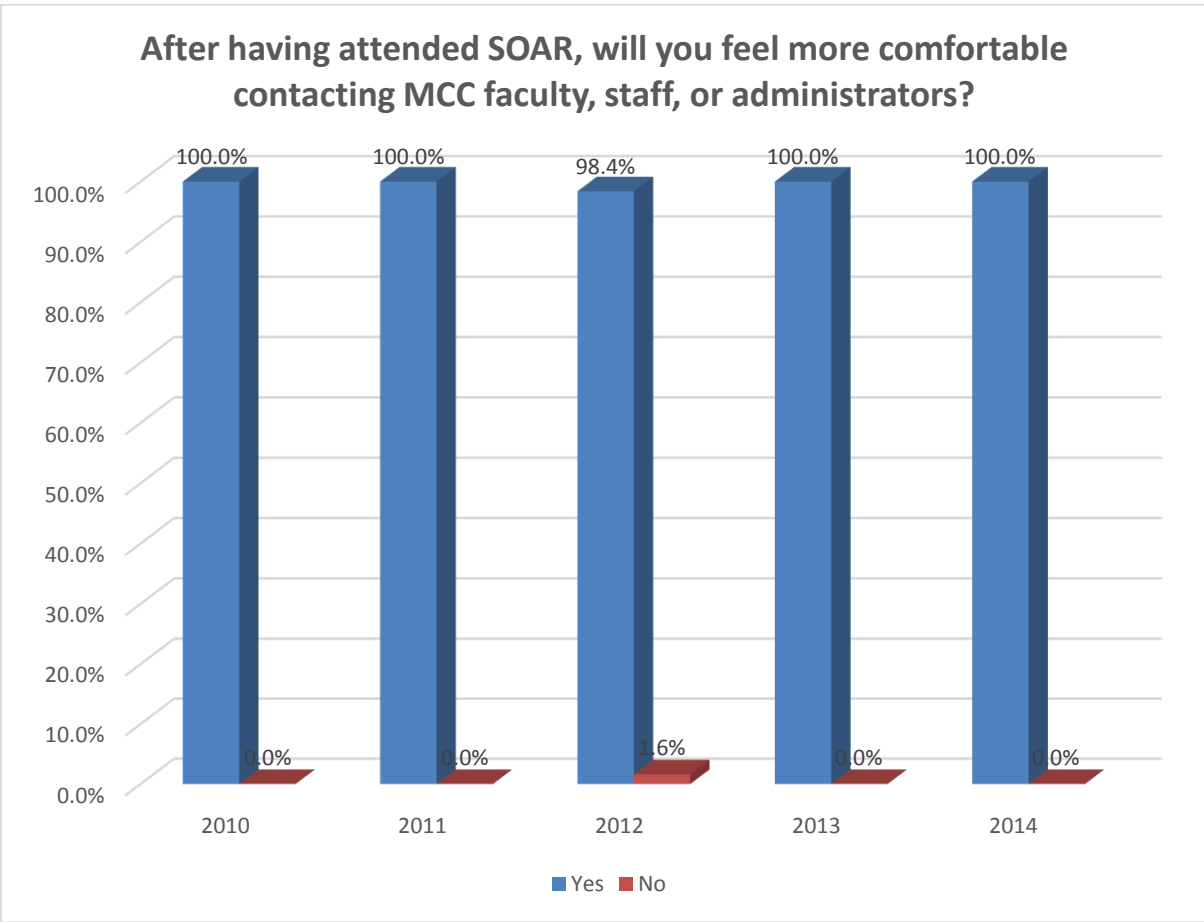
Every SOAR participant is given an opportunity to complete an evaluation of the SOAR program. However, response rates vary from year to year. The Dean of Enrollment Management and Educational Support Services retains copies of paper SOAR evaluations from 2010-2012. The evaluation was converted to an online format (using Survey Monkey) in 2013, allowing evaluation submissions from multiple participants in each family. This has allowed SOAR staff to solicit feedback from both students and parents and family members; however, the majority of responses still come from new students. Survey results are represented in the bar graphs that follow:

After having attended SOAR, do you feel better prepared to begin classes at MCC?



**After having attended SOAR, will you feel more comfortable
utilizing campus resources?**





4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies.

Based on the assessment of SOAR completion data and SOAR evaluation surveys, the indicator is meaningful, and SOAR programs are effective in helping Miles Community College students navigate the educational process. Though surveys from the previous five years of SOAR sessions have indicated a high level of satisfaction with SOAR programming, and mandatory participation is enforced through a registration hold, Student Services staff recognize that improvements are necessary in order to continue to help students navigate their college transition successfully.

Since the initial implementation of SOAR, programming has been updated and modified in response to the evaluations completed by students and families. Most of the modifications/additions to the program have occurred in an effort to make SOAR sessions more responsive and relevant to special populations of students, including distance learners and non-traditional/adult learners. Program modifications include the following:

- In 2011, a session specific to non-traditional/adult learners was added. Topics included additional funding sources, child care resources, and community support resources.
- In 2011, following MCC's conversion to the Banner information system, sessions were added to give students an in-depth introduction to Banner, and to the differences between Banner and the eCollege online course system. The transition to Banner meant that students would register themselves in the Banner Self-Service system, rather than be administratively registered by academic advisors or Student Services staff.
- In 2012, an online version of SOAR was developed. Distance students view SOAR materials and information from presenters on a website created specifically for this purpose, then respond to an electronic quiz to prove that they comprehend the information.
- In 2012, the admissions deadline was changed to ensure that all applicants would have an opportunity to attend a SOAR session. The application deadline is now 3 to 4 days before the semester begins, with the final SOAR session offered 1-2 days before classes begin.
- In 2013, with input from MCC coaching staff concerned about meeting student scheduling needs, a system was developed to allow out-of-state and international students (the majority of whom are student athletes) to register early while still requiring in-person SOAR attendance once they do arrive on campus.
- In 2014, information on the College's ongoing efforts to remain compliant with federal Title IX requirements was added to SOAR programming. This will continue to evolve through the 2015 SOAR sessions.

Indicator of Achievement 1.B: The College requires successful completion of the First Year Pioneer freshman seminar for all general AA and AS students.
<p>Benchmarks:</p> <ul style="list-style-type: none"> 80% of each semester's new, first-time degree-seeking students in the General AA and AS degrees successfully complete FYP prior to their sophomore year. Of the students who successfully complete FYP prior to their sophomore year of college, their graduation rate of these students is equal to or greater than the overall institution graduation rate. The FYP curriculum is evaluated annually by the instructors, Vice President of Academic Affairs, and Vice President of Enrollment and Student Success.
<p>Methods of Assessment:</p> <ul style="list-style-type: none"> 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 First Year Pioneer sessions. Feedback is used to implement improvements
<p>Rationale for Objective # 1, Indicators 1.A & 1.B:</p> <ul style="list-style-type: none"> The retention literature [see http://etorpy.com/Tinto.html] describes a 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.
<p>This benchmark was achieved (True or False):</p> <ul style="list-style-type: none"> True: <ul style="list-style-type: none"> The 80% benchmark was met Spring 2012 and Fall 2013. The Spring 2012 Cohort that completed FYP prior to their sophomore year had a graduation rate equal to or greater than the overall graduation rate. Annual meetings to evaluate FYP have been held. False: <ul style="list-style-type: none"> The 80% benchmark was not met Fall 2011, Fall 2012, Spring 2013, or Spring 2014. The Fall 2011 Cohort that completed FYP prior to their sophomore year did not have a graduation rate equal to or greater than the overall graduation rate.

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services

Miles Community College's First Year Pioneer course was designed during the summer of 2010 and first taught during the Fall 2010 semester by the then-Vice President of Student Success and Institutional

Research. Prior to Fall 2010, all incoming freshmen had attended a one-day orientation session prior to classes beginning, where relevant information was provided to the incoming students. The First Year Pioneer course was implemented because the literature in 2010 from the Association of Community College Trustees (ACCT) and the Community College Survey of Student Engagement (CCSSE) indicated that providing as much information as possible to incoming students about college processes was critical to their long-term success. Since a one-day orientation was not enough to provide all the information new students needed, the First Year Pioneer course was developed to further explore and provide information that students needed to be successful at MCC and beyond.

After the first year of inception at MCC, the First Year Pioneer course was turned over to the faculty for instructional purposes. Beginning Fall 2011, First Year Pioneer was added to the General Education Core in the College's catalog. Because it became an official part of the General Education Core, a Vision and Purpose Statement, Overarching Outcome, and General Outcomes were created. Beginning Fall 2011 and continuing to the present time, all students in the general Associate of Science and Associate of Arts programs are required to take First Year Pioneer to graduate from Miles Community College.

In Spring 2013, the first online version of First Year Pioneer was offered to accommodate students who were taking courses online or via distance interactive television. Enrollment in the online course is restricted and special approval is required to prevent students who are able to take the course face-to-face from enrolling in the online section.

During the institutional strategic planning process, the core objective of "Equipping students with the basic knowledge needed to navigate the educational process" was created, in which the assessment of First Year Pioneer is housed. Assessment will determine if students who completed First Year Pioneer prior to earning 30 credits (obtaining sophomore status) complete at a higher rate than other students not required to complete First Year Pioneer. This is also one of the benchmarks for Indicator of Achievement 1.B.

The supporting programs and services that exist to ensure that all general Associate of Science and Associate of Arts students successfully complete First Year Pioneer include advising at Student Orientation, Advising, and Registration (SOAR) sessions as well as advising throughout the life-cycle of students at MCC. The students who do not pass First Year Pioneer are required to re-take the course. Advisors and students are notified by the registrar when First Year Pioneer is not passed so both parties know that the course needs to be re-taken and passed. The College Catalog is another resource that exists which outlines the scope and sequence requirements for the general AA and AS programs, which includes the First Year Pioneer course. Advising guides have been updated so advisors and students visually see that First Year Pioneer is a general core requirement for the general AA and AS degrees. Graduation degree audits are also completed by the registrar. Through this process, the registrar verifies that all required core competencies are complete, including FYP. If the student applying for graduation hasn't successfully completed FYP, the registrar notifies the student and advisor so the student can complete FYP.

The data that need to be collected to identify that the benchmarks for indicator 1.B are being met are the following:

- Each semester's lists of first-time, degree-seeking students to determine if at least 80% of them are completing FYP prior to earning 30 credits, which defines sophomore status.

- Of the students who completed FYP prior to earning 30 credits, a cross-check is completed to determine how many of these students graduated within 150% time of beginning their general AA or AS degree.
- The 150% IPEDS graduation rate for student cohorts beginning Fall 2011.
- Student evaluations from the First Year Pioneer courses are collected to help assess the effectiveness of the course.
- Minutes are maintained from the meetings held to evaluate the First Year Pioneer course.

The committee of faculty and staff who meet to evaluate First Year Pioneer utilize the student evaluations to determine what needs to be changed within the structure of what is offered in the course. The addition of the online section resulted from online students requesting to take FYP online instead of on-campus. Because the team is just now beginning to track how many students complete FYP prior to earning 30 credits, this data will be utilized to determine strategies to get students to successfully complete FYP before they earn sophomore status. Comparing the 150% graduation rate of FYP completers is also new and will help educate stakeholders on the effectiveness of the program. If the program is deemed less effective than expected, strategies for improvement will be identified and implemented.

4.A Assessment

4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives

The following steps were taken to obtain the data necessary to determine that 80% of each semester's new, first-time, degree-seeking students in the general studies Associate of Arts and Associate of Science degrees successfully completed First Year Pioneer prior to their sophomore year:

- Each semester, a complete list of all registered students is extracted. Within that spreadsheet, a filter for the following is completed to yield the list of students who should take First Year Pioneer before earning 30 credits:
 - Student Description: New First Time
 - Major: General Studies (AA/AS)
- Review SHATERM within Banner to identify the students who successfully completed the First Year Pioneer course and breakout section prior to earning 30 credits, and indicate that on the spreadsheet.
- Determine percentage of students who successfully completed FYP prior to earning 30 credits from this list.

Results:

Term	Total New, First-Time General AA/AS Students	Total New, First-Time Students who Passed FYP Prior to Earning 30 Credits	80% Benchmark Met? Yes No
Fall 2011	59	41	69%
Spring 2012	1	1	100%
Fall 2012	44	27	61%
Spring 2013	6	3	50%
Fall 2013	44	35	80%
Spring 2014	2	1	50%
Fall 2014	31	Won't determine until after Spring 2015 is completed.	TBA

The following steps were taken to determine the 150% graduation rate of the students who successfully completed First Year Pioneer prior to their sophomore year of college:

- Go into the spreadsheet of students per semester and sort out the students who took First Year Pioneer prior to earning 30 credits.
- Determine which of these students graduated from Miles Community College and document the graduation term from SHADEGR in Banner.
- Determine the graduation rate of the students who graduated within 150% of the time that they began enrollment at Miles Community College and compare that to the proper IPEDS 150% graduation rate (In the case with Fall 2011, the 2010 IPEDS cohort had to be used because the 2011 cohort data wasn't published yet).

Results:

Term	Total New, First-Time General AA/AS Students	Total New, First-Time Students who Passed FYP Prior to Earning 30 Credits	Number of Students who Passed FYP Prior to Earning 30 Credits who Graduated in or prior to Spring 2014	Graduation Rate of Students who Passed FYP Prior to Earning 30 Credits	IPEDS 150% Graduation Rate	Graduation Rate Equal to or Greater than IPEDS 150% Graduation Rate Benchmark Met? Yes No
Fall 2011	59	41	16	39%	40% (2010 Cohort)	No
Spring 2012	1	1	1	100%	40% (2010 Cohort)	Yes

Each semester, the faculty of the First Year Pioneer Breakout sections surveys enrolled students. The surveys are kept on file for review at the annual meetings held to evaluate the class. While the FYP Breakout instructors do not use a common tool for end-of-class evaluations, each evaluation method used provides students with the opportunity to give open-ended responses on the value of the course content. Student feedback is generally positive, with many students indicating that they find value in the material presented and in interactions with their classmates and instructor. Common concerns relate primarily to duplication of course content between SOAR and FYP, as well the applicability of course content to non-traditional students and students living off campus. Additional concerns are expressed by those students who did not take the course in their first year or first semester at Miles Community College. Understandably, students do not find as much value in the course once they have already been in attendance at MCC for some time and have experienced firsthand many of the topics covered. As the college works to move closer to the benchmark of 80% completion prior to the sophomore year, these concerns should begin to diminish.

Annual meetings have been held to discuss the FYP curriculum but meeting minutes from each of the meetings have not been consistently kept. Moving forward, meeting minutes will be compiled and saved in a central location. Documentation of the decision to make First Year Pioneer part of the General Education Core is housed in the Academic Standards Committee minutes.

- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives**
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services**
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement**

This is the first year that data has been collected and analyzed to determine how many students completed First Year Pioneer prior to earning 30 credits, as well as to evaluate whether or not this group of students who completed FYP were graduating at a higher rate than the College's general graduation rate. When reviewing the data that has been collected for these two benchmarks and finding out that the benchmarks were, for the most part, not being attained, it appears that there is work to do with the curriculum and presentation of First Year Pioneer in order to make it the retention and completion tool that it was originally meant to be when implemented in 2010.

Students have indicated on end-of-semester surveys that material is geared mainly toward students who are traditional in age and living on campus. More information needs to be developed for the non-traditional student to better assist that population with navigating the educational processes. Students who did not take FYP prior to earning 30 credits have expressed concerns about having to take the course for graduation. The students do not find as much value in the course once they have already been in attendance at MCC for some time have experienced firsthand many of the topics covered. These concerns should begin to diminish as strategies are developed to meet the benchmark of having at least 80% of required students taking FYP prior to earning 30 credits.

The assessment process of the data being extracted from Banner to determine that 80% of each semester's new, first-time degree-seeking students in the general studies AA and AS degrees successfully complete FYP prior to earning 30 credits is valid and will continue to be collected and reviewed each semester for

improvement. Review of the graduation rate of students who complete FYP will also be continued and improved. Because benchmarks aren't being met within these data elements, the programming in First Year Pioneer is not fulfilling the goal of equipping students with the basic knowledge needed to navigate the educational process effectively. These authentic results will enable the College to develop strategies for improvement for Fall 2015.

A standardized course evaluation tool will be developed and implemented starting Fall 2015. Using a consistent assessment tool across all course sections will allow College faculty and staff to better quantify student perceptions of the value of the course, which will make this assessment tool more effective. The annual meetings held by relevant faculty and staff involved with First Year Pioneer have produced updates to FYP, such as the addition of the restricted access to an online FYP course for students in the online Associate of Arts and Associate of Science programs.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

Based on the assessment of the data, the indicator of equipping students with the basic knowledge needed to navigate the educational process is meaningful. The fact that the quantitative benchmarks for the indicator are not being met indicates that students are still not receiving enough pertinent information during First Year Pioneer to make an impact on their retention and graduation success at Miles Community College. The fact that more students aren't successfully completing FYP prior to earning 30 credits indicates the students aren't finding value in the class. It is important that meetings continue between the faculty and staff who are responsible for the course material and execution of First Year Pioneer to address these issues and develop strategies for improvement going into Fall 2015.

Throughout its lifecycle, the First Year Pioneer course has been updated to implement changes needed to better equip students with the tools to navigate the educational process. Different guest speakers and topics have been introduced within the curriculum. The course delivery system was modified to include an online section for strictly online or distance students so they would not be required to travel to campus to attend First Year Pioneer. Advisors have been trained to enroll students seeking the general AA and AS degrees into FYP their first semester of attendance to maximize the benefit of FYP.

Faculty and staff resources will continue to be needed to successfully deliver a meaningful First Year Pioneer course. The faculty and staff involved with First Year Pioneer will need to begin meeting during the Spring 2015 semester to review and determine strategies of improvement that can be implemented for Fall 2015 that will directly impact the success of students entering Miles Community College. The other component being evaluated is whether or not the correct group of students is taking First Year Pioneer. Miles Community College is taking a very close look at its retention rate and determining whether or not there are trends in populations of students who are stopping out. If these characteristics can be identified before the next group of new students enters Fall 2015, these students might be required to take First Year Pioneer regardless of their major.

The constituents involved when any changes are made to First Year Pioneer, depending on the level of change happening, includes the faculty and staff directly involved with the execution of FYP, the advisors, registrar, Academic Standards Committee, and any other relevant party affected by decisions or outcomes of First Year Pioneer. Changes are communicated through meetings, such as the Academic Standards Committee meetings, faculty division meetings, all-employee meetings, e-mail, and through minutes and printing, if applicable, in the catalog. Students affected by any changes to the class are notified through e-mail.

Objective # 2: Provide a quality student experience.
Indicator of Achievement 2.A: The College provides a wide variety of opportunities for students to be involved in extra-curricular activities that enrich their overall experience while attending Miles Community College.
Benchmark: <ul style="list-style-type: none"> 70% of students completing the Student Satisfaction Survey agree or strongly agree that MCC provides a wide variety of opportunities for student involvement on campus.
Method of Assessment: <ul style="list-style-type: none"> The annual Student Satisfaction Survey assesses currently-enrolled students' opinions on a variety of topics, including opportunities for student involvement on campus.
Rationale for Objective # 2, Indicator 2.A: <ul style="list-style-type: none"> Retention rates are higher for students who are involved in campus activities. Providing a variety of extra-curricular opportunities helps students develop a sense of belonging and community.
This benchmark was achieved (True or False): <ul style="list-style-type: none"> True: <ul style="list-style-type: none"> The 70% satisfaction benchmark was achieved for the student organization section. False: <ul style="list-style-type: none"> Athletics, volunteer activities, and cultural events on campus and in the community fell under the 70% benchmark.

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services

In the College's main strategic planning document within Core Theme 1, Student Success, there is a section about ensuring a quality student experience by providing a wide variety of opportunities for students to be involved in extra-curricular activities. These activities will enhance their overall experience while attending Miles Community College. The objective was thus taken directly from the College's main strategic planning document.

There are several departments, clubs, and organizations on campus that provide activities throughout the year for students. The active clubs and organizations on campus are:

- Ag Club
- Associated Students of Miles Community College
- Campus Ministry
- Student Ambassadors
- Rodeo Club
- MCC BOREALIS
- Montana Student Nurses' Association
- Phi Theta Kappa

In addition to these clubs and organizations, the College has the following athletic teams: baseball; men's and women's basketball, golf, and rodeo; and cheerleading.

Each September/October, ASMCC holds budget meetings so each club/organization on campus can submit a budget proposal requesting funds to help provide activities through their clubs/organizations. ASMCC distributes approximately \$3,000 per year to other clubs/organizations for this purpose. In addition to this, ASMCC commits a portion of its own budget, which is student-fee generated, to student activities each year. These activities include the following:

- Movie Nights: MCC students are able to attend the local movie theater for free approximately once a month.
- Bowling Nights: Held up to twice a semester.
- Homecoming: In January or February, Homecoming events are planned with a week of dress up days and activities, leading up to the crowning of a King/Queen and Prince/Princess.
- Awards Banquet: Held in the spring to honor and recognize student academic achievement such as Who's Who, Phi Theta Kappa Inductions, Athletic Academic Achievement Awards, etc.

In addition to the activities it sponsors, ASMCC provides students the opportunity to serve on a student governing board which provides student input into the college's operations. Students who become involved with ASMCC get the opportunity to serve on campus committees. Each quarter, ASMCC sends members to the Board of Regents meetings which includes meetings with the Montana Association of Students. This is great state-wide exposure for MCC's students and enables them to learn how governing boards operate.

Phi Theta Kappa (PTK), which is an honor society, is very service-driven in its activities. Students involved with PTK are very active in the Miles City community. Some of their annual activities include:

- Books for Africa Book Drive.
- Food Drives for the local food bank, especially around holiday times.
- Special activities to support local fundraisers in the community (many deal with individuals who have extenuating medical issues).
- Purchase of toys for the local Toys for Tots Program during the holidays.

The athletic teams are comprised of approximately 110 students, which represents nearly a quarter of MCC's student body population (see <http://mccpioneers.com/>). Because of this, athletics is an important part of the student experience at MCC. Athletic events provide non-athletic students with something to do

over the weekends and during the week. The Athletics Department is committed to having their student-athletes involved in the Miles City community. Activities in which the student-athletes have participated include:

- Trick-or-Treating for the Food Bank: Athletes go door-to-door asking for canned goods, which are then delivered to the local food bank.
- Pink Games: Each year, the men's and women's basketball teams wear pink uniforms at a designated game. Proceeds from half-time activities and the gate are donated to cancer research efforts.
- Local involvement in the Schools: Each year, the athletes go into the local schools and either read to the children or help in classrooms or with PE classes.

Full-time MCC students get free access to the Centra workout facility and gym, which includes the group fitness courses (e.g. Yoga, Tabata Sculpt, Zumba, Zumba-Toning, 360 Burn, Barre Core Class, and Power Cycling.); a complete cardio deck with treadmills, elliptical trainers, and stationery bikes; and weight-lifting machines. This facility provides students with access to a variety of exercise options that enhance stress reduction and promote healthy lifestyles.

The Residence Life Staff has money budgeted to provide residents in Pioneer Village with activities throughout the course of the academic year. They sponsor movie nights in the Commons, pumpkin carving contests, holiday decorating contests, Super Bowl parties, outdoor volleyball games during nice weather, and other focused activities for the hall.

For the first time, students were invited during the Fall 2014 semester to participate in the Community Enrichment bus tour to the Lewistown Wildlife Refuge at The Slippery Ann Wildlife Viewing Area located outside of Lewistown, Montana. This is an area where large herds of elk congregate and display behavior typical of the rutting season. ASMCC agreed to offset the fee charged for the students who went on the trip, and a handful of students took advantage of the opportunity.

4.A Assessment

4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives

The Student Experience Survey is the current method used to assess whether or not MCC is providing a wide variety of opportunities for students to be involved in extra-curricular activities that enrich their overall experience. The questions used in the survey for this assessment were added to the spring 2014 survey given to all students. The four questions used are:

1. How often did you participate in the following opportunities?

- Attend an athletic game
- Participate in a student activity
- Participate in a student organization
- Participate in volunteer opportunities
- Participate in cultural events on campus or in the community

2. How satisfied were you with the variety of opportunities in the following?

- Attend an athletic game
- Participate in a student activity
- Participate in a student organization
- Participate in volunteer opportunities
- Participate in cultural events on campus or in the community

3. How important are these opportunities to your experience at Miles Community College?

- Attend an athletic game
- Participate in a student activity
- Participate in a student organization
- Participate in volunteer opportunities
- Participate in cultural events on campus or in the community

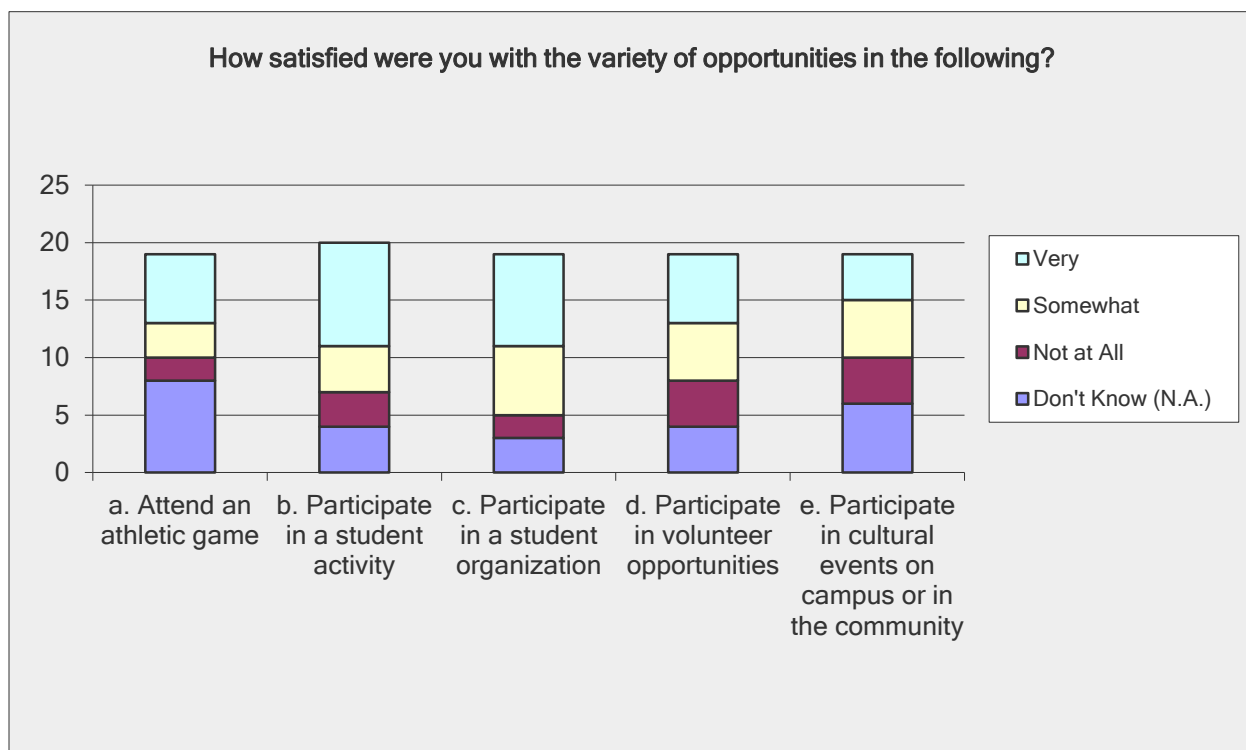
4. If you could change one thing about the activities offered, what would it be?

The results from the survey are as follows:

1. How often did you participate in the following opportunities?				
Event	Often	Sometimes	Rarely/Never	Don't Know/N.A.
Attend an athletic game	10.5%	21.1%	68.4%	0%
Participate in a student activity	21.1%	36.8%	68.4%	0%
Participate in a student organization (17 of 19 answered this part)	26.3%	21.1%	42.1%	0%
Participate in volunteer opportunities	15.8%	31.6%	52.6%	0%
Participate in cultural events on campus or in the community (20 responses appeared to this question and only 19 took the survey putting this total over 100%)	5.2%	15.8%	79%	5.2%



2. How satisfied were you with the variety of opportunities in the following?				
Event	Very	Somewhat	Not at All	Don't Know/N.A.
Attend an athletic game	31.6%	15.8%	10.5%	42.1%
Participate in a student activity (20 responses appeared to this question and only 19 took the survey putting this total over 100%)	47.3%	21%	15.8%	21%
Participate in a student organization	42.1%	31.6%	10.5%	15.8%
Participate in volunteer opportunities	31.6%	26.3%	21.1%	21%
Participate in cultural events on campus or in the community	21%	26.3%	21.1%	31.6%



3. How important are these opportunities to your experience at Miles Community College?				
Event	Very	Somewhat	Not at All	Don't Know/N.A.
Attend an athletic game	15.8%	26.3%	47.4%	10.5%
Participate in a student activity	36.8%	31.6%	26.3%	5.3%
Participate in a student organization	42.1%	26.3%	26.3%	5.3%
Participate in volunteer opportunities	36.8%	36.8%	15.9%	10.5%
Participate in cultural events on campus or in the community (20 responses appeared to this question and only 19 took the survey putting this total over 100%)	26.3%	31.6%	36.8%	10.5%



From the data acquired from the Student Satisfaction Survey completed Spring 2014, it has been identified that the benchmark both has and has not been met. On the “satisfaction” question, the surveyed students indicated that within student activities and student organizations, there was a satisfactory variety offered. The benchmark of 70% being very or somewhat satisfied was met only in the category of student organizations. Athletics, volunteer activities, and cultural events on campus and in the community fell

under the 70% benchmark. When asked how important the different options were for students, those surveyed expressed that volunteer opportunities, student activities, student organizations, and cultural events were “very” to “somewhat” important to them.

4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives

4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services

4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement

Based on the information from the surveys, the College’s variety of student organizations is meeting the expectations of the students and providing them with multiple ways to become involved. The data shows that students see volunteering, student activities, and cultural events as important opportunities they want to be involved in; however, there is a low percentage of students involved in volunteer and cultural events. This could be a reflection of the amount or lack of volunteer opportunities and cultural events held on campus or within the community. More assessment needs to be done to determine the exact reason that students indicated these areas as important but did not participate.

The effectiveness of the survey tool is something that needs improved in years moving forward. For Spring 2015, the College will administer the Community College Survey of Student Engagement (CCSSE,) which will include supplemental questions with at least one focused on satisfaction of co-curricular activities on campus. This will provide more data in regard to student satisfaction for activities such as plays, music, speakers’ series, athletic, and other options. The regular Student Satisfaction Survey will be given again in Spring 2015; however, the way the survey is administered will be changed to capture more responses than the 19 received in Spring 2014.

Although the survey sample was very small from Spring 2014, the results were authentic and will help lead to improvement across campus. Based on the data collected, it is evident that volunteer activities and cultural events are important to the students, however, there might not be enough of those activities and events offered. It was also indicated that better notice of upcoming activities is important, since some students don’t know about the activities around campus.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

Based on the assessment of the data, the indicator is meaningful; however, the benchmark needs to be reviewed and developed more comprehensively to determine what kind of variety the students want within their student experience. The assessment of whether or not there is adequate access to activities, volunteer opportunities, athletics, and cultural activities will continue to be important.

One change that was made Fall 2013 that is still impacting the activities offered on campus was the restructure of Student Senate into the Associated Students of Miles Community College (ASMCC). When this happened, the staff member who was Student Senate Advisor and the main person who coordinated campus activities had a position description modification. The advising of ASMCC became the responsibility of the Dean of Enrollment Management and Educational Support Services and the Vice President of Enrollment and Student Success. The goal was to structure ASMCC as a student governing body on campus instead of just an activity club. With this restructure, the vice president of ASMCC became the committee chair for an Activities Committee. A staff member on campus was identified to become the advisor for the Activities Committee. Based on the student experience data collected, it is evident that students aren't being provided enough opportunity for engagement on campus or in the community. A new position titled Director of Housing and Student Life is being created and will be in place for Fall 2015. The responsibilities of this position will include developing, coordinating, and assessing a comprehensive student activities program of educational, recreational, social, and cultural programs which will appeal to a diverse audience at Miles Community College and in the community. This position will also have the responsibility of advising ASMCC.

Changes that have been implemented for Fall 2014 and Spring 2015 include the Librarian implementing a comprehensive Speakers' Series. During the Fall 2014 semester, two speakers were brought to campus, both of whom focused on the Lewis and Clark Expedition. Ralph Saunders spoke about how he found the Canoe Camp from William Clark's party in 1806 on the Yellowstone River by using fluvial geomorphology. Tom Rust then spoke about the archaeological excavations of the Canoe Camp. During the Spring 2015 semester, Shirley Johnson, a Nobel Laureate, spoke in January 2015 about the life and loves of a nuclear weapons specialist. She travels the world inspecting nuclear weapons and potential weapons. February will feature Sharon Moore, who will present a photo-essay of the church windows in Miles City. In March, Joan Bird will speak about extraterrestrials in Montana, and in April, Bill Rossiter will play music and sing his presentation of "Home, Home on the Ranch," which is a song about ranching in Montana. To close the Speakers' Series, regional writer and the College's commencement speaker for May 2015, Russell Rowland, will be talking about his experiences and travels across Montana. Student will thus be provided with a cultural event each month in which they can participate and learn something new.

Also being implemented Spring 2015 will be a "What's there to do in Miles City?" bulletin board on campus in the main hallway where Room 113 is located. This will advertise what's happening in the community, and it will allow volunteer activities and cultural events sponsored by local agencies to be posted. This information will be disseminated to students through e-mail and social media.

The Information Technology Department has been working diligently to reconstruct the campus events calendar, and this will go live Spring 2015. The calendar will post all campus events, as well as student activities. This will hopefully give students enough notice regarding opportunities for engagement on campus.

Indicator of Achievement 2.B: Students study and live in a safe environment.
Benchmark: <ul style="list-style-type: none"> • Create an environment in which students are well-informed on safety issues and feel they are safe while they are on campus and at College-sponsored functions.
Methods of Assessment: <ul style="list-style-type: none"> • Data gathered from the CLERY Report. • Infraction write-ups at the residence halls. • Database for compliance with federal requirements. • Annual Student Satisfaction Survey
Rationale for Objective # 2, Indicator 2.B: <ul style="list-style-type: none"> • The College has a moral and legal responsibility to provide a safe environment.
This benchmark was achieved (True or False): True

3.B Core Theme Planning

3.B.1 Alignment Between College's General Plan and Core Theme Planning

3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services

3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services

In the College's Strategic Plan, Core Theme #1 Student Success, there are action items that support and directly correlate to the objectives of the Indicator of Achievement 2.B: Students study and live in a safe environment. When developing the institution's general plan, both adherence to federal regulations and the continued ability to provide a safe environment for the College's students are important and are therefore included. Action items exist that directly impact the safety of campus and thus the ability to provide a safe environment for students to study and live.

Miles Community College works diligently to ensure that all is being done to provide a safe environment in which students study and live. Supporting programs and services to ensure a safe environment include the following:

- The state of Montana began offering a Not in Our State Sexual Assault Prevention Summit in 2013. Miles Community College invested time and money to send residence life staff and members of the Associated Students of Miles Community College to the Summit in both 2013 and 2014. This will continue as the knowledge about sexual assault prevention and bystander intervention is important for these student-leaders to understand and teach their peers and friends.
- The College created a Title IX Discrimination and Harassment policy in April 2014 which is now reflected in the Miles Community College Student Handbook and Board of Trustee Policy Handbook.
- Each fall semester, there is a mandatory residence hall meeting held for all students living in Pioneer Village. The Residence Life Handbook is reviewed and the Title IX Coordinator is introduced. All of the students who live in Pioneer Village are required to sign a statement that they have read and understand the Residence Life Handbook.
- As part of a state initiative to assist colleges in Montana to adhere to the Campus SaVE Act requirements of providing sexual assault prevention and bystander intervention training to all

enrolled students, the Montana University System purchased an umbrella contract with a vendor named EverFi. EverFi offers training modules for students called Haven, AlcoholEdu, and Transit. Haven is the sexual assault prevention and bystander intervention programming. AlcoholEdu provides students with information about alcohol consumption. Transit is a financial literacy training module. Miles Community College is requiring all enrolled students to complete Haven during the Fall 2014 semester. In future semesters, all newly-enrolled students will be required to complete the Haven training.

- The Vice President of Enrollment and Student Success completes the annual Clery Campus Safety report every prior prior to October 1. The largest number of reported incidents involve alcohol violations. The College has had very few reported sexual assaults, as can be seen on the Campus Safety Reports. However, as the College continues to provide sexual assault prevention education, which includes defining consent, it is anticipated that sexual assault incidents might increase as students understand what consent is or is not. Also, avenues are being clearly communicated as to where these reports need to be made, which will hopefully make students feel more empowered to report incidents.
- The Vice President of Enrollment and Student Success maintains a fire log and the Coordinator of Housing and Student Life is tasked with facilitating a fire drill each fall and spring semester.
- In an effort to provide students with an anonymous way to report incidents, the College contracted with Maxient—a vendor that provides software to track incident reports and allow for anonymous reporting from students, faculty, staff, or community members. This product is in the implementation stage and is anticipated to go live during the Spring 2015 semester. This will also give staff the ability to monitor incidents and the frequency of incidents as it relates to individual students. It is within the strategic plan of the college to create a Behavior Intervention Team that can provide support for students who begin showing repeated behaviors that warrant attention (at-risk reports from faculty for missing class, failing tests; write-ups for alcohol, drugs, or other conduct issues).
- The Vice President of Enrollment and Student Success conducts a survey each spring semester regarding various areas on campus and whether or not the students are satisfied with their experiences with these areas. In the Spring 2014 survey, questions were added that assessed whether or not students felt safe on Miles Community College's campus.
- Miles Community College partners with the Custer Network Against Domestic Abuse (CNADA) and provides CNADA employees with office space on campus. Students are encouraged to utilize CNADA's services. Upon reports of sexual assaults to anyone on campus, CNADA's information is always provided to the victim.
- Miles Community College contracted with Rave Alert, which is an emergency alert system that works through text messaging, social media, and e-mail. Implementation of the new system took place during the Fall 2014 semester. Rave Alert replaced EventLink, which was the prior emergency alert system vendor, and which withdrew its services in October 2014.
- Miles Community College participated for the first time in Montana's Great ShakeOut drill in October 2014. The College promoted the earthquake drill and simulated a campus-wide drill. This will be a yearly activity going forward.
- Miles Community College posts safety procedures across campus including classrooms, offices, and Centra facility for the following scenarios: medical emergencies, utility failure, weather and hazardous conditions, after-hours emergencies, civil disturbance/demonstration/events, building

evacuations, violent or criminal behavior, flood, chemical spill, fire procedures, bomb threats, and disruptive students.

- The campus maintains surveillance video cameras inside and outside of Pioneer Hall; outside the Lodges; and in the Centra, Café, Business Office Counter, Student Services Counter, and within the computer labs.
- The locks in the Lodges, which are apartment style housing on campus, do not automatically lock when doors are shut. Many residents on campus leave these doors unlocked, which are outdoor-opening doors. To minimize security breaches into these living spaces, new locks will be placed on the doors before the beginning of the Spring 2015 semester. This will provide a safer environment for students living in the Lodges.
- The Associated Students of Miles Community College provides funding to campus clubs and organizations to hold activities throughout the academic year. The Activities Committee of the ASMCC group also plans activities for the student body throughout the year to help students develop a sense of connection to campus. These activities include bowling nights at the local bowling alley, movie nights at the local Montana Theater, and ice skating at the community hockey rink.

Because Fall 2014 is the first semester of implementation of Haven and AlcoholEdu, the effectiveness of the programming has yet to be assessed. Survey results will be extracted in January 2015 which will enable campus stakeholders to assess the results and determine the next steps in forming prevention programming that will be beneficial for the student body.

The Student Satisfaction Survey was modified spring 2014 to encompass questions to determine whether or not students feel safe on campus. The survey was also administered to all students instead of those only living in Pioneer Village. This modification of the survey and the creation of Indicator 2.B was done to ensure that college resources and policies were effective in creating a safe environment for students to study and live. In the past, the campus survey was primarily used to identify whether or not residents living in Pioneer Village were satisfied with their living environment. Now that it has been updated, these results can be reviewed each year and will help inform and assist with action plans for improvement when needed. According to the survey conducted in Spring 2014, students overall feel safe on campus as 94.7% of those taking the survey indicated they did feel safe on campus. Those who indicated “no” had complaints that revolved around Pioneer Hall. This feedback was reviewed and the locks on the doors in the Lodges (quads) are being replaced during holiday break prior to the start of Spring 2015 semester. These new locks will ensure that the doors are always locked, which will improve security on those outdoor-facing rooms. There is still work to be done to ensure that all students know about prevention efforts and Title IX compliance, but programming on this began during the 2013-2014 academic year, and so the responses to this survey question will be monitored to identify whether or not the implementation of Haven and AlcoholEdu has helped keep students informed about safety and prevention efforts. The new campus policies that were created Spring 2014 have all been published in the 2014-2015 Student Handbook to help ensure that students are informed.

The annual campus safety report required by the Clery Act allows MCC to review its past history of incidents on campus and off campus. If spikes in reports of incidents are trended, action items would be developed by appropriate departments (Residence Life, Title IX, Vice President of Enrollment and Student Success, Campus Safety Committee) to counter and provide preventative information to support

student behaviors. Currently, the campus has relatively low reports of incidents of alcohol, drug, and assault violations. However, due to the Campus SaVE and Violence Against Women Act requirements, programming is being provided to MCC students which addresses alcohol use, bystander intervention, and sexual assault prevention. Because of the emphasis on educating the campus about what sexual consent is and is not, it is anticipated that students will become more comfortable coming forward with claims of sexual assault. The College will continue to review and monitor the assault numbers that are reported on the Clery campus safety report.

4.A Assessment

4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives

The methods of data collection used to identify whether or not MCC is providing a safe environment for students to study and live are listed below:

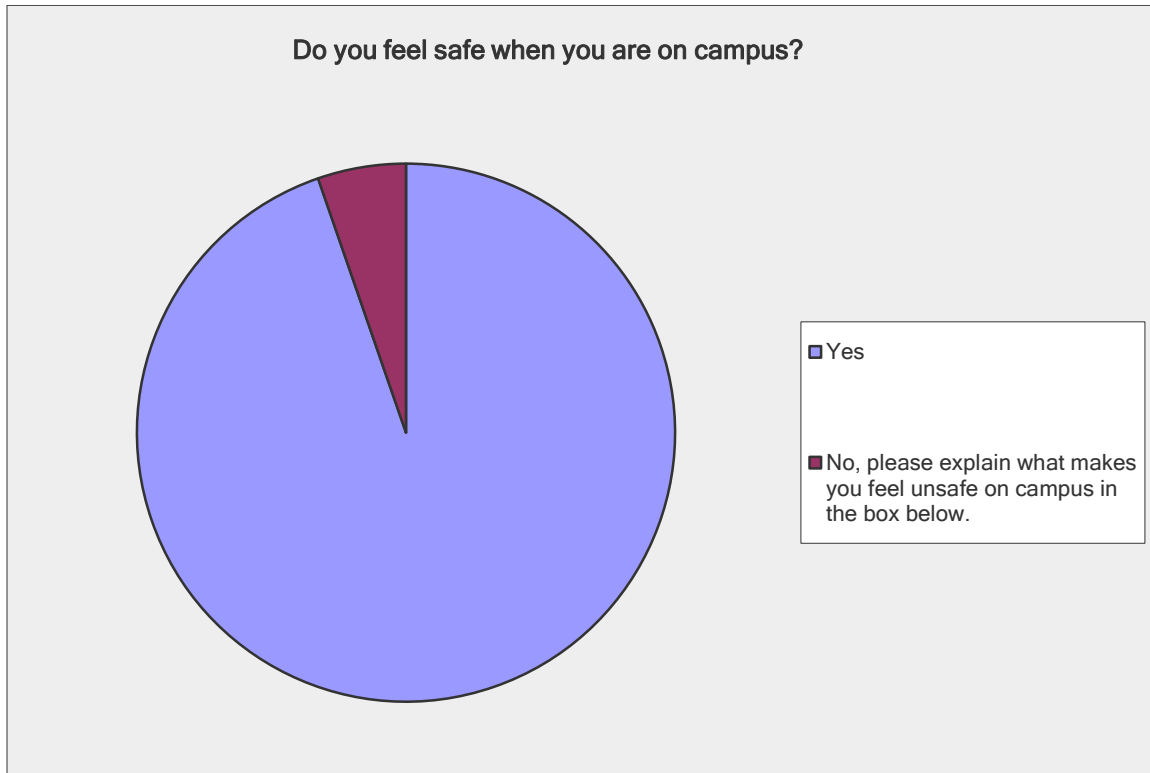
- Survey results from EverFi for Haven and AlcoholEdu. This is newly-implemented programming that will produce data for assessment in Spring 2015. Once baseline data is determined, action plans for future prevention programming and activities will be determined. Benchmarks will then be set for subsequent years based on national and state-wide data.
- The Clery Campus Security Reports are mandatory and compiled every year to meet the October 1 reporting deadline. The information covers the most recently completed calendar year. The results of the Campus Security Reports assist in determining the level of safety on campus based on reported incidents. If there is an area where incidents being reported have greatly increased over the past year to three years, then these areas are reviewed by the Vice President of Enrollment and Student Success for future prevention training and education of Residence Life Staff and college students. The Campus Safety Committee meets throughout the semester to evaluate safety issues as they relate to the requirements of the Clery Act. Safety procedures have been updated and are kept current. Based on the past three years' worth of Campus Safety Reports, there have not been any major increases in the categories being reported. Although college officials have not assigned a specific numerical benchmark to the results of the Campus Safety Report, since the report has not changed significantly over the past three years for the worse, it is one component being used to determine that Miles Community College is providing a safe environment for students to study and live.
- Student Satisfaction Surveys have been collected over the past three years. This survey has been modified this year to capture whether or not students believe that Miles Community College is providing a safe environment. It asks two questions: (1) Do you feel safe when you are on campus? (2) Are you well informed about safety issues and prevention efforts as they relate to campus safety and Title IX compliance? If students answer "no" to either question, they are prompted to explain why no so that information can be utilized for campus improvement. The assessment is sound; however, the participation rate on the survey has not been successful. When evaluating what to do for the Spring 2015 collection, incentives will be awarded for completing the survey and different ways of completing the survey will be evaluated. The survey will be administered when students who are graduating pick up their caps and gowns the week prior to graduation. Students not graduating but living in Pioneer Village will be asked to take the survey when they check out of their rooms after spring semester is complete. This alone should capture at least 100 students, which is approximately 25% of the student body.

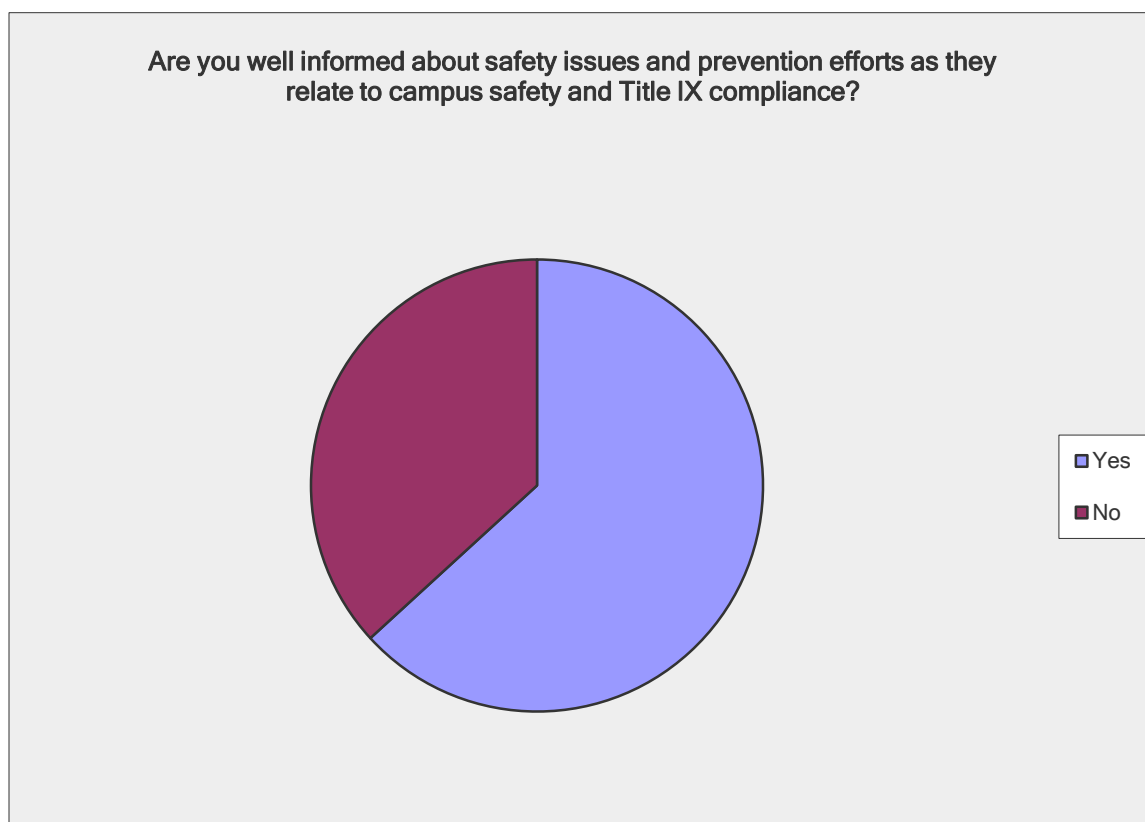
4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives

4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services

4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement

Based on the results of the survey, students indicate they feel safe on campus, so the benchmark has been met.





4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

Based on the assessment of the data from the Campus Safety Report and the Student Satisfaction Surveys, there are solid data that support the conclusion that Miles Community College is providing a safe environment for students to live and study. Based on the feedback from the Student Satisfaction Surveys, a new lock system has been ordered and will be installed in the Lodges (quads) before spring 2015. Prevention programming has been implemented through the EverFi products which will aid in ensuring that students understand the Title IX compliance information as well as sexual assault and alcohol prevention programming.

It will continue to be important to hire qualified Residence Life Staff who can monitor the residents living in Pioneer Village. Providing adequate training for the Residence Life Staff will continue to be important in maintaining a safe environment on campus. Developing a comprehensive training program for the Residence Life Staff to address campus policy violations in Pioneer Village, as well as identifying “red-flag” behaviors is an ongoing goal. Implementing Maxient to better track incidents that occur in Pioneer

Village will assist with providing personal outreach to students displaying repeated behaviors that warrant intervention.

It is recognized that with more prevention training, which is required by the Campus SaVE Act and Violence Against Women Act, more students will understand what sexual assault, domestic violence, dating violence, and stalking are and will be more likely to report these incidents. Students will have the ability to report these incidents anonymously through the Maxient software that is currently being implemented. This will impact the Campus Safety Report statistics which will help evaluate MCC's safety for its students. New benchmarks and possibly indicators will need to be developed to determine safety as it relates to these statistics.

The Safety Committee, Residence Life Committee, Residence Life Staff, and Executive Director of Human Resources and Compliance are the main constituents tied to the implementation of safety measures on campus. These groups meet to determine needs. Some of these needs which warrant budget prioritization include those that are mandated by federal and state law, such as the Campus SaVE and VAWA requirements. The Vice President of Administrative Services and Finance has a budget committee where requests for resources are communicated and prioritized. Information about changes to procedures, policies, etc. is communicated to faculty and staff during monthly all-employee meetings that are held the Friday prior to Board of Trustee meetings.

The student body is the other group of constituents who receive updates about changes and requirements. The EverFi requirements of Haven and AlcoholEdu were mass-mailed to the student body as well as e-mailed. There is student representation on the Residence Life Committee and Safety Committee. Through mandatory residence hall meetings, students were trained regarding the new Title IX policies. During the Student Orientation, Advising, and Registration (SOAR) sessions held throughout the summer prior to Fall 2014, students were told about the requirement to complete Haven and AlcoholEdu. Facebook is used to communicate with constituents.

CORE THEME TWO: ACADEMIC EXCELLENCE

CORE THEME # 2: ACADEMIC EXCELLENCE
<p style="text-align: center;"><u>Core Theme Vision Statement:</u></p> <p>The mission of Miles Community College is to provide accessible quality programs, which includes facilitating 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 additional coursework at a transfer institution.</p>
<p style="text-align: center;"><u>Mission Alignment Statement:</u></p> <p>Core Theme # 2, Academic Excellence, supports the Miles Community College Mission of promoting student success and lifelong learning by preparing students for college-level courses through quality developmental curricula, and by providing quality academic programs that prepare students for entry into the job market or for transfer to four-year colleges.</p>
<p>Objective # 1: Provide a sequence of developmental courses to prepare students for college-level courses.</p>
<p><u>Indicator of Achievement 1.A:</u> Students who take developmental courses pass subsequent entry-level 100 series courses within one year of the start of the successful attempt at the developmental course.</p>
<p>Benchmark: At least 70% of students will pass with a C- or higher.</p>
<p>Methods of Assessment:</p> <ul style="list-style-type: none"> Track the percentage of students who advance from WRIT 095 (Developmental Writing) to WRIT 101 (College Writing I) and pass WRIT 101 with a C- or higher within one year of starting the successful semester of WRIT 095. Track the percentage of students who advance from ED 105 (Reading & Study Skills) to a 100-level academic class within one year of starting the successful semester of ED 105 and pass the class with a C- or higher. Track the percentage of students who advance from M 095 (Intermediate Algebra) to M 105 (Contemporary Math), M 121 (College Algebra) or STAT 216 within 1 year of starting the successful semester of M 095 and pass with a C- or higher.
<p>Rationale for Indicator of Objective # 1, Indicator 1.A: Students who can pass entry-level 100 series classes validate the rigor of developmental courses, and therefore have a greater chance of progressing through courses needed for degree completion. Nationally published research further corroborates the importance of mandatory placement in developmental classes, e.g. http://ncde.appstate.edu/sites/ncde.appstate.edu/files/RiDE%2020-4.pdf</p>
<p>This benchmark was achieved (True or False):</p> <ul style="list-style-type: none"> WRIT 095: True ED 105: True M 095: False

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning**
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services**
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services**

As an open-enrollment institution, Miles Community College admits students with varying academic backgrounds and abilities. Accordingly, the College administers the COMPASS exam to new students and implements mandatory placement for reading, writing, and mathematics. Miles Community College espouses the philosophy of mandatory placement into developmental classes as a means of fostering student success in their academic progress. This philosophy aligns with the National Association for Developmental Education Resolution of December 2, 2010, "Mandatory Cognitive and Affective Testing and Placement of Students into College Courses."

<http://www.nade.net/site/documents/publications/Resolutions/New/Resolution%20%20Mandatory%20Testing%20and%20Placement%20Final%202.2.11.pdf>

In support of the College's mandatory placement policy and procedures, the College has a Center for Academic Success (CAS) where students can receive additional assistance when they are struggling in a class. The Center for Academic Success provides both MCC students and community members with a number of resources to assist them in achieving their educational goals. The Dean of Enrollment Management and Educational Support Services supervises the Center for Academic Success, which is staffed year-round by three part-time instructors/staff. These three staff members are split-funded by the Adult Basic Education/High School Equivalency program grant and the College general fund, and split their time serving both ABE/HSE students and Miles Community College students.

In addition to the credit-bearing developmental coursework offered at MCC, the Center for Academic Success also offers non-credit (and thus no-cost) versions of the lowest-level developmental courses (M065 Pre-Algebra = NC015 Developmental Math; WRIT015 Developmental English = NC016 Developmental English; ED015 Developmental Reading = NC017 Developmental Reading). These non-credit courses use the same curricula as the for-credit classes, and Center for Academic Success instructors work closely with the MCC developmental instructors to ensure that course content and outcomes are aligned. These courses offer an individualized, one-to-one tutoring experience for students who desire more support as they begin the developmental course sequence.

The Center for Academic Success also serves as the tutoring hub for Miles Community College. Any MCC student can receive free peer tutoring in the CAS – up to two hours of tutoring per subject per week is allowed. MCC utilizes peer tutors who are hired at the recommendation of faculty, and CAS staff also provide drop-in/spot help in a variety of subjects. In addition to tutoring services, CAS staff also provide study skills resources for students. Staff can assist students with developing note-taking, test-taking, time management, and other skills for academic success.

The Grade Recovery In Progress (GRIP) program is also based at the Center for Academic Success. The GRIP Program provides students placed on academic probation and suspension or other at risk students with extra assistance to help them regain their academic footing. Students are enrolled in GRIP on a

semester-by-semester basis and are provided with various resources to meet their needs - GRIP services can include tutoring, study table hours, and additional advising support with faculty advisors and college success staff.

For those students who are undecided on a major or career path, the Center for Academic Success provides career counseling using the Montana Career Information System (MCIS). The MCIS program, funded by the Montana Department of Labor, has a wide variety of career exploration tools available in an easy-to-access online format. Students can take career interest inventories, explore careers (including education and training requirements and job placement and wage prospects), and explore transfer institutions. MCIS also assists students with resume creation and other job search skills. CAS Staff assist MCC students, ABE/HSE students, and the general public with accessing and navigating this powerful tool.

COMPASS placement testing is also housed within the Center for Academic Success, and CAS staff are able to provide placement test prep resources to prospective and current MCC students.

The data needed for this indicator consisted of tracking students who had passed WRIT 095, ED 105 and M 095 in the period beginning with Spring Semester 2011 and ending with Fall Semester 2013. The focus here was on students who passed these courses rather than all attempters. We were interested in how well successful completion of these courses prepared a student for success in later courses. Some of the students who successfully complete our developmental courses never attempt the courses for which they are prepared at Miles Community College. For this reason, we further narrowed our focus only to those students who passed a developmental course and took a course for which that developmental offering prepared them.

4.A Assessment

4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives

We initially planned to measure success only in the following semester, but that left us to decide how to account for summers. We decided to follow students for a two-term period (including summers) following their successful completion of the developmental course. For students who completed the developmental course in the fall, our benchmark would be based on the following spring and summer. For students who completed the developmental course in the spring, our benchmark would be based on the following summer and fall. For students who completed the developmental course in the summer, our benchmark would be based on the following fall and spring.

In order to clarify the time-frame of the benchmark, we expressed our benchmarks with reference to the start of the successful semester rather than its end. This way, the amount of time is an unambiguous one-year period rather than the possibly confusing “two term” period following a course. While our benchmarks are based on this one-year period, we were able to observe how many students experienced success eventually, outside of the one-year period, and we report that here as well.

The benchmark regarding ED 105 needs a bit of clarification. Usually a student attempts more than one college-level course subsequent to passing ED 105. We needed to decide how to count students who pass

some of those courses and fail others. We decided that if a student attempted any college-level work within the study period following completion of ED 105, they would be counted as an “attempter,” and if they passed any college level work within the study period following ED 105, they would be classified as “successful.” This did produce the occasional disconcerting result of a student attempting several college level classes, passing one of them with a C- or better, failing the rest of them and being classified as a “success.” We decided, however, that even this outcome showed the ability to pass college-level work, so it remained our definition of success.

A related problem we faced was how to count students in laboratory science courses who had different results on the lab portion than they had on the lecture portion. When we consulted with the science faculty, they told us that failures in the laboratory portion of the course were usually due to poor attendance and that students better demonstrated their ability to pass college-level work in the lecture portion of the course. For this reason, a passing grade in the lecture portion of the course was counted as a “pass” while a failing grade in the lecture portion of the course was counted as a “fail” regardless of a student’s grade in the laboratory portion of the course.

Track the percentage of students who advance from WRIT 095 (Developmental Writing) to WRIT 101 (College Writing I) and pass WRIT 101 with a C- or higher within 1 year of starting the successful semester of WRIT 095.

We studied all students who took and passed WRIT 095 at Miles Community College between Spring Semester 2011 and Fall Semester 2013. There were a total of 77 students in this group. Of these, 50 attempted WRIT 101 within 1 one year of the beginning of their successful attempt at WRIT 0905. Forty-two of those 50 students passed WRIT 101, for an 84% pass rate. A total of 51 students from this group of 77 have taken WRIT 101 at some point subsequent to passing WRIT 095 (possibly more than one year after starting the successful semester of WRIT 095) and the number of students who passed among this group was still 42, for an 82.4% pass rate.

Track the percentage of students who advance from ED 105 (Reading & Study Skills) to a 100-level academic class within 1 year of starting the successful semester of ED 105 and pass the class with a C- or higher.

We studied all students who took and passed ED 105 at Miles Community College between Spring Semester 2011 and Fall Semester 2013. There were a total of 89 students in this group. Of these, 78 attempted at least one college-level course within one year of beginning their successful attempt at ED 105. Sixty-nine of these 78 students passed at least one college-level course, for an 88.4% success rate. A total of 79 students in the group we studied attempted a college-level course at some point after their successful completion of ED 105, and the number of students who passed at least one college level course among this group was 71, for an 89.9% success rate.

Track the percentage of students who advance from M 095 (Intermediate Algebra) to M 105 (Contemporary Math), M 121 (College Algebra) or STAT 216 within 1 year of starting the successful semester of M 095 and pass with a C- or higher.

We studied all students who took and passed M 095 at Miles Community College between Spring Semester 2011 and Fall Semester 2013. There were a total of 123 students in this group. Of these, 91 attempted at least one college-level math course within one year of beginning their successful attempt at M 095. Fifty-nine of these 91 students passed at least one college-level math course, for a 64.8% pass rate. A total of 100 students in the group we studied attempted a college-level math course at some point after their successful completion of M 095, and the number of students who passed at least one college-level math course among this group was 77, for a 77.0% pass rate.

The data are summarized in the tables below:

Performance of Successful M 095 Students in M 121 College Algebra

Grade in M 095	Number Attempting College Algebra	Number (percentage) passing College Algebra
A or B	45	28 (62%)
C	39	11 (28%)
A, B or C	84	39 (46%)

Performance of Successful M 095 Students in M 105 Contemporary Math, M 130 Math for Elementary Teachers I, M 131 Math for Elementary Teachers II, and Stat 216 Introduction to Statistics

Grade in M 095	Number Attempting M 105, M 130, M 131 or Stat 216	Number (percentage) passing M 105, M 130, M 131 or Stat 216
A or B	23	21 (91%)
C	16	24 (88%)
A, B or C	39	35 (90%)

- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives**
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services**
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement**

Since we offer two levels of developmental reading courses, as well as two levels of developmental writing courses, students had been being placed across levels. For example, some students were being declared college-ready in reading while still being required to take two semesters of developmental writing. The previous placement model assessed reading and writing independently. This problem became apparent when MCC had one faculty member teaching both the reading and writing courses. In Fall 2012, a full-time faculty position was created to teach both levels of the developmental reading and writing courses. Once one person, rather than several adjuncts, was teaching these four courses—this problem with assessment and placement could be identified and addressed. The College created a linked placement model that uses reading and writing scores together as a form of multiple measures to more accurately place students into shorter paths through developmental reading and writing courses.

Placement across levels of developmental reading and writing courses was a logistical roadblock to student success because it not only unnecessarily delayed students from entering gateway college courses, but also created imbalance in the classroom dynamic.

Using multiple measures to assess student placement is an effective way to ensure accurate placement. While the benefits of using multiple measures had been discussed on campus, MCC had not previously employed multiple measures of assessment for student placement. A common prohibitive factor to introducing multiple measures had been the cost. However, the only significant cost associated with linking the reading and writing COMPASS scores would be training time for advisors. Additionally, the instructor of the developmental reading and writing classes is able to identify and correct any placement mistakes that are made as advisors became familiar with the new placement system. The benefits of using multiple measures to assess student placement are being recognized by the MUS, and MCC continues to lead innovation by introducing multiple measures of assessments before it is mandated.

Acceleration models are another aspect of developmental education that the Montana University System is becoming increasingly interested in. MCC currently offers an optional co-requisite track to complete WRIT 015 & WRIT 095, and while it has been effective when students elect to use it, the co-requisite doesn't comprehensively address the problem of inaccurate placement. Moreover, as it is an optional track, many students who could benefit from it, don't. Linking the COMPASS scores for reading and writing creates a non-optional acceleration track for qualified students.

Finally, students who were placed inaccurately not only altered the dynamic of the classroom, but also risked losing motivation. The dynamic of a developmental reading or writing classroom is quite fragile—these students have been academically unsuccessful in the past and frequently have struggle with feelings of low self-efficacy. The presence of students who should have been placed higher sometimes further stifled the academic growth of the students who were accurately placed. The students who were under-placed tended to be quite willing to speak up in class and demonstrate their knowledge—knowledge that the objectives of the course presumed they did not yet have, whereas students who were accurately placed

risked losing motivation because they perceived themselves as being behind and incapable. Additionally, those under-placed students were also at risk of becoming unmotivated and not succeeding in class because they were not being adequately challenged.

The Academic Standards and Curriculum Committee approved the linked placement model for a limited pilot in Spring 2014 and full campus implementation in Fall 2014. The pilot of the linked placement model in Spring 2014 was successful. Following are the results of the three students who were impacted.

Student 1: The student passed WRIT 095 and ED 015 in Fall 2013. Based on the student's writing level, the student was allowed to skip ED 105 and progress into college-level coursework without further remediation. The student successfully passed college-level courses Spring 2014 and achieved a semester grade point average of 3.33.

Student 2: The student passed WRIT 015 in Fall 2013. Based on the student's reading level, the student was allowed to skip WRIT 095 and progress into college-level coursework without further remediation. The student successfully passed college-level courses Spring 2014 and achieved a semester grade point average of 3.88.

Student 3: The student COMPASS tested into WRIT 015 and ED 105. Based on the student's reading score, the student was allowed to skip WRIT 015 and enroll in WRIT 095. The student successfully completed the semester with a 3.14 grade point average and passed ED 105 with an A and WRIT 095 with an A-.

In the first semester of full implementation, fall 2014, 50 students had their placements impacted by the Linked Placement Model. Because of the code we've created in Banner, these students can be tracked throughout subsequent semesters.

The goal was to place students more thoughtfully and accurately using multiple measures in a sustainable way. The idea for the Linked Placement Model was first presented informally to staff and faculty to identify and clarify potential ramifications across campus. In November of 2013, the proposal was presented to and approved by the Academic Standards and Curriculum Committee. The placement model was approved to be piloted in Spring 2014 and fully adopted in Fall 2014.

A code was developed to use in Banner so that all students whose placement would be impacted by the new placement model could be tracked. For example, if Jane Doe scored 80 on reading and 33 on writing, we enter an additional COMPASS writing score of 47 and use the code ADEP (instead of TSPO) to allow the student to register in the appropriate class.

The new placement model uses reading and writing COMPASS scores together as a form of multiple measures to more accurately place students into shorter paths through developmental reading and writing courses. For example, if a student places into a higher level of writing and a lower level of reading, their placement in reading is leveled up to match the level of the writing placement.

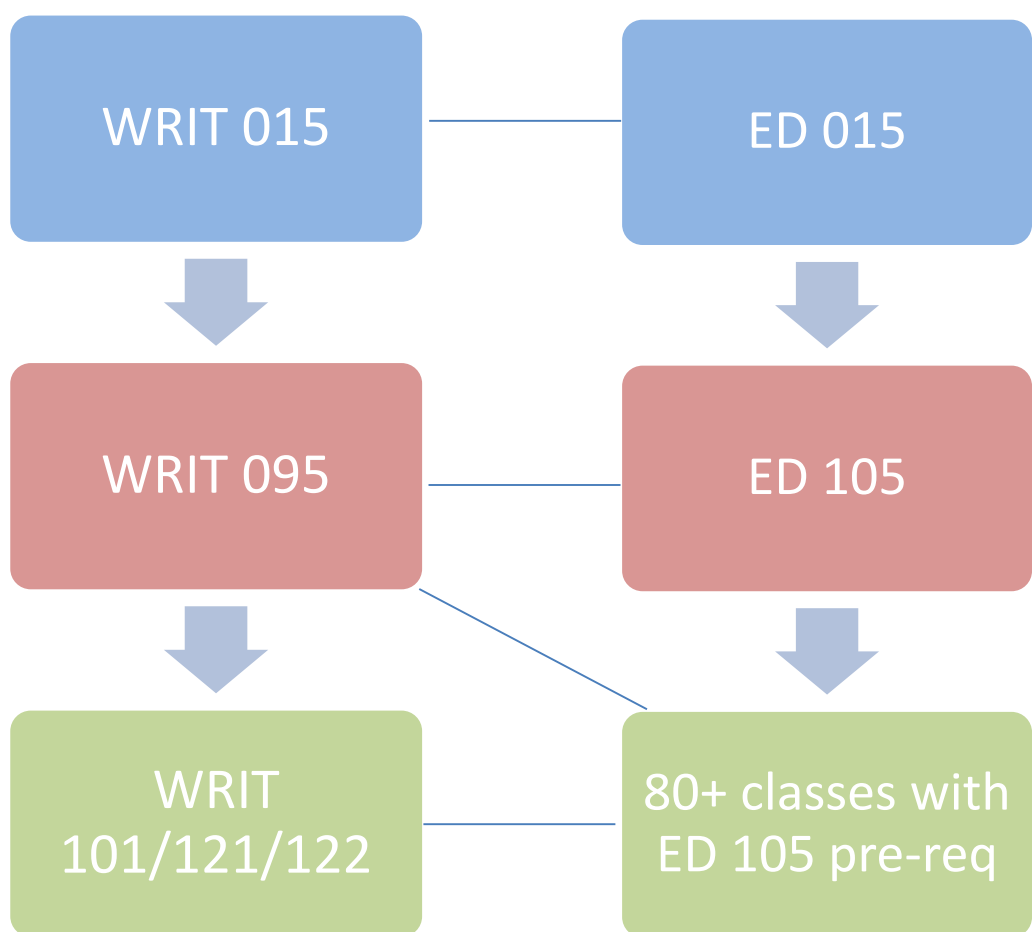
The instructor proposing the redesign retook the COMPASS to evaluate how to effectively link placement between reading and writing scores. Mastery of the writing test demonstrates mastery of college-level reading skills. Writing and reading are linked, with writing placing an emphasis on construction and

creation, and reading placing an emphasis on analytical consumption. A student who is able to demonstrate mastery of the level of editing analysis required by the COMPASS writing test has thereby also demonstrated ability with analytical reading. Those students who placed into ED 105 with COMPASS writing scores above 70 easily outpaced their peers in the classroom. Students with a writing placement above 70 do still have the option of taking ED 105—as it is occasionally taken as an elective. Importantly, though, students with a COMPASS writing score of 70-100 will not be prevented from taking other college level courses. Unnecessarily restraining a qualified and capable student can lead to loss of motivation.

Although a student who scores 82-100 on the COMPASS reading test should not be completely exempted from a placement into developmental writing—any COMPASS writing score below 70 should place a student who has scored 82 or higher on reading, into WRIT 095. As discussed previously, reading and writing are interrelated. While a demonstrated ability in construction analysis also demonstrates comprehension, demonstrated comprehension ability does not necessarily imply ability with construction. However, a reading score of 82-100 and placement into WRIT 015 reflects a discrepancy in student capabilities. For that reason, any student who scores 82 or above on the COMPASS reading is only required to take one level of developmental writing: WRIT 095.

The first figure represents the cut scores used to determine placement in the Linked Placement Model now in effect. The second figure is a visual representation of the cohorts that are created by using the Linked Placement Model.

COMPASS Score:	ACT score:	Placement:
Writing: 70-100 Reading: 0-81	Writing: 20+ Reading: 0-18	WRIT 101 College Writing or other 100 level WRIT courses Proceed to College-level classes
Writing: 0-69 Reading: 82-100	Writing: 0-19 Reading: 19+	Student takes WRIT 095
Writing: 47-69 Reading: 0-68		Student takes WRIT 095 and ED 105
Writing: 0-46 Reading: 69-81		
Writing: 0-46 Reading: 0-68		Student takes WRIT 015 and ED 015



4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

The most significant challenge so far has been triple-checking all student test scores for those registered for WRIT 015, WRIT 095, ED 015, and ED 105 (the developmental reading and developmental writing courses) to ensure correct placement with the new model. Several placement errors were found and corrected. Since each corrected error required a student to adjust his/her schedule, we need to improve advisor training on the new placement model. Time is being devoted to advisor training on this new model prior to the spring semester. As we track students through subsequent semesters, we will continue to examine the placement model and its effectiveness.

We gained some insight on why the Math pass rate missed the target and how we might improve it by controlling for M 095 grade and college level course attempted in our analysis. In short, students who attempted College Algebra had a lower success rate than those who attempted one of the other college-level courses. Students who attempted College Algebra who had only earned a C+ or lower in M 095 had an abysmal 28% pass rate. This suggests that the College could improve its success rate for M 095 graduates by setting a B- or better grade in M 095 as a prerequisite for College Algebra, insisting upon co-requisite support for students who attempt College Algebra after earning a C grade in M 095, or recommending that students who earn a C in M 095 take a college-level course other than College Algebra.

Recognizing the need to strengthen our efforts to help students progress from developmental courses to college-level courses, in the summer of 2012, the Vice President of Academic Affairs recommended the creation of a full-time Developmental Reading and Writing faculty position. This faculty member is also given five credits of release time to serve as the Coordinator of College Success and Disability Services. Under the guidance of this individual, resources and support services for students with documented disabilities are provided – such services include assistance with establishing course accommodations, test proctoring, and alternative course materials access. College Success program offerings continue to expand.

In 2014, a series of College Success Socials were offered to assist students with the transition to college. Plans exist to expand these offerings to include other short sessions on topics requested by students.

Originally, the Developmental Reading and Writing Instructor/Coordinator of College Success and Disability Services split her time between two offices (a faculty office and an office in the Center for Academic Success). Beginning in January 2014, however, this individual transferred to a full-time office space in the CAS, thereby making it possible for her not only to provide additional operational support in the Center for Academic Success, but also to provide better service to those students enrolled in developmental coursework who also utilize various services within the Center for Academic Success.

Objective # 2: Prepare students for entry into the job market through career and technical program completion.
Indicator of Achievement 2.A: Students graduating with a Certificate of Applied Science, Associate of Applied Science, or Associate of Science in Nursing are employed in their field within six months of graduation.
Benchmark: At least 70% of graduates are employed within the first six months.
Methods of Assessment: <ul style="list-style-type: none"> • Carl Perkins placement report (4P1) is used for verification of the placement rate. • Informally gathered job placement information
Rationale for Indicator of Objective # 2, Indicator 2.A : <ul style="list-style-type: none"> • 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.
This benchmark was achieved (True or False): True

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning**
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services**
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services**

Core Theme # 2, Academic Excellence, reflects MCC's Mission of promoting student success by providing accessible quality programs which include facilitating our students' successful progression through their chosen areas of study, toward completion of their respective certificate or degree program, and then toward successfully entering the workforce or continuing on to additional coursework at a transfer institution.

Part of MCC's annual Strategic Plan reflects the college's commitment to fulfilling Core Theme #2 by establishing Objective #2 to focus on "preparing students for entry into the job market through career and technical program completion" and specifying Indicator for Achievement 2A which states that: "Students graduating with a Certificate of Applied Science (CAS), Associate of Applied Science (AAS), or Associate of Science in Nursing (ASN) are employed in their field within six months of graduation."

Fulfillment of Core Theme 2 - Objective 2 and Indicator of Achievement 2A is accomplished through on-going discussions and collaborations between MCC's career and technical certificate and associate degree program faculty, program advisory boards, the College's Career & Placement Center office staff, and local job service officials. Key employers associated with each Certificate and Associate degree program area are invited to serve on respective program Advisory Councils, which then advise program faculty on current employment opportunities, future employment projections, and alignment of program curriculum with their respective workforce development needs. As students matriculate through their Certificate or Associate Degree program, their respective faculty advisor provides students with information and

referrals for professional internship and job opportunities. Employers are also invited to make presentations to students as guest speakers in program courses, to participate in annual employer career fairs, and to post specific job opportunities on the college's online job board hosted on MCC's Career and Placement Office website.

With regard to assessment of Objective 2, based on feedback from program faculty and advisory councils, MCC has established a 70% overall job placement rate as its benchmark for successful fulfillment of Indicator of Achievement 2A. This benchmark is supported by Montana State Workers' Compensation data which shows that, on average, 70% of students graduating with a CAS or AAS are employed in their field within six months of graduation. Additionally, MCC's Nursing Program maintains an annual assessment of their placement rates for their Associate of Science in Nursing (ASN) program, and has adopted an even higher standard of excellence by setting a program-specific benchmark of 80% for its target placement rates.

4.A Assessment

4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives

To assess fulfillment of Indicator of Achievement 2.A, MCC uses the Carl Perkins IV Accountability Data - Performance Indicators Report which is issued annually by the Montana University System's Office of the Commissioner of Higher Education (OCHE) as a formal outcomes assessment of MCC's Carl Perkins' grant-funded CAS, AAS and ASN degree programs. Specifically, Core Indicator 4P1 of this report provides an annual assessment of MCC's overall "Student Placement" rates. Additionally, the MCC Nursing Program uses annual Graduate Student Surveys to perform a separate assessment of in-field placement rates for graduates of their Associate of Science in Nursing Program. Results from these annual reports are then utilized by program faculty to guide annual program review and improvement.

4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives

4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services

4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement

According to the Carl Perkins IV Accountability Data - Performance Indicators Reports between 2009-2013, MCC has consistently satisfied the Indicator of Achievement 2.A each year by exceeding the 70% overall placement rate benchmark as outlined in the table below (NOTE: the placement data for 2010-2011 is not available due to several personnel changes at MCC and the OCHE system office during that year, resulting in no official data being recorded/archived for that year):

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Overall Annual Placement Rate for CAS/AAS/ASN	74.67%	Not Available (See Note Above)	97%	98%	Will Be Provided By OCHE Spring 2014

In addition to the above data which reflects MCC's overall annual placement rates for its CAS, AAS and ASN programs, Graduate Student Surveys for MCC's Nursing Program have also demonstrated consistent fulfillment of both the Core Theme 2 – Objective 2 – Indicator of Achievement 2A benchmark of at least 70% of graduates being employed within six months of graduation, as well as the ASN program-specific benchmark of 80% target placement rates as illustrated below:

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate of Science in Nursing (ASN) Annual Placement Rate	83%	100%	92%	83%	97%

The data outlined above demonstrate that MCC's current programs and services are well aligned to help students succeed at obtaining employment upon completion of their respective CAS, AAS and ASN credentials. While assessment for employment placement rates for MCC's CAS and AAS programs is provided through general data maintained and distributed by the Montana University System's Office of the Commissioner of Higher Education (OCHE), assessment of placement rates for MCC's Associate of Science in Nursing (ASN) program are comprised of data from multiple sources and are built around evidence-based practice using the 2010 National League of Nursing Outcomes and Competencies for Associate Degree Nurses. As part of the Nursing program's ACEN accreditation, ASN program-level assessments include data from student retention assessments, National Counsel Licensure Exam (NCLEX-RN) pass rates, as well as graduate satisfaction and employer surveys which are routinely administered 6-12 months after graduation.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

Program planning, resource allocation, and program improvement recommendations are guided by an annual review and evaluation of CAS, AAS and ASN program-level outcomes. From 2009-2014, several changes have been made in an effort to improve programs in general, as well as graduate employment placement rates, in particular.

For example, data gathered from student surveys has led the Nursing Program to change methods of gathering data from employers. Letters explaining the need for information as well as questions that are to

be asked are now being sent to Nurse Executives of the healthcare facilities specifically identified by nursing students. The MCC Nursing Program's Administrative Assistant then follows-up with a phone call to the respective Nurse Executive's with a 10 question survey. This change in process has begun with the post-graduate survey of the nursing students who graduated May of 2014. Additionally, ASN faculty have worked collaboratively with MCC's Vice President of Enrollment and Student Success to modify MCC's general graduate-student survey to enable the program to gather new information specifically from nursing graduates. These changes are all intended to improve the quantity and quality of relevant employment placement, employer feedback, and student graduate feedback to better inform future program assessment, evaluation and continuous improvement efforts.

Changes in MCC's Heavy Equipment Operation (HEO) program provides another example of program improvement associated with employer feedback and student placement rates. Specifically, HEO faculty have successfully implemented a curriculum change by replacing a previously required internship course with a newly required Commercial Driver's License (CDL) certification course. This change was specifically requested by regional employers, provides students with substantively more practice time operating commercial trucks, and results in student's earning an industry required certification (i.e. CDL) as a credential embedded within the HEO AAS Degree program. This then increases students' options and prospects for employment after completion of their degree. Employer-driven program-level improvements from other CAS and AAS programs include the Information Technology program adding an internship in response to recommendations from the IT Advisory Board.

Within MCC's Division of Academic Affairs, faculty from all of the CAS, AAS and ASN programs are represented on the College's Career & Technical Education (CTE) Programs Committee. Monthly meetings of this committee help ensure that all program areas are regularly involved in discussions and recommendations for CTE program-related outcomes and needs assessments, improvement opportunities, and resource prioritization and budget allocation recommendations. Feedback from the CTE committee is then combined with feedback from faculty and staff in MCC's other academic programs to inform planning and decision making for the Division of Academic Affairs, which is then channeled into strategic planning, budget and resource allocation discussions and decisions at the overall College level.

Objective # 2: Prepare students for entry into the job market through career and technical program completion.

Indicator of Achievement 2.B: Students who take a recognized licensure or certification exam pass it in their first cycle of examinations.

Benchmarks:

- The pass rate of ASN graduates sitting for The National Council Licensure Exam (NCLEX-RN) is at or above the national pass rate.
- Automotive Service Excellence (ASE) Certifications: 70% success rate
- Phlebotomy licensure exam: Benchmark still to be determined
- Commercial Driver's License (CDL) exam: 70% success rate
- National Center for Construction, Education and Research (NCCER): 70% success rate
- Pharmacy Tech: Benchmark still to be determined

Methods of Assessment: <ul style="list-style-type: none"> • The NCLEX Completion Report • ASE certifications • Phlebotomy licensure exam • CDL exam • NCCER exam • Pharm Tech exam
Rationale for Indicator of Objective # 2, Indicator 2.B: <ul style="list-style-type: none"> • Students who successfully certify for their intended profession validate the rigor of the College's professional-technical programs. • If Nursing programs have NCLEX pass rates that are consistently below the national average, they are placed on probation by the Montana State Board of Nursing.
This benchmark was achieved (True or False): True some years/False some years

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning**
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services**
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services**

The exams and pass rates are valuable to the College because they provide a solid assessment of the students' success through the various programs. In addition, the exams provide a sounding board for instructors on how the material is presented and retained among the student population.

Students are prepared for the exams through instructor-led reviews of content and skill-based practice. In addition, the nursing program offers a specific class to prepare the students for the NCLEX exam.

To determine whether or not students are prepared to take the exams, instructors prepare course tests to assess student understanding of course material. In addition, practice certification exams and skill assessment are utilized as indicators of readiness.

4.A Assessment

4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives

Data for the exams were collected by instructors for the Heavy Equipment, CDL and ASE certifications, while the nursing program collects pass rates from Mountain Measurement, Inc.

The results of the program pass rates indicated that the programs in the Career & Technical area were successful in meeting the benchmark based on the overall average of each program area. The following programs with a required licensure exam within this core theme were successful in meeting the benchmark of 70%:

		<u>Pass Rate</u>				
<u>Program</u>	<u>Target</u>	<u>2013-2014</u>	<u>2012-2013</u>	<u>2011-2012</u>	<u>2010-2011</u>	<u>Average</u>
HEO						
• CDL	70%	68.8%	87.5%	76%	90%	80.6%
• NCCER	70%	63.6%	77.8%	78.5%	100%	80%
ASE	70%	NA	100%	100%	100%	100%
NCLEX	At or above national average	66.6	97%	82%	67%	78.15%
Phlebotomy	TBD	Unavailable	Unavailable	Unavailable	Unavailable	
Pharm Tech	TBD	Unavailable	Unavailable	Unavailable	Unavailable	

4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives

4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services

4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement

The table above indicates that each program successfully met its benchmark when looking at the overall average. However, when reviewing the results on a year-by-year basis, there are some programs that were unsuccessful at meeting the required benchmark. Nursing did not meet the benchmark in the 2010-2011 and 2013-2014 years, while the Heavy Equipment program was unsuccessful in the 2013-2014 year.

For the CDL, we use testing software that simulates the Montana CDL written exams. Students take final written exams with this software and are graded as they will be when taking the actual exams at the Division of Motor Vehicle (DMV) exam stations. Field skills tests are also recorded, and the same test criteria are used within the college, as at the DMV.

We use the NCCER curriculum and hold students to the standards required by NCCER. All written tests are recorded, and equipment performance standards are recorded as pass/fail. Written exam grades and performance ratings are transmitted to NCCER at the end of the spring semester.

We are aligning with both programs by requiring students to meet the specified performance and grading criteria as both the Montana DMV and NCCER.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies.

For the programs that did not meet the 70% benchmark, the instructors utilized planning and improvement opportunities to enhance program curriculum and increase scores on future exams. Feedback from advisory boards facilitated curriculum changes for the improvement process:

- Heavy Equipment Program:
 - Internships were removed from the program and replaced with a course in CDL, as suggested by the advisory board.
 - Assessment strategy changes have been implemented. The use of equipment and truck simulators will enable a more qualitative assessment and definitive performance ratings of students.
- Information Technology Program:
 - Advisory board feedback indicated that internships provided a more valuable student experience, therefore the emphasis on licensure exams was removed and replaced with a required internship.
- Nursing Program:
 - The Nursing Program receives quarterly reports from Mountain Measurement, Inc. tracking MCC graduates based on first attempt of the NXLEX-RN and whether they were successful or failed. Subsequent attempts are not utilized for reporting to Montana State Board of Nursing (MSBON) or Accreditation Council of Nursing Education (ACEN).
 - Each year the nursing faculty evaluates the Systematic Plan for Evaluation (SPE) which is a living document guided by ACEN Standards. It is updated based on program needs.

Objective # 3: Help students successfully complete their program of study.
Indicator of Achievement 3.A: Students who begin their studies at Miles Community College earn an academic credential.
Benchmark: The College's graduation rate is at or above the national average.
Method of Assessment: <ul style="list-style-type: none"> • Data derived from the IPEDS report.
Rationale for Indicator of Objective # 3, Indicator 3.A: The national emphasis on college completion makes this objective an imperative priority and thus a metric of mission fulfillment.
This benchmark was achieved (True or False): True

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning**
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services**
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services**

Miles Community College has strived to maintain a focus on student success, with graduation being a major part of that success. Every year goals are set at all levels of the organization that focus on helping students to achieve graduation. We focused on the "at-risk-student" procedure in both the faculty division and in the student services. We set goals toward making our advising more effective in both the faculty and student services departments. We also added the "First Year Pioneer" class in the fall of 2009 to help add more life skills training for students. The remedial curriculum and placement guidelines were evaluated and revised between years 2009-2013. And new faculty and support staff were added throughout those years to aid in student completion. This focus on student success and graduation has helped us to achieve higher-than-national-average graduation rates.

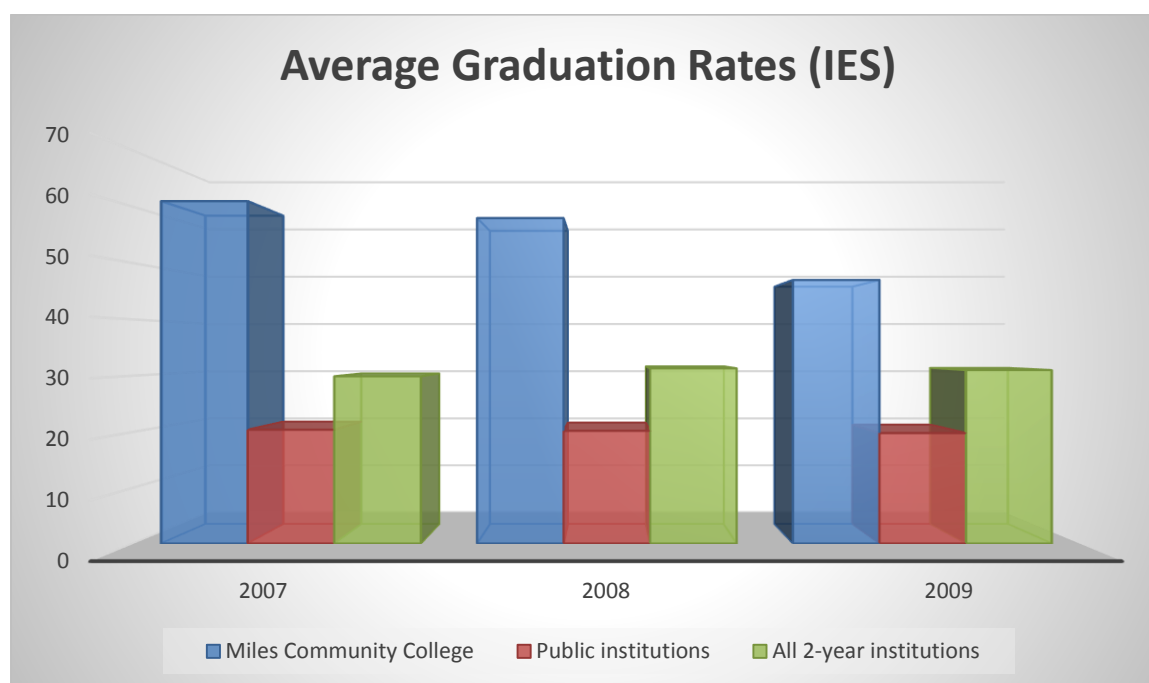
4.A Assessment

4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives

The Miles Community College graduation rates are derived from the information compiled for the annual IPEDS report. The national average graduation rates were obtained from the National Center for Education Statistics web site (http://nces.ed.gov/programs/digest/d13/tables/dt13_326.20.asp).

Institutions	2007	2008	2009
Miles Community College	61.0	58.0	47.0
Public institutions	20.4	20.2	19.8
All 2-year institutions	29.9	31.3	31.0

This table is represented in the bar graph on the next page.



Graduation rates of first-time, full-time degree/certificate-seeking students at 2-year postsecondary institutions who completed a credential within 150 percent of normal time: Selected cohort entry years, 2007 through 2009

The graduation rates for Miles Community College are above the national average; however, the College's graduation rate has declined from 2007 to 2009.

- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives**
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services**
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement**

In 2010 Miles Community College converted to Banner for its data management. In the process of developing the College's Banner programming, enforcement of pre-requisites was built into the system so that advisors and students would not be able to override the pre-requisites. If a student wishes to take a class without meeting the pre-requisites, he/she must fill out a form that is reviewed by the student's advisor and the appropriate faculty member. If they approve the student's application, the form is forwarded to the Vice President of Academic Affairs or a designee for final approval. If that approval is granted, the student's registration is entered into the class by an approved person from the Academic Affairs or Student Services office.

In addition to the enforced pre-requisites policy, the At Risk Report was revised effective the 2013-2014 academic year. Previously, the At Risk Report was prepared in hard copy triplicate, with copies of the

form being distributed to the student, advisor, and Student Services office. Now the At Risk Report process has been fully automated with online submission forms for students, faculty, and advisors to allow for additional tracking of students with multiple risk reports. In addition the “Get a GRIP (Grade Recovery in Progress) program” has been developed for select students on Academic Probation or Suspension. This program requires regularly-scheduled meetings with student success staff and academic advisors. In some cases the program mandates tutoring and study table hours in the Center for Academic Success. Also, student orientation has become mandatory. We believe these new programs and additional requirements will help to identify students at an earlier point in their education who are not on track to graduate.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

Miles Community College has exceeded the national average for graduation rates and thus achieved our benchmark. However we are concerned with the decrease in graduation rates, so many new procedures have been implemented. These procedures appear to be helping, as graduation rates have begun to rise. We believe that the majority of students who fail to graduate are high-risk students who need additional support. Therefore, the Early Alert List has been developed. This list includes students with any combination of these factors: first-generation student status, \$0 EFC/full Pell eligibility, and placement into the lowest-level developmental courses. Students with all three risk factors are assigned the Coordinator of College Success and Disability Services as a supplementary advisor.

One factor that may reflect a decrease in the graduation rates without reflecting a decrease in student achievement is students who attend Miles Community College without a plan to graduate. Very little data is available at this point. However, discussions with academic advisors suggest that numerous students take only the classes needed to transfer to another college. They do not complete entire graduation requirements before transferring to another school. After transferring, they may indeed complete all the requirements for graduation, but do not transfer the credits back to us as they earn their more advanced degrees. We hope to increase the tracking rate of these students by using post-graduation surveys.

Objective # 4: Prepare students to succeed at transfer institutions.
Indicator of Achievement 4.A: MCC graduates who transfer to a public four-year Montana college receive their bachelor's degree within three years.
Benchmarks: At least 50% of MCC graduates who transfer to a public four-year Montana college receive their bachelor's degree within three years.
Methods of Assessment: <ul style="list-style-type: none"> A sampling of MCC graduates is obtained from the Banner Data Warehouse at the Office of the Commissioner of Higher Education to ascertain the success of our graduates at units within the Montana University System.
Rationale for Indicator of Objective # 4, Indicator 4.A: <ul style="list-style-type: none"> Successful completion of the upper-division requirements for a bachelor's degree within three years demonstrates the students' adequate preparation for transfer.
This benchmark was achieved (True or False): True (Based on the limited data currently available.)

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning**
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services**
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services**

One of the essential elements of any community college's mission is to prepare students to continue their upper-division coursework at transfer institutions. Our goal is to adequately prepare our students so that those who choose to transfer to a four-year college or university can graduate from their respective transfer institution within three years of earning their Associate of Arts or Associate of Science degree from Miles Community College.

This Core Theme Objective is part of the College's General Plan and is supported in part by the development of articulation agreements with regional four-year colleges so that students can continue their upper-division education in a manner that is as seamless as possible. In addition, the Montana University System (MUS) has implemented a Common Course Numbering (CCN) system so that classes are vetted system-wide to ensure comparability of content and rigor. The following link connects to the CCN page of the MUS web site: <http://www.mus.edu/Qtools/CCN/CCN.asp>. Furthermore, over the past several years, a number of AA or AS curriculum plans have been developed with the intent of facilitating transfer into the major program of study at Montana transfer institutions. Some examples of these degree programs include Elementary Education, Equine Management, Agribusiness, Business, Wildlife and Fisheries Biology. The degree is still a general transfer degree, but the curricula for those "emphases" have been modeled as much as possible after the first two years at the transfer institution.

With these inputs in place, our task is to track MCC graduates as they transfer to other colleges within the MUS. The data for this indicator can be obtained from the Deputy Commissioner for Planning & Analysis at the Office of the Commissioner of Higher Education (OCHE). This information is now available to Miles Community College because of our transition to the MUS Banner information system

in 2010. We can provide the MCC graduates' student IDs to the Deputy Commissioner, and he can then access the graduation data from the Banner Warehouse. Prior to the College's transition to Banner, obtaining this data was next to impossible. Consequently, we are just now at the cusp of being able to obtain and track the success of our graduates. Initial data may be sketchy, but we are now poised to obtain longitudinal data from the Banner Warehouse.

4.A Assessment

- 4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives**
- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives**
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services**
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement**

As was previously indicated, the primary source of the data for this indicator is accessible from the Montana University System's Banner Warehouse, located at the Office of the Commissioner of Higher Education. Because Miles Community College did not transition to Banner until 2010, aggregating transfer success data for this Year Seven Self-Evaluation Report has been difficult due to the scarcity of longitudinal data currently available. Additionally, the information we have received is difficult to interpret, thereby making questionable the meaningfulness of the data. For example, the table below, "Continued Enrollment in MUS," indicates the number of MCC graduates for spring 2009 and 2010, followed by the number of MCC alumni continuing to a school within the Montana University System. The numbers provided in the Banner Warehouse show a surprisingly low number of students who have transferred within the MUS.

Table provided by OCHE:

Continued Enrollment in MUS										
Graduation Years	# of MCC Grads	Number Continuing at Another MUS Campuses								
		F09	S10	F10	S11	F11	S12	F12	S13	F13
2009	105	14	15	16	17	10	10	7	5	5
2010	106		1	14	17	17	18	6	5	7
Total	211	14	16	30	34	27	28	13	10	12

The next table, "Location of Enrollment (Spring 2011)," indicates the location of MCC alumni during the spring 2011 semester. At best, this table gives us a sense of the preferred transfer locations, which provides insight into the schools on which we should focus our transfer efforts. In this instance, MSU-Billings is our primary transfer institution, with MSU-Bozeman being a distant second. With this information, we can surmise that we need to ensure that we have articulation agreements in place to facilitate transfer to MSU-Billings. Doing so will ostensibly enhance the likelihood of our students' success at this institution. We should also note that of the 34 students counted in this cohort, six had

continued to attend MCC. One student was at Highlands College, which is a two-year college. That reduces the spring 2011 cohort of former MCC students attending a four-year institution to 27.

Location of Enrollment (Spring 2011)

CAMPUS	COUNT	CAMPUS	COUNT
Miles CC	6	UM-Missoula	1
MSU-Billings	14	MT Tech	1
MSU-Northern	2	Highlands College	1
MSU-Bozeman	5	UM Western	2

TOTAL COUNT: 34

The next table, "Degree/Certificate Received," does not begin to provide potentially useful information until the 2010-11, 2011-12 and 2012-13 columns. The previous table notes that in the spring of 2011, there were 27 MCC alumni attending a four-year institution within the MUS. However, we have no specific indication of when those 27 students graduated from MCC. So we do not know whether they were in the 2009 or 2010 cohort of MCC graduates, or from a different graduating cohort altogether. But during the three academic years (2010-11 through 2012-13), there were 24 MCC alumni graduating from a four-year MUS institution. If the denominator is close to the 27 indicated in the spring 2011 report, the numerator of 24 would place the percentage at around 89. As preliminary data, this information gives us cause to be optimistic in our assumption that students who graduate from Miles Community College continue to be successful at their transfer institution.

Table provided by OCHE:

Degree/Certificate Received (either prior to or following graduating at MCC)												
Graduation Years	# of MCC Grads	Academic Year of Degrees/Certificates Awarded at Other MUS Campuses										
		2002-03	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Total
2009	105		1	1	1	2	0	0	3	6	2	16
2010	106	1			1		0	0	1	6	6	15
Total	211	1	1	1	2	2	0	0	4	12	8	31

In order to supplement the data available through the Banner Warehouse for the preparation of the report on this Core Theme Indicator, we contacted current and previous coaches of our intercollegiate athletic teams to determine what kind of data they could provide on the transfer success of their former student-athletes. Useful information was obtained from a previous women's basketball coach and from the current and former men's baseball coaches.

The women's basketball coach provided the following information:

- **2009: 3/4**
 - BB – graduated from MSUB in 3 years.
 - CM – graduated from MSUN in 2 years.
 - SH – graduated from RMC in 2 years.
 - KB – I don't believe she ever went to school...she was talking about going to school at Idaho State, but I'm not sure.
- **2010: 3/4**
 - DS – graduated from Bloomfield College in 2 years.
 - MI – currently working on her CATC at Univ. of Utah. Will graduate this December.
 - ST – not sure if she graduated, but she did go to MSUN for a year.
 - SP – graduated in 2 years from San. Jose State.
- **2011: 4/5**
 - MJ – graduated in 2 years from Carroll College. I believe she is currently in med school.
 - IJ – graduated in 2 years from Valparaiso.
 - ET – Is still pursuing degree from MSU.
 - MK – graduated in 2 years (elem ed) from MSUN...teaching in Miles City right now.
 - SM – graduated in business from MT Tech in 3 years...working in SLC as a marketing director now.
- **2012: 3/5**
 - BW – went to U of Hawaii for 1 years and is currently enrolled at MSUB, I believe.
 - KB – graduated from MSUN in 2 years.
 - CL – graduated from CSU-Mesa in 2 years.
 - TH – went to beauty school in Billings (graduated, I believe.)
 - ID – graduated from Valdosta State in 2 years.

This sample size of 18 had 13 students, or 72%, who went on to graduate from a four-year school within three years. One of the students opted to attend cosmetology school instead, and another student is presumably still attending a four-year school.

The baseball coaches provided the following information:

- **2004**
 - KS MSU-Bozeman Bachelor's degree in 2007, Master's degree in 2008
 - CM MSU-Billings Bachelor's degree in 2008
- **2005**
 - JH U. of Montana Bachelor's degree in 2009
 - JS MSU-Billings Bachelor's degree in 2007
- **2006**
 - DV MSU-Bozeman Bachelor's degree in 2011
 - JK MSU-Billings Bachelor's degree in 2009
 - JC U. of Montana Bachelor's degree in 2009
 - NH MSU-Billings Bachelor's degree in 2012

- **2007**
 - RD MSU-Billings Bachelor's degree in 2013
 - LJ MSU-Billings Bachelor's degree in 2011
 - CP MSU-Billings Bachelor's degree in 2009
 - RG MSU-Billings Bachelor's degree in 2011
- **2008**
 - RP MSU-Billings Bachelor's degree in 2012
 - JS UM Western Bachelor's degree in 2011
 - BD MSU-Billings Bachelor's degree in 2012
- **2009**
 - AS MSU-Billings Bachelor's degree in 2012

The sample size of 16 had 7, or 44%, who completed their bachelor's degrees within three years of their graduation from Miles Community College.

Of those who exceeded the three-year indicator, six completed their bachelor's degrees in four years, one completed his degree in five years, and the remaining two completed their degrees in six years. The rationale that has been provided for this indicator is as follows: "Successful completion of the upper-division requirements for a bachelor's degree within three years demonstrates the students' adequate preparation for transfer." One of the challenges we have come to realize with regard to this particular indicator is that there are many factors beyond the control of MCC that impact students' completion of their bachelor's degrees once they leave Miles Community College. Life happens, and sometimes goals have to be placed on hold. This reality was particularly noted with the analysis of the baseball players. Of the 16 students that were identified as having graduated from MCC and who transferred to another school within the MUS, 100% eventually completed their bachelor's degree. However, 56% of those students needed more than three years to accomplish that goal. But they did accomplish that goal, and we would like to think that Miles Community College had a part in that achievement.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

As has been stated earlier, the process of gathering data for this Core Theme Indicator has been challenging, absent the availability of abundant longitudinal data. At this point it remains to be seen if this will prove to be a meaningful, assessable, and verifiable indicator of achievement. However, we believe that an important element of measuring student success and academic excellence includes an examination and evaluation of what happens to the students once we launch them into their post-MCC life. As students transfer to four-year schools, we fervently hope we have prepared them adequately so that they will be successful at their chosen school. And we hope their transfer institution shares the same commitment to student success and academic excellence that we try to foster at Miles Community College. As we consider improvements with regard to this Core Theme Indicator, our first priority is the identification of the data we need to gather and then the development of more consistent strategies for gathering the data, rather than the ad hoc methods that were used to analyze this indicator for this Year Seven Self-Evaluation Report. The Vice President of Enrollment and Student Success has developed a

wide array of metrics for measuring student success. That data gathering process will dovetail into the assessment and analysis associated with this Core Theme Objective and Indicator.

CORE THEME THREE: RESOURCE MANAGEMENT

Objective # 1: Obtain, allocate, and manage financial resources based on available funding sources.
Indicator of Achievement 1.A The College operates within its available financial resources during its current fiscal year and engages in planning to ensure its solvency for the foreseeable future.
Benchmarks: <ul style="list-style-type: none"> • Annual audits are performed and the results reflect the College’s fiscal soundness with no audit findings. • Projected income and expenditures reflect a balanced budget. • Fiscal reports demonstrate that the College is meeting its debt obligations.
Methods of Assessment: <ul style="list-style-type: none"> • Annual Audit Reports are maintained at the office of the Chief Financial Officer. The statements reflect the financial soundness of the campus and the status of debt obligations. • Spreadsheets of projected budgets are maintained at the office of the Chief Financial Officer. • Minutes of the Board of Trustees include budgets, reports of actual revenues and expenditures, and projected revenues and expenditures. Audited financial statement are also reviewed.
Rationale for the Indicator of Objective # 1: <ul style="list-style-type: none"> • Annual audits are necessary (a) to evaluate the adequacy of controls for receipts of funds, expenditures, and safeguarding the College’s assets; and (b) to ensure that funds are administered in accordance with appropriate accounting practices, approved budgets, and College policies and procedures. • Budget projections are prepared to ensure the College’s sustainability. • Timely and accurate financial reporting ensures that Trustees, state officials, employees, and the community are informed about the financial condition of the College.
This benchmark was achieved (True or False): True

3.B Core Theme Planning

- 3.B.1 Alignment Between College’s General Plan and Core Theme Planning**
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services**
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services**

Miles Community College was founded in 1939 and is currently celebrating seventy-five years of service to Miles City and the surrounding region. With a mission to promote student success and lifelong learning through accessible, quality programs, community enrichment, and partnerships, MCC has long been committed to effective and responsible management of its resources. MCC is smaller than many colleges

in the nation and must be diligent in the oversight and use of its resources. Because of this, resource management was selected as a core theme to keep the College strong, viable, and focused.

Objective # 1 of the Resource Management Core Theme is to obtain, allocate, and manage financial resources based on available funding sources. The College works diligently throughout the year and during the Montana legislative session to obtain various financial resources. Sources of revenue include state allocations, enrollment revenue (tuition and fees), local tax levy, grants, scholarships, and auxiliaries. Allocation of these resources is then managed through a budgeting process that includes the involvement of the Vice Presidents, President's Cabinet, Budget Committee, and employees (via all-employee meetings and emails sent to all employees of the College.) This dual bottom-up and top-down approach ensures ample opportunities to obtain input and set priorities for the allocation of financial resources. This process also includes a review of the allocation and its alignment with the Mission and Strategic Plan of the College. In FY 2014, for instance, all budget modifications were reconciled or matched against the Strategic Plan to ensure that it furthered the goals of the College.

Once the budget is prepared within the campus, it goes through a vetting cycle with the Board of Trustees and the Board of Regents for final approval. This final step of the process ensures that the budget is also aligned and reasonable within the expectations and vision of the MCC Board of Trustees and the Montana Board of Regents, who also support the mission of the College. Upon the approval of the budget, the operating cycle of the campus begins and the business office is then responsible for oversight of the daily operations and tracking of the actual revenue and expenditures to the budget. The Board of Trustees meet monthly, along with subcommittees for human resources, finance, and quality. The finance committee receives financial reports, including projections and expenditure-tracking throughout the year to ensure that the College is on track and is effectively managing its resources. As revenue comes in and the campus rotates through its semester-driven business cycle, modification are made to the budget to reduce spending or make additional investments as needed. At the end of the year, a final reconciliation is made, and budgets to actual revenue and expenditures are reviewed in order to look for trends and to serve as the baseline for the next budget cycle. Reports on the final budget, including actual revenues and expenditures, are provided to the Board of Trustees and Board of Regents.

Once the operational year and budget year are complete, the College prepares its financial statements and schedule of federal expenditures to prepare for the upcoming annual audit. These audits are performed to evaluate the adequacy of controls for receipts and expenditures, and for the safeguarding of assets. This audit also ensures that the College follows standardized accounting practices, meets federal and state regulations, and follows College policies and procedures. The resulting audited financial statements provide an assessment of the quality of the management and controls that are in place to manage the financial resources of the College. The management discussion and analysis, the financial statements, and the notes provide a status on the viability of the campus, including its capacity to handle the debt obligations of the College. Through this operational cycle, key data sources are available to confirm that the benchmarks for indicator 1.A are being met. They are the audited financial statements, fiscal budgets, and the minutes of the Board of Trustee meetings.

4.A Assessment

- 4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives**
- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives**
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services**
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement**

To evaluate this core theme objective and indicator, the audited financial statements, budget sheets and minutes of the Board of Trustees meetings were gathered from the business office.

The College has successfully prepared and completed audits for FYs 2012 and 2013, and the audit for FY 2014 will be completed by March 2015. Upon reviewing the audit reports, we noted that there were two audit findings in 2012 resulting from the campus-wide conversion to the Banner information management system. This conversion resulted in late posting and balancing of the financial data and a delay in the federal audit submission. The College invested additional resources to find trainers and personnel to get the financial postings and balancing procedures developed, as well as to get all operational work up to date. During the audit, no errors were found with the data accuracy or the financials. The audit for FY 2013 resulted in no audit findings. A review of the audited financial statements showed a stable and solid fiscal position. The financial statements and notes also showed the capacity of the College to meet its debt obligations as reflected in the fact that the College has had a positive change in net position for the last three years.

Budget sheets for all funds were available and successfully developed for each of the three fiscal years. Copies of the budget sheets and various projections throughout the year are distributed to faculty, staff and the Board of Trustees. These sheets are available in the Trustee committee meetings and are included in the Board of Trustees meeting packet. The budget sheets show budget to actual numbers and reflect the successful management of the available resources for the College.

Finally, the Board of Trustees minutes are prepared and kept in the campus vault, and they are also available electronically. The meeting minutes discuss the status of the audits and their results, and are available to the Trustees for their review and approval. The minutes also reflect the preparation, review and completion of the annual budgets and all projections and modification of the budget as needed.

Conclusion: All benchmarks were available and met.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

Miles Community College set the standard for a strong emphasis on Resource Management when selecting it as one of the College's Core Themes. Due to the small size and funding sources of the College, this core theme is an integral part of supporting the Mission of the College. Through the completion of the audited financial statements, budget preparation and ongoing projections, and information distributed and reflected in the minutes of the Board of Trustees meetings, we can see that the college objective of obtaining, allocating and managing its financial resources is being achieved.

When pulling the data for benchmarking, we were able to affirm that the College had successfully completed audits, prepared budgeting spreadsheets and projections, and showed the soundness of the College in its debt obligations and overall management of its resources through its Board of Trustees minutes and reporting processes.

Objective # 2: Recruit, develop, and retain qualified faculty and staff.
Indicator of Achievement 2.A: The College implements an ethical and standardized recruiting process to attract qualified permanent faculty and staff.
Benchmark: <ul style="list-style-type: none">100% of permanent full-time faculty and staff positions are recruited, vetted, and hired using the College's standardized process.
Methods of Assessment: <ul style="list-style-type: none">The Human Resources Director utilizes a recruitment process that includes a standardized employee requisition form, job announcement, search committee checklist, and position description. After each search, copies of all documents relating to the position are completed and placed on file in the Human Resources Office.
Rationale for Indicator of Objective # 2, Indicator 2.A: <ul style="list-style-type: none">A standardized recruiting process ensures an ethical and consistent method for selecting qualified faculty and staff.
This benchmark was achieved (True or False): True

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services

Resource Management supports the Miles Community College mission of promoting student success and lifelong learning through accessible quality programs, community enrichment and partnerships by recruiting, developing and retaining qualified faculty and staff. The College implements an ethical and

standardized recruiting process to attract qualified permanent faculty and staff. Recruiting and hiring practices follow guidelines to ensure legal compliance and confidentiality.

The complete cycle of hiring focuses on the job's key tasks and responsibilities to ensure a fair and consistent search among all full-time positions on campus. Interview questions are focused on the skills and abilities required by the job. The goal of hiring is to select the person most qualified to perform the job's essential functions and contribute to the organization's success.

The Executive Director of Human Resources and Compliance utilizes a recruitment process for all full-time faculty and staff positions that includes a standardized employee requisition form, job announcement, search committee checklist, and position description. After each search, copies of all documents relating to the position are completed and placed on file in the Human Resources Office. The implementation of the standardized search process makes hiring by a committee more efficient and effective. This documentation verifies that each hiring process takes place in a standardized and ethical manner.

4.A Assessment

- 4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives**
- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives**
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services**
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement**

The recruitment and hiring of full-time staff and faculty positions on campus is a thorough process which includes the following:

- **Laying the groundwork for the search:** The hiring process starts with the need to fill a vacant or new position. This is a good time to determine if the job still helps the College serve its purpose and achieve its mission. An informal job analysis is conducted to help determine the tasks, duties, and responsibilities that a job entails in order to write a position description. The position description identifies the knowledge, skills, abilities, and other characteristics that the ideal candidate would possess. Interview questions, hiring criteria, and the screening process are based on the duties and qualifications outlined in the position description.
- **Placing the job announcement:** Job announcements describe the position openings and are placed in a variety of locations including but not limited to the following:
 - Local, regional, and national newspapers
 - Chronicle of Higher Education
 - Higher Ed Jobs.com
 - Newspapers and journals of associations serving professionals in targeted field
 - Minority publications
 - Electronic sources: institution's web site, job banks, list serves

- Schools with programs in targeted field
- HR departments of similar schools
- Job clearinghouses of university systems
- Job boards of associations and other organizations serving professionals in targeted field

The time-frame for a search depends on the nature of the position to be filled and the response of the labor market. The time-frame for acceptance of an offer and reporting for work also varies.

- **Forming and charging a search committee:** A search committee is a broad representation of the college, and the members often include peers and individuals who work closely with the position and can provide a variety of perspectives on the role and function of the position. Typical committees range from five to seven members. The HR Director helps the search committee understand laws and regulations as well as college criteria relevant to the search process. This committee acts as a screening committee; they evaluate the written materials of applicants to identify semifinalists. The search committee receives their charge before they begin their work. The charge indicates the committee's task, deadline, and the kind of candidate that the hiring authority wishes to attract.
- **Screening applicants:** The search committee screens applicants to determine which is the most qualified for the position and the most acceptable to the institution based on the position announcement. The committee evaluates the written materials of applicants and identifies individuals who will receive further consideration. The committee utilizes a screening checklist to identify if each candidate meets the required minimum qualifications.
- **Interviewing applicants:** Some interviews are used to screen applicants. Other interviews are used to compare candidates and to determine which candidate's abilities and attributes best match the job's duties and align with the college's culture. Interviews focus on evaluation of the candidate's possession of the knowledge, skills and abilities required for the job. They also might focus on the candidate's work ethic, professional character, interpersonal skills, and match with the position and organization.
- **Performing background checks:** Per policy 600.5 Background Checks, the College reserves the right to conduct background checks, the results of which shall determine an applicant's eligibility for employment. Any information attained shall be placed in the employee's personnel file and kept strictly confidential.
- **Making a recommendation:** After the conclusion of final interviews, the search committee determines which candidate(s), if any, to recommend. It can recommend one candidate, rank all the semi-finalists, or provide a report outlining the strengths and weaknesses of each semifinalist. The final hiring authority is the President of the college; the committee submits the recommendation to the President for the hiring decision. If a candidate does not accept the offer of employment, the committee may be asked to recommend another candidate. They also may be asked to extend or reopen a search. The chief reason for extending or reopening a search is an inadequate pool of candidates.

After each search, copies of all documents relating to the position are completed and placed on file in the Human Resources Office. These documents include the standardized employee requisition form, job announcement, search committee checklist, and position description.

Based on the assessment of our recruitment process, we have determined that the College followed this ethical and standardized process for the conducting of eight searches for permanent full-time faculty and staff positions in fiscal year 2012, seven searches in fiscal year 2013, and nine searches in fiscal year 2014. With regard to this cycle of the hiring process, the College has met its 100% benchmark of this indicator of achievement.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

According to the assessment of this indicator, the College is committed to conducting an ethical and standardized recruitment process to attract qualified permanent faculty and staff. MCC will continue to ensure we have clearly defined what it will take to be successful in the position. The College is committed to being fair and consistent, while including others in the hiring process. In order to continue the recruitment, development and retention of faculty and staff, the college is committed to improving the onboarding process.

After the recruitment and hiring process, the onboarding program is the first opportunity to get new employees on the right track. The onboarding program is used to introduce new employees to their jobs, coworkers, and the organization, as well as provide information regarding the college's mission, expectations, programs, services, policies, procedures, compensation and benefits. The College is committed to continuous analysis of resources to ensure new employees have current tools to help them become adjusted to the social and performance aspects of their jobs and educate them about the college culture.

By providing a comprehensive and inclusive approach to onboarding, the College will help acclimate new employees to their jobs so that they can become productive more quickly. The onboarding program will remain realistic and consistent, providing a network of support to ensure topics are appropriately addressed and managers are adequately equipped to orient new hires to the position. The process will also contain a follow-up component to ensure that the new hire feels successfully acclimated to the organization and position. This follow-up also allows the college to gather information on how the overall process went and make appropriate adjustments to fine-tune the onboarding experience for future new hires.

The College will continually follow up with the employee at regular intervals to assess their progress and provide any help needed. The College will solicit feedback from our new hires regarding what they expect from the onboarding process. The intent behind revisiting and revising the onboarding process is to shorten an employee's learning curve, increase job satisfaction and retention, and promote communication between managers and staff.

Indicator of Achievement 2.B: The College provides opportunities for professional development to permanent full-time faculty and staff.
Benchmark: <ul style="list-style-type: none"> 100% of permanent full-time faculty and staff are offered professional development opportunities.
Methods of Assessment: <ul style="list-style-type: none"> Professional development days are scheduled annually for full-time faculty and staff. Financial records document that funding is budgeted yearly for professional development.
Rationale for Objective # 2, Indicator 2.B: <ul style="list-style-type: none"> Professional development opportunities ensure faculty and staff engage in professionally enriching activities each year.
This benchmark was achieved (True or False): True

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning**
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services**
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services**

At Miles Community College we strive to ensure responsible, prudent, and effectual stewardship of and accountability for human resources, 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, community enrichment and partnerships.

Resource Management supports the Miles Community College Mission of promoting student success and lifelong learning through accessible quality programs, community enrichment and partnerships by providing opportunities for professional development to 100% of permanent full-time faculty and staff. Employee development activities help in the growth and development of employees. Employee development is important for employees to enhance their skills and upgrade their existing knowledge in order to perform better and accomplish the college's goals and objectives.

4.A Assessment

- 4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives**
- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives**
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services**
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement**

Professional development opportunities ensure faculty and staff engage in professionally enriching activities each year. The College is committed to helping faculty and staff meet their professional development needs. This dedication has led to the implementation of multiple professional development opportunities such as in-house and outsourced trainings, conferences, seminars, WebEx sessions, and resources. Based on our assessment of our data, the following professional development opportunities have been offered to faculty and staff throughout fiscal years 2012, 2013 and 2014:

- **Thank Goodness it's Friday (TGIF):** On-campus professional development sessions were implemented during the summer of 2012 to give staff and faculty the opportunity to participate in professional development on campus to minimize cost and travel. The professional development training sessions are two to three hours, depending on the topic. This training is optional; however, we strongly encourage employees to develop a summer plan for professional development with their direct supervisors. Topics are determined by the Executive Team as well as staff and faculty. TGIF topics include:
 - Team Building 06/08/2012
 - Personal Protection Awareness 06/15/2012
 - Current Drug Trends 06/22/2012
 - Harassment & Sexual Assault 07/13/2012
 - Conflict/Confrontation Tools 07/20/2012
 - Customer Care II 07/27/2012
 - Health Management/Centra Fitness Facility 06/14/2013
 - Basic CPR 06/21/2013
 - Time Management 06/28/2013
 - Email Etiquette & Online Safety 07/12/2013
 - Estate Planning 07/19/2013
 - Prezi Presentation Software 07/26/2013
 - Student Development Theory 06/20/2014
 - What's New on Campus – MCC Technology Update 06/27/2014
 - Actions Speak Louder than Words Classroom Civility 07/18/2014
 - Basic CPR 07/25/2014
- **Web-based training through Business & Legal Resources (BLR):** This training program was implemented in December 2013. It is required for all full-time staff and faculty, but is available to every employee. Topics include:
 - Preventing Sexual Harassment – A Guide for Employees, December 2013

- Dealing with Workplace Change: What Employees Need to Know, February 2014
 - Diversity for All Employees, September 2014
- **New Employee Orientation:** This day-long event is scheduled every August for all new employees hired between July of the previous year and August of the current year. Topics include the following:
 - Miles Community College Overview (Statistics, Mission, Initiatives, Culture, Expectations)
 - Academic Affairs Overview (Workforce Development, Community Enrichment)
 - Student Services & Enrollment Management
 - Budget Overview
 - Policy Review
 - Team Building
 - Miles Community College Values
 - Conflict Management
- **Educators' Conference:** Miles Community College hosts an Educators' Conference offering either OPI renewal units or undergraduate credits. To obtain credit, participants must attend two full days of workshops and write a short paper. The subject of the paper is how participants plan to apply the information gained at the conference to their professional life. OPI renewal units are issued for the hours attended, one unit per hour attended. Topics include but are not limited to:
 - Individuals with Disabilities Act: Challenges & Opportunities for Teachers
 - Differentiated Lesson Planning & Unit Design
 - ASIST: Applied Suicide Intervention Skills Training
 - Teaching Thinking in the Common Core: Getting Started the Right Way
 - Mastering Complex Text & Close Reading: Digging Deeper with Rigor
 - Reasoning in the Common Core: Making Sense of the Math
 - EPAS and the Danielson Framework for Teachers & Administrators
 - Love and Logic: Taking Back Control of the Classroom
 - Post-Secondary Career Advising Techniques
- **Faculty Professional Development Days:** Per the Faculty Master Agreement 11.8 - Professional Development, faculty are required to attend four (4) days of professional development per academic year. The college provides the training to be held during contract days to meet this requirement. Faculty may attend the training held during these days if they choose, or may substitute two (2) professional development days. The Vice President of Academic Affairs must pre-approve substituted professional development days to assure that they are tied to the faculty member's program, evaluation, and professional development goals. Topics provided by the college include but are not limited to the following:
 - Early Identification of At Risk Students and Grading
 - Comparing Different Study Strategies and Their Effect on Assessment
 - Classroom Assessment Techniques
 - Advising
 - At-Risk Students and Best Practices

- Review of New Processes and Forms for Students with Disabilities
 - Legal Scenarios in Higher Education
 - Teaching Analytical Reasoning and Critical Thinking Skills to Students Based on “The Foundation for Critical Thinking” Model
 - Regional Accreditation
 - Student Affairs Policy Update
 - Creating Quality Online Educational Experience
 - Post-Traumatic Stress Disorder
 - Incivility in the Classroom
- **Off-campus Professional Development:** Miles Community College budgets for professional development opportunities off campus as well. Faculty and staff participate in a variety of professional development opportunities outside of the college upon supervisors’ approval. Conferences and industry networking events provide opportunities to meet like-minded professionals and attend educational seminars. Attending a conference or seminar gives an individual a plethora of usable content on a variety of relevant subjects, but often the most valuable part is the networking with others who work in their field. Faculty and staff who attend conferences or seminars have the ability to share ideas and get immediate feedback from credible individuals. The amount of knowledge, experience, presentation materials and feedback that are provided at outside professional development opportunities are great resources to bring back to campus and apply to the classroom or work environment to help meet the college mission.
 - **Professional Development Goal Setting:** Employee evaluations also include a component pertaining to professional development goals. The annual staff performance review is completed by both employee and supervisor. Employees and supervisors are expected to list professional development activities for the upcoming year. Faculty are also required to submit a plan of professional development to the Vice President of Academic Affairs annually. This piece of the evaluation process helps an individual conduct a self-analysis to understand where they are lacking and what new skills and learning will help improve their performance. This section of the performance evaluation is a tool used to help measure the gap between an individual’s current stage and desired stage.

The college views professional development as an essential activity for ensuing quality customer service. Professional development is a self-directed process, which requires employees to assume responsibility for the growth of their own professional knowledge base. It is important to stay informed of current research, theory, techniques, and best practices to better serve students, visitors and the community.

Professional development opportunities will continue to be necessary for all faculty and staff. Administration will continue to invest in resources to provide professional development activities and encourage individuals to participate in such opportunities. Employee development is important, not only for professional development, but also for personal growth of employees. Continuing professional development is a recruitment and retention tool; it creates a learning culture in the organization that motivates employees to learn new skills and acquire new knowledge. Professional development helps employees continue to make meaningful contributions to their team. They become more effective in the workplace and provide quality customer service. Employee development is also instrumental in

strengthening the relationship among employees. Investing in employees by supporting professional development activities helps employees stay interested in their work and feel valued by their employer.

The college has met this objective by providing annual professional development opportunities to ensure that faculty and staff engage in professionally-enriching activities each year. Our financial records document that funding is budgeted yearly for professional development, and this practice will continue with each budgeting cycle.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

Current employee development opportunities include traditional classroom training, web-based training, new hire orientation, leadership training and professional development workshops. A strategy to improve employee access, substance, and usefulness of training and development programs includes the following:

- Review current employee development opportunities in the College.
- Examine training materials to ensure they're up-to-date and that they contain accurate workplace information. Replace outdated materials and upgrade training tools using available technology.
- Develop an employee opinion survey for the sole purpose of obtaining employee feedback and suggestions on training and development opportunities.
- Collaborate with staff, faculty and supervisors to ensure that the College provides opportunities that are valuable to current full-time faculty and staff.
- Align professional development opportunities with the College's strategic plan.
- Review employee evaluations received after orientation, leadership training, and in-house professional development sessions. Explore new training methods, coursework, and other mediums that will create enthusiasm about workplace training.
- Annually review the College's training budget to ensure that the College is appropriately investing in human capital to fulfill the College's Mission regarding this core theme indicator.

This strategy ensures the College's continued investment in providing access to quality training and development.

Objective # 3: Provide safe and functional campus facilities.
Indicator of Achievement 3.A: The College implements an infrastructure improvement process that aligns with the campus master plan to ensure a safe and functional campus facility.
Benchmarks: <ul style="list-style-type: none"> • An updated infrastructure improvement worksheet is created each fiscal year with input from the Budget Committee. • Identified improvements are incorporated into the annual action plan and budget if they are deemed as high priority and as funds allow.
Methods of Assessment: <ul style="list-style-type: none"> • The Vice President of Administrative Services and Finance maintains a copy of the infrastructure improvement worksheet. • A list of completed projects is recorded in the Administrative Services report to the Board of Trustees
Rationale for the Indicator of Objective # 3 : <ul style="list-style-type: none"> • Maintaining an infrastructure improvement spreadsheet that is based on input from all employees allows for the identification and prioritization of areas needing improvement. • The Campus Master Plan provides a long-term vision to monitor the growth and sustainability of College facilities.
This benchmark was achieved (True or False): True

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services

Miles Community College is committed to promoting student success and lifelong learning through accessible, quality programs, community enrichment, and partnerships. To meet that commitment, four Core Themes were identified as areas of focus. Resource Management is one of those themes and was identified to provide focus on what is needed to identify and successfully manage the resources that will move the College's Mission forward. Within Resource Management, the College determined that providing safe and functional campus facilities is critical to supporting all facets of the College that lead to student success.

Each year, as part of the budget planning cycle, the campus prepares a financial budget. This budget is linked to the College's Mission, Core Themes, and Strategic Plan. As part of this process, a budget prioritization worksheet, which contains an infrastructure improvement section, is reviewed, modified, and finalized for the upcoming year. This process includes seeking ideas and feedback from all employees of the college through emails, all-employee meetings, and Budget Committee meetings. These ideas are entered into a spreadsheet and then analyzed to ensure that they align with the Mission Statement. The Safety Committee and Director of Facilities also have the opportunity to include items, and the Vice President takes into consideration the Master Plan as an additional driver when identifying the needs of the campus. Ideas are vetted for financial costs, effect on employee morale, student services or success,

or academic programmatic needs. The Budget Committee is then tasked with prioritizing the ideas. Once priorities are established, the Budget Committee provides a list of recommendations to the Vice President of Administrative Services and Finance, who then delivers it to the Executive Team and President's Cabinet for review. Available financial resources, regulatory requirements, state statutes, Board of Trustees directives, and the Strategic Plan are reviewed before the final budget prioritization worksheet is complete.

Once the worksheet is finalized, the budget is developed, taking into account all needs of the campus including the campus facilities. The budget development cycle also reconciles its work against the Strategic Plan so that it supports the operational tasks of the budget year. Finally, as projects are completed, the budget prioritization worksheet is updated to reflect the completion and serves as a repository of all past accomplishments.

To ensure that the objective and indicator has been achieved, the budget prioritization sheet and the Strategic Plan can be reviewed to evaluate the effectiveness of the process. Additionally, the Strategic Plan is updated throughout the year as items are completed. If items are not completed, they remain listed in the worksheet, and prioritized, until they are completed. This process provides a bookmark in the process so that projects do not get misplaced. Once a project is done, the campus celebrates its completion by communicating through many channels, including email, meetings, and campus events.

4.A Assessment

4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives

To determine whether or not we have met our benchmark, the College can obtain the budget prioritization worksheet and Strategic Plan. The budget worksheet includes an infrastructure sheet and was originally developed including the Strategic Plan items, as well as other ideas gathered during all-employee budget development workshops. Depending on the size of the projects and the funding available to accomplish the projects, we may see many projects completed in a year, or none completed. Lack of project completion may not be deemed a failure if it aligns with the strategic plan and budget, but simply takes longer to obtain the financial resources to complete. As projects are completed, they are moved to the bottom of the sheet and filed under the year in which they were completed.

Conclusion: The budget prioritization worksheet has completed projects for FYs 2012, 2013, and 2014. These projects align with the budget and available resources for their respective year. These projects further the objective to provide a safe and functional facility, and the worksheets and Strategic Plan provide the documentation that the College is implementing improvements.

- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives**
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services**
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement**

Miles Community College is committed to student success. This can be seen in the variety of infrastructure projects that were accomplished over the last three years. When we build the strategic plans and initiate the following year budget process, the infrastructure worksheet list of accomplishments easily serves as a reminder of the variety of work accomplished that has improved our campus, our student safety, or our academic programs. We have updated classrooms and student housing, installed new laboratories and campus lighting, with the goal of providing a safe and highly-functioning facility. When reviewing the worksheet and the Strategic Plan, we see that a large amount of deferred maintenance has been accomplished, and adequate planning has been put in place to ensure that this momentum can be maintained.

Both the minutes of the Board of Trustees and the Administrative Services reports in the minutes show the accomplishments and commitment taken throughout the year to ensure that infrastructure projects are completed. The budget planning worksheet has proven quite useful in generating ideas, aligning those ideas with the Strategic Plan and the budget, and ensuring that funding is obtained to carry those ideas to fruition. The work of the employees and the fiscal resources of the campus ensures that the projects are completed.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

As part of the strategic planning and the assessment of the data for the last three years, it is very clear that the indicators are meaningful and are working successfully to identify and complete those projects that promote student success. Over the past three years, the budget worksheet has not changed significantly. This is partly due to the large amount of deferred maintenance that the College had accumulated over the years, as well as the decreasing enrollment and revenues available for investing. That being said, the campus has stayed committed to investing in infrastructural and safety improvements, and the results of these efforts are evident in our students' lives every day.

Going forward, a clearer alignment of the budget worksheet with the Strategic Plan and the Facilities Master Plan may be helpful. This would aid us in identifying Strategic Plan projects versus programmatic or deferred maintenance needs. The worksheet has also been recently modified to include a projected cost and funding source reference to further clarify ways in which multiple projects can be accomplished and to identify from which financial pool the resources will be derived.

Maintaining a forum to generate ideas and align strategic plans, all while maintaining a mission focus, is critical. The budget prioritizations worksheet, with the infrastructure sheet, allows this forum to operate

and provides a great benchmarking tool to assess the degree of success accomplished as it relates to a safe and functional facility. The College maintains a culture of success and celebration for all of the wonderful work that is completed on campus. The infrastructure worksheet supports that culture of success while still keeping track of all the potential opportunities for the future.

Objective # 4: Provide auxiliary services that are sustainable and that serve the needs of campus stakeholders.
Indicator of Achievement 4.A: The College provides auxiliary services—the bookstore (Pioneer Mercantile), Café, residence halls, and Centra Athletic Center—that are sustainable and serve the needs of the campus stakeholders.
Benchmarks: <ul style="list-style-type: none"> • The College’s auxiliary services are financially solvent. • The College’s auxiliary services meet the needs of campus stakeholders.
Methods of Assessment: <ul style="list-style-type: none"> • The financial statements of the College’s auxiliary services indicate that these enterprises are at least breaking even at the end of the fiscal year. • The annual Employee Satisfaction Survey and Student Satisfaction Survey show that the auxiliary services meet the needs of campus stakeholders.
Rationale for Indicator of Objective # 4: <ul style="list-style-type: none"> • Reviewing the financial performance of the auxiliaries ensures that the College is providing services that are sustainable. • Seeking feedback annually from students, faculty, and staff allows the College to determine whether or not auxiliary services are meeting the needs of the campus stakeholders.
This benchmark was achieved (True or False): True

3.B Core Theme Planning

- 3.B.1 Alignment Between College’s General Plan and Core Theme Planning**
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services**
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services**

The Miles Community College Core Theme of Resource Management was chosen to ensure that the resources of the College are being focused consistently with achieving its Mission. One of the objectives of Resource Management is to provide auxiliary services that are sustainable, and that serve the needs of campus stakeholders. Miles Community College is a comprehensive community college that provides a bookstore (Pioneer Mercantile), dining (The Café), housing (Pioneer Village), and a student athletic center (The Centra) for its students. These services operate as auxiliary funds within the campus budget and seek to maintain a self-supporting operation from the student fees and services they provide.

All auxiliary services undergo the same budget development process as the rest of campus, including receiving feedback and ideas from students, faculty, and staff; prioritization of needs in the budget committee meetings; review by the Executive Team and President’s Cabinet; and additional review from

auxiliary directors and direct Vice Presidents. Unlike the General Unrestricted Fund, the auxiliaries receive funding from student fees and services they provide. The College does not provide a budgeted appropriation to the auxiliary funds. Obtaining feedback from all stakeholders and monitoring the financial solvency of the auxiliaries helps the College support the mission of student success by providing services that directly meet the needs of our students.

As stated previously, Miles Community College is a comprehensive community college, but because of its rural location, academic offerings, and athletics programs, it also has services that are more typically found at larger colleges. Starting in the 1960s, Miles Community College kicked off an expansion that would run over three decades. During that time, MCC would evolve from a commuter college to a true campus-style, full-service college that provides a bookstore, student housing, dining services, and an athletic center.

In order to provide auxiliary services that are sustainable and serve the needs of campus stakeholders, the College closely monitors, plans, and manages the auxiliaries on a day-to-day basis. Additionally, surveys are periodically sent out to solicit feedback from students and employees to ensure that the needs of the stakeholders are being met. These surveys allow the auxiliaries to solicit ideas from students or employees for improvements, compliments, and suggestions. Thus all stakeholders are given an opportunity to provide input and ideas for continued improvement.

Data are collected annually to monitor and evaluate whether or not the objective and indicators for auxiliary services are being accomplished. The Student Satisfaction Survey and an all-employee survey are sent out annually. These surveys ask about each of the auxiliaries, if they were used, and any comments respondents may have. In the past, the Centra has sent out separate surveys. In addition, the Café, Pioneer Mercantile, and the Centra have comment boxes on-site, or they distribute in-house surveys as needed. Finally, all auxiliaries have separate budgets, and their funds are maintained separately so that the financial operations of each auxiliary can be monitored and reviewed throughout the year. Collecting these surveys and reviewing the budget sheets showing budget-to-actual financial operations allows us to evaluate whether or not the auxiliaries met their indicator of achievement.

Once the data have been collected, the surveys are reviewed by the Executive Team, President's Cabinet, and employees during all-employee meetings. Themes are discussed and the process usually coincides with the budget development cycle and strategic planning to allow for any areas of focus to be addressed in either budget changes or strategic focus. The results of surveys and financial operations are also provided to the trustees and provide a framework from which to lead discussions relating to funding, service and feedback for the operations of the auxiliaries and the satisfaction of our stakeholders.

4.A Assessment

4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives

To determine whether or not the auxiliaries have met their benchmark, the auxiliaries must be assessed to see if they are sustainable and serve the needs of the campus stakeholders. The Vice President of Administrative Services and Finance maintains the budget sheets, which also track budget-to-actual financial activity. These sheets are distributed to each auxiliary for review, as well as year-to-date reports

throughout the year. By monitoring its revenues and expenditures, each auxiliary can work with its direct-report Vice President to modify budgets or services to ensure sustainability. Each Director and Vice President also sees the survey results from student and employees and is able to assess whether or not they are meeting the needs of the users within their fiscal or operational capabilities.

Over the past three years, the Café, Pioneer Mercantile, and Centra have struggled to maintain sustainable services. Surveys, however, have been positive for all auxiliaries and some changes have taken place based on feedback received from the surveys. The results suggest that we are meeting the needs of the stakeholders but that we are struggling to be financially solvent.

4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives

4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services

4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement

When analyzing the survey results and the financial results of the auxiliaries, we have seen that auxiliary services are core services provided to students in order for them to stay on campus, eat, exercise, and obtain the course materials they need for their classes. The feedback from the surveys suggest few complaints, and those received have either been addressed or determined to be financially unattainable. The student surveys received marginal response, as is usually the case, but they were still reflective of a normal response size compared to other campus surveys given. The number of employee surveys received was higher than the number received from the students, and it was also in line with a normal response rate for employee surveys. Overall, the results suggest that stakeholders are using the auxiliaries and are happy with them. The surveys are performing as expected.

The hard-dollar financial results were easier to obtain because they encompass all fiscal activity for the auxiliary. The financial results provided trend data and actual revenue and expense breakouts that made it easy to see how each auxiliary was performing. The financial results showed a need for changes in all auxiliaries except the residence halls. These financial trends yielded data that were analyzed and that resulted in ideas and changes for improvements to each auxiliary's bottom line. However, while the financial information shows whether or not the auxiliaries are financially solvent, they do not address or plan for ways to maintain or enhance financial solvency.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

Based on our methods of assessment, the indicator is currently providing auxiliary services that are sustainable and serve the campus stakeholders. Responses and financial activity of the auxiliaries verify that students and stakeholders are using the services provided by the College. These services are provided to enhance, support, and enrich the experience of the students or other users, and ensure that the stakeholders are provided a service that furthers their likelihood for success. Our review of the surveys

shows that surveys are important tools for seeking input and ideas from an ever-changing body of users. These surveys allow the campus to take suggestions and ideas into account in a manner that may not be reflected in hard financial data. Understanding the living arrangement needs or food preferences is best reflected in surveys with opportunities for comments. Finally, by taking these survey results and utilizing them in budget and strategic planning, we ensure that our students and stakeholders have a role in the shared governance model, which strives to continually improve the operations of the college.

Our reviews of the financial results of the auxiliaries have led us to draw several conclusions. By looking at the services rendered or measuring actual student use, we can conclude that all auxiliaries are serving a need for at least some of our students. In particular, we have seen the following results by auxiliary:

- **The Bookstore:** Pioneer Mercantile has been in operation since the 1970s. For forty-plus years it has served our students as almost the exclusive provider of books and supplies. Within the last ten years, however, the bookstore has seen over a 60% drop in the revenue from book sales. This loss in revenue has eliminated the margins that have allowed the bookstore to keep staff and generate profits for future expansion and service needs. This drop in revenue is consistent industry-wide and is exacerbated by the declining enrollment on campus. For the past three years, the Board of Trustees and the Executive Team have chosen to budget for the general fund to pay for the labor and other miscellaneous costs associated with the operations of the bookstore. By doing so, they have given bookstore personnel the opportunity to try other operational ideas (e.g. rentals and expanded clothing lines) that could help replace some of this loss. To date, this change has been small and the bookstore manager position has turned over three times in three years due to retirement and moves. The next manager is eager to maintain a presence on campus and try new things. While the financial reports and surveys are important, a business plan is needed and must align closely with the Strategic Plan and Mission, as well as work closely with the finance team. This plan should be supported by the campus in order to establish a long-term plan for sustainability.
- **Dining Services:** The Café, like the bookstore, has been in operation since the 1970s to meet the needs of the student body and employees. Over the years, the cafeteria operated like a traditional cafeteria-style operation, but it was also open to the public and has seen revenue from both meal plans and private-pay consumers. In 2009, The Café underwent a comprehensive remodel to improve and modify the dining experience for the students and users. Surveys have generated very positive feedback regarding the use of dining services. There are occasional requests for different food and an ongoing debate regarding weekend dining. These issues have been addressed, or they have been tried and have failed to become financially self-supporting. Generally speaking, dining services has been able to break even, with some years losing some money and other years making some money. Within the last three years, a concerted effort has been made to plan strategically for inflationary increases, manage labor and food costs, and start the focus on long-term planning. These efforts are positive moves in maintaining the dining auxiliary for our students and employees, and thereby providing a vital service to help them to succeed. Unfortunately, dining has also seen turnover in its director position, and this has set back some of the progress in that area. The lack of reserves and the director's leaving resulted in a loss due to separation pay. Adjustments were made the following year to eliminate the costs associated by the separation pay, but even with these changes, it is easy to see that the auxiliary is struggling to survive. This information has again been provided to the director, Vice Presidents,

President's Cabinet, and Board of Trustees for review. Additional training opportunities for the director and meetings with representatives of the food service industry have occurred to continue fine-tuning the process. A business plan should be established. The possibility of outsourcing can also be reviewed.

- **Residence Halls:** Pioneer Village has been in various forms of existence since the 1960s. Currently, the residence halls consist of the Quads, built in 1997, and Pioneer Hall, built in 2003. For operational purposes, the dates associated with these buildings have additional importance as they also reflect the loan obligations that have been in place and serviced by the halls since their construction. Since the time of the first dorm to the current day, the rural nature of the region and housing options in Miles City have resulted in a need for on-campus housing for our students. Each facility was built to service the needs of the students and thereby assisted in providing an environment to allow our students to live at and succeed in school. Surveys conducted on campus do not elicit many complaints, other than occasional noise and personnel items. Students and parents often comment on how attractive and accommodating our dorms are. When looking at the budget sheets showing budget-to-actual financial data, we can see that the dorms have been able to stay full, thereby managing their debt load. We have also recently made an effort to monitor regional dorm fees and rates and implement inflationary increases to ensure that costs are covered. The results of this fiscal management have allowed the dorms to invest in new equipment, furniture, and plans for facility upgrades. These results are also shared with the Vice Presidents, President's Cabinet and the Board of Trustees. The methods of assessment are meeting the benchmark of the objective, but like the other auxiliaries, a business plan for the residence halls should also be developed to allow for long-term planning and success.
- **Student Athletic Center:** The Centra was built in the early 1980s as a community recreation center to be shared with students and community members. Businesses, the City of Miles City, and Custer County committed to sharing the costs of the Centra at first, but that commitment didn't endure long due to changing needs, priorities, and available revenue. That resulted in the Centra's being funded and operated by the College with revenue from student fees and community memberships. Surveys have been completed by the Centra and questions have been included in student surveys with good results. The all-employee survey does not currently ask about the Centra and will be modified to include that going forward. Until 2013, the Centra was the only fitness center in town. In 2013, a new 24-hour gym was opened and has resulted in a large loss in community memberships. The Centra Director also left in 2013 and a new Director was hired. The impact of the new downtown fitness center, combined with lower enrollment, was evident in the budget sheets showing actual financial operations. This information was shared with the new Director, Executive Team, President's Cabinet, and Board of Directors. The College has completed various upgrades and improvements to the Centra. Like the other auxiliaries, the methods of assessments have shown whether or not the indicators have been met, but it will also take a business plan to continue to serve and ensure that we are meeting the needs of our students and stakeholders.

CORE THEME FOUR: COMMUNITY ENRICHMENT & PARTNERSHIPS

<p style="text-align: center;"><u>Core Theme Vision Statement:</u></p> <p>Miles Community College serves as an economic engine for our community and surrounding area. Consequently, we strive to provide timely workforce training and continuing education to enhance business development in the area. As a small community college, we also understand the need to create partnerships and linkages with industry and other educational institutions to enhance fiscal solvency and to maximize our economies of scale. In addition, we provide opportunities to enrich the personal lives of area residents in order to foster lifelong learning.</p>
<p style="text-align: center;"><u>Mission Alignment Statement:</u></p> <p>Core Theme # 4, Community Enrichment and Partnerships, supports the Miles Community College Mission of promoting student success, lifelong learning, community enrichment and partnerships by providing workforce training and continuing education, collaborating with other higher educational institutions and industries, creating linkages with K-12, and providing personal enrichment opportunities to meet regional needs.</p>
<p>Objective # 1: Provide workforce training to meet regional needs.</p>
<p>Indicator of Achievement 1.A: The College develops and provides customized training opportunities.</p>
<p>Benchmarks:</p> <ul style="list-style-type: none"> • MCC markets and promotes its customized training capabilities to area employers; • MCC organizes and facilitates meetings with regional employers to assess needs and opportunities for customized training in the region; • MCC implements customized training programs which are contracted for development and delivery by area employers;
<p>Methods of Assessment:</p> <ul style="list-style-type: none"> • Customized training program information is promoted annually on the MCC website, in quarterly MCC Community Education and Enrichment Catalogs, media advertisements, and other appropriate marketing strategies with records maintained in the Community Education and Enrichment Office. • Records of meetings with regional employers are included in “Workforce Development and Community Enrichment Update” reports submitted for monthly MCC Board of Trustees meetings. • All contracts for customized training programs are kept on file in the Community Education and Enrichment Office.
<p>Rationale for Objective 1, Indicator 1.A:</p> <ul style="list-style-type: none"> • 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.
<p>This benchmark was achieved (True or False): True</p>

3.B Core Theme Planning

3.B.1 Alignment Between College's General Plan and Core Theme Planning

3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services

3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services

As a central component of MCC's Mission Statement, Core Theme # 4 - Community Enrichment & Partnerships is an integral part of MCC's annual strategic plan. Accordingly, MCC has established Objective #1 to "provide workforce training to meet regional needs" as one of its primary areas of focus, and specifies that "the College develops and provides customized training opportunities" as Indicator of Achievement 1.A for this objective.

Developing and delivering customized training programs is an important part of cultivating strategic partnerships with business and industry, which is central to MCC's mission statement and strategic plan. Customized training programs help ensure that MCC is closely connected with, and continually serving the unique and evolving needs of business and industry employers throughout the eastern Montana region. It also enables MCC to serve important lifelong learning and professional development needs of employees who are already out in the workforce, but who can benefit from additional education and training tailored to an employer's specific workforce development needs.

Fulfillment of Objective #1 and Indicator of Achievement 1.A involves an ongoing process of promoting awareness of MCC's customized training capabilities for regional employers, organizing and facilitating meetings with area employers, both individually as well as in group contexts, in order to assess potential customized training needs and opportunities. It then involves successfully implementing any customized training programs that area employers contract with MCC to develop and deliver on their behalf.

Over the past four years, MCC's approach to serving regional customized training needs has undergone extensive changes, with many changes still in process, in an effort to better align related campus staff and support systems to more effectively fulfill Objective #1 and Indicator of Achievement 1.A. Previously, two professional staff employed in MCC's Community Education Office were assigned responsibilities for promoting and implementing customized training programs for regional employers. However, these staff members were also responsible for organizing and implementing a wide array of open enrollment community education and personal enrichment classes, as well as for teaching and facilitating many of those offerings. This significantly constrained their ability to devote time to actively promoting and cultivating custom training programs. Although information on MCC's customized training services was routinely promoted in quarterly Community Education and Enrichment Catalogs and the campus and enrichment program websites, the few inquiries received by area employers did not result in contracted training. During the Fall 2013 semester, MCC experienced employee turnover in both of the Community Education professional staff positions, as well as the hiring of new executive leadership in the MCC President and Vice President for Academic Affairs positions. These transitions led to a significant reorganization of the related programs and services and to the restructuring of several personnel positions under a new Workforce Development and Community Enrichment division. Specifically, the two previous mid-level program coordinator staff positions were merged into a new senior level Dean of Workforce Development and Continuing Education role. The responsibilities for organizing and

implementing open enrollment personal enrichment and lifelong learning or “Community Education” offerings were re-assigned back to the Director of Distance Education position. In addition, responsibilities for employer- based customized training and workforce development programs are being reframed under a new director- level position which is expected to be created and filled by Summer 2015.

In the midst of the current reorganization and restructuring of the new Workforce Development and Community Enrichment division, several efforts have been realigned to promote more successful fulfillment of Objective #1 and Indicator of Achievement 1.A. For example, in addition to promoting MCC’s customized training programs and services in the quarterly “Community Education and Enrichment” catalog and campus websites, the new Interim Dean for Workforce Development and Community Enrichment has been actively participating in both individual and interest group meetings with area employers and community development organizations. His intent is to help promote broader awareness of MCC’s customized training capabilities and to begin an assessment of current and emerging custom training needs and opportunities in eastern Montana. All of these meetings are recorded and reported to the President’s Cabinet and included in updates presented at the college’s monthly Board of Trustees meetings. Additionally, the Interim Dean is working with campus faculty, staff and administrators, members of academic program advisory boards, and representatives from regional job service offices, chambers of commerce, and economic development councils to organize and facilitate a series of regional employer focus groups. He will conduct a formal workforce development needs assessment, including assessment of customized training needs, for key business and industry clusters represented in eastern Montana which are being planned for late Spring of 2015. The timing of these focus group meetings and resulting needs and opportunity assessments is expected to coincide with the hiring of the new Workforce Development Director, who will then be able to dedicate full-time focus on outreach to area employers and more proactive cultivation of custom training programs for employers throughout the region.

4.A Assessment

- 4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives**
- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives**
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services**
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement**

Similar to what has been described above in the “Core Theme Planning” section, the “assessment” systems associated with evaluating fulfillment of Objective #1 and Indicator of Achievement 1.A have undergone extensive changes as a result of significant restructuring and reorganization of MCC’s Workforce Development and Community Enrichment programs. Previous benchmarks and methods of assessment for this objective and indicator were not effective and have been revised. The new benchmarks and methods of assessment can now objectively and transparently assess whether or not, and to what degree, MCC is fulfilling its Objective #1 to “provide workforce training to meet regional needs” by “developing and providing customized training opportunities” as Indicator of Achievement 1.A under this objective. Specifically, the new benchmarks and assessment methods will provide evidence for how

MCC is promoting its customized training services to area employers, actively meeting with prospective employers to further promote employer awareness of customized training opportunities, and to assess current and emerging needs for custom training within the region, and provide an accurate record of all future custom training contracts which have been developed and delivered.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

As explained above, the current restructuring and reorganization of MCC's Workforce Development and Community Enrichment Division has resulted in several changes designed to improve MCC's ability to more effectively fulfill Objective #1 and Indicator of Achievement 1.A in the future. For example, promoting greater awareness of and engagement with MCC's custom training opportunities by regional employers is expected to result from the restructuring of several staff positions, including the hiring of a senior-level Dean of Workforce Development and Continuing Education, and also the creation of a dedicated Director-level position to provide full-time focus on regional employer outreach and customized training needs assessments and program implementations. Additionally, more objective and transparent assessment of the college's outcomes in relation to fulfillment of Objective 1 and Indicator of Achievement 1.A is now being achieved through the monthly reporting to the President's Cabinet and Board of Trustees of related promotion and marketing activities, individual and group meetings with area employers, as well as prospective and actual contracted programs and services which result from these efforts.

Indicator of Achievement 1.B: The College develops and provides continuing education courses to provide renewal units or renewal credits for professionals.
Benchmarks: <ul style="list-style-type: none"> A "Summer Teachers' Institute" and "Fall Educators' Conference" which include an array of course offerings providing renewal units or renewal credits for K-12 education professionals in eastern Montana are implemented annually. Access to other continuing education course offerings providing renewal units or renewal credits for other professions is made available through partnerships with online continuing education vendors.
Methods of Assessment: <ul style="list-style-type: none"> Records of all "Summer Teachers' Institute" and "Fall Educators' Conference" course offerings, course enrollments and respective renewal unit/credit award records are maintained in the Community Education and Enrichment Office. Access to other online continuing education course offerings is provided for other professions via the College's distance learning website, with respective course enrollments and renewal unit/credit award records being maintained in the Community Education and Enrichment Office.
Rationale for Objective 1, Indicator 1.B: <ul style="list-style-type: none"> Continuing education courses support area professionals in their career development needs.
This benchmark was achieved (True or False): True

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning**
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services**
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services**

As a central component of MCC's Mission Statement, Core Theme # 4 - Community Enrichment & Partnerships is an integral part of MCC's annual strategic plan. Accordingly, MCC has established Objective #1 to "provide workforce training to meet regional needs" as one of its primary areas of focus, and specifies that "The College develops and provides continuing education courses to provide renewal units or renewal credits for professionals" as Indicator of Achievement 1.B for this objective.

Providing continuing education courses which enable individuals to earn renewal units or renewal credits required for professional development and/or advancement within their respective career areas is an important part of promoting lifelong learning, community enrichment, and partnerships for serving the workforce development needs of regional business and industry employers, which are all central to fulfilling MCC's mission statement and strategic plan.

Professional staff in MCC's Community Education and Distance Learning programs coordinate the development and delivery of continuing education courses which provide renewal units / credits for professionals as part of their annual "Community Education and Enrichment" programming efforts. Continuing education course offerings for K-12 education professionals have historically represented, and continue to represent, the most significant area of continuing education demand due to the number of K-12 education professionals distributed throughout rural eastern Montana who are required to earn renewal credits/units to maintain their education licensures and for career advancement. Accordingly, MCC's Community Education and Enrichment office offers an array of professional development course offerings each year which are specifically designed to serve these K-12 educator continuing education needs, and MCC Community Education staff work directly with officials at the Montana Office of Public Instruction (OPI) to have these offerings pre-approved to award continuing education units/credits.

An annual "Summer Teachers' Institute" includes a variety of these offerings which are scheduled throughout June, July and August when educators have increased time flexibility with K-12 schools closed for summer vacation, as well as in a "Fall Educators' Conference" which is scheduled to coincide with dates when K-12 schools are closed, specifically for K-12 educator professional development. Additionally, as part of MCC's mission to cultivate strategic partnerships, MCC partnered with the Prairie Education Service Area (PESA) organization, which also focuses on educator professional development in eastern Montana, to co-sponsor the Fall 2014 Educators' Conference. Through these offerings, MCC has contributed toward fulfillment of Objective #1 and Indicator of Achievement 1.B with the following outcomes:

			2012		2013		2014	
			Courses Offered	# of Participants	Courses Offered	# of Participants	Courses Offered	# of Participants
Summer Teacher's Institute			23	141	23	81	14	108
Fall Educator's Conference			21	148	4	85	20	206

In addition to the continuing education offerings for K-12 professionals, MCC has partnered with ed2go (i.e. <http://careertraining.ed2go.com/milesccl/>) which provides an extensive array of online continuing education course and certificate program offerings for professionals in the following career fields: Healthcare & Fitness; Business; IT & Software Development; Management; Media & Design; Hospitality and Service; Skilled Trades and Industry; and Sustainable Energy. Partnering with an online education vendor like ed2go enables MCC to most efficiently make a wide array of professional development offerings available in a variety of different career fields for professionals who reside throughout the rural eastern Montana region. Through the partnership with ed2go, MCC staff market and promote access to the ed2go online courses and certificate programs as part of their open enrollment Community Education programs, and are then able to recognize and award continuing education renewal units / renewal credits for participants who successfully complete the ed2go online courses. Through these offerings, MCC has contributed toward fulfillment of Objective #1 and Indicator of Achievement 1.B with the following outcomes:

	2012	2013	2014
Ed2go Enrollments	70	87	57

4.A Assessment

- 4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives**
- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives**
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services**
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement**

All continuing education course offerings with renewal units or renewal credits for professionals which are associated with fulfillment of Objective 1 and Indicator of Achievement 1.B are planned and coordinated by a "Community Education Team," which includes the Director of Distance and Community Education, the Academic Affairs Technician, and the Interim Dean of Workforce Development and Continuing Education. Working collaboratively with MCC's Director of Information Technology, the Community Education Team has created a continuing education database which is used to record all continuing education course offerings and respective course enrollment information. The team uses this data for tracking enrollments leading up to course delivery, making "go/no go" decisions on final delivery of planned courses which require minimum enrollments, and assessing actual course and enrollment outcomes, which are then used to inform planning for future course offerings and program improvements.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

One of the primary improvements that has been achieved in relation to fulfillment of Objective 1 and Indicator of Achievement 1.B is related to the reorganization and restructuring of the Workforce Development and Community Enrichment division of the College, and the forming of the Community Education Team to coordinate planning, delivery, evaluation and continuous improvement of the continuing education offerings. These offerings provide renewal units/credits for professionals, in addition to other open-enrollment community education and personal enrichment offerings. Although continued improvements in the operation and function of this team are still in process, the reorganization has helped to cultivate more of a team-oriented approach. It has also refined the systems that are now being used to plan, develop, market, implement, evaluate, and improve the College's continuing education offerings. Additionally, a stronger emphasis on strategic partnerships, as part of MCC's mission fulfillment, has resulted in cultivation of a new partnership with the Prairie Education Service Area (PESA) organization to co-sponsor the Fall 2014 Educators' Conference. This resulted in a significant increase in the number of K-12 continuing education course offerings and the number of K-12 professional educators attending the annual conference. Building on this successful collaboration by partnering again to expand and enhance the 2015 Summer Teacher's Institute and 2015 Fall Educators' Conference, as well as other similar types of strategic partnerships, will enable MCC to make further contributions toward fulfillment of Objective 1 and Indicator of Achievement 1.B in the upcoming year, and beyond.

Objective # 2: Create and maintain partnerships with higher education institutions and industries to provide additional degree program opportunities.
Indicator of Achievement 2.A: Collaboration and coordination take place with higher education and industry partners as the need and appropriate opportunities present themselves.
Benchmarks: <ul style="list-style-type: none">• Meet with representative(s) of each partnering institution at least once per year.• Meet with representative(s) of prospective partnering institution as needs and opportunities present themselves.• Meet with a minimum of two advisory boards or outside agencies per year to review curricula and evaluate workforce needs.
Method of Assessment: <ul style="list-style-type: none">• The monthly Academic Affairs reports submitted to the Board of Trustees are available in the monthly Board meeting packet. Minutes of meetings with advisory boards and other educational partners are kept in the office of the Vice President of Academic Affairs, and reflect the discussion of curricular and workforce needs.
Rationale for Indicator of Objective # 2, Indicator 2.A: <ul style="list-style-type: none">• It is important to respond to the educational needs of the region in the most timely and cost-effective manner possible.
This benchmark was achieved (True or False): True

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning**
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services**
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services**

As a central component of MCC's Mission Statement, Core Theme # 4 - Community Enrichment & Partnerships is an integral part of MCC's annual strategic plan. Accordingly, MCC has established Objective #2 to "Create and maintain partnerships with higher education institutions and industries to provide additional degree program opportunities" as one of its primary areas of focus, and specifies that "collaboration and coordination take place with higher education and industry partners as the need and appropriate opportunities present themselves" as Indicator of Achievement 2.A for this objective.

Fulfillment of Objective #2, Indicator of Achievement 2.A involves regular and ongoing efforts of administrators, faculty and staff throughout MCC to cultivate new, as well as to enhance existing, relationships and productive collaborations between MCC and higher education and industry partners.

Cultivating partnerships with other higher education institutions contributes to fulfilling MCC's mission by providing students with new and improved university transfer opportunities for learners who are seeking to further their education beyond the certificate and associate degree programs offered at MCC. Students transferring from MCC to another higher education institution most typically transfer to another institution within the Montana University System (MUS). Accordingly, many of MCC's efforts to fulfill Objective 2 and Indicator of Achievement 2.A have focused on ensuring that MCC officials are actively engaged in statewide MUS initiatives designed to improve seamless transferability between institutions. For example, MCC faculty, staff, and administrators have been actively engaged in state-wide "Common Core" and "Common Course Numbering" initiatives, which have created a common set of courses pre-approved by all campuses to satisfy an institution's general education requirements, as well as agreements to offer and transcript common courses with identical course numbers and titles. These comprehensive system-wide initiatives required extensive engagement and collaboration between faculty and staff representatives from every campus in the state, and also helped cultivate cross-campus relationships to foster improved communication, coordination and collaborations between higher education institutions throughout Montana.

Other system-wide higher education collaborations have also been cultivated through MCC personnel's active participation in state-wide consortium grants, such as the TAACCCT 3 and TAACCCT 4 Department of Labor grants, Carl-Perkins Career & Technical Education grants, and Adult Basic Education (ABE) grants. Additionally, MCC officials have actively cultivated 2+2 program articulation agreements with the higher education institutions in eastern Montana that most MCC graduates desire to transfer to, including Montana State University - Billings, Montana State University – Northern, as well as universities in North Dakota and northern Nebraska that offer bachelor's degree programs in areas complimentary to MCC's associate degrees. MCC leadership also works closely with the other eastern Montana two-year college, Dawson Community College, to cultivate joint workforce development and custom-training program partnerships to accommodate employers throughout both college's service regions.

Cultivating strategic partnerships with business and industry is another area of emphasis which is central to MCC's mission statement and strategic plan, and is vital to the College's ongoing efforts to fulfill Objective 2 and Indicator of Achievement 2A. These partnerships help ensure that MCC is closely connected with and continually serves the needs of business and industry employers throughout the eastern Montana region while, simultaneously ensuring that students in MCC's Career and Technical Education (CTE) degree programs, workforce development programs, and employer-customized training programs are learning from the most current curriculum, benefitting from new and improved opportunities for practical experiences and/or internships while completing an MCC degree or training program, and being connected with strong employer linkages for employment, professional development, and career advancement after program completion.

Partnerships with industry are continuously being cultivated through active engagement of administrators, faculty, and staff throughout the MCC campus through a variety of formal and informal channels. For example, the MCC President, Vice-Presidents, and Dean of Workforce Development and Continuing Education actively participate on community development and industry boards, committees, and other related workgroups, such as the Southeastern Montana Economic Development Council, Miles City Chamber of Commerce, and the local Community Management Team. Similarly faculty and staff from each of MCC's Career and Technical Education (CTE) programs cultivate collaborative relationships and partnership opportunities with key employers associated with each of their academic programs. For example, each CTE Program has its own Advisory Board, which meets at least every other year, with some meeting annually. Business and industry representatives serving on each program's Advisory Board help provide input for program development and improvement, while also identifying potential partnership opportunities to serve MCC students and specific industry needs.

In addition to participating in the program Advisory Boards, staying in close contact with local business and industry employers associated with each program enables MCC's CTE programs to cultivate new and to enhance existing partnerships on an ongoing basis as opportunities present themselves. For example, MCC's Nursing Program has cultivated several MOU's with area health care organizations to provide training intended to prepare qualified Certified Nursing Assistants (CNAs) to provide adequate clinical field experience opportunities required for Nursing students, as well as to promote other allied health-related internship opportunities, and to co-sponsor community health fairs, blood drives, and other health related fund-raising events, and to organize and promote health-related job fairs. Similarly, MCC's Business programs have partnered with local business employers to organize student internship opportunities and service learning projects, inviting business leaders to be guest speakers in program courses, and collaborating with area businesses in annual career fairs. The Heavy Equipment Operation (HEO) program faculty are also actively engaged in collaborations with area trucking and transportation industry employers in providing prospective employees with short-term Commercial Drivers License (CDL) training, related safety training for existing employees, participation in industry trade shows, and job fairs.

In addition to the industry partnerships cultivated by each of MCC's CTE programs, MCC's Workforce Development and Community Enrichment division is also actively engaged in cultivating business and industry partnership opportunities. For example, the Distance Education and Community Enrichment programs work closely with local business and community organizations to organize and deliver a catalog of various open-enrollment, non-credit course offerings at least three times annually (Fall, Spring,

Summer), and which regularly include offerings for individual professional development that also serve specific employer training needs. The Summer Teachers' Institutes and Fall Educators' Conferences represent two major examples of collaboration between MCC faculty and staff and regional K-12 school employers to offer a wide array of teacher professional development offerings required to satisfy annual continuing education and employment advancement requirements. Other program collaborations consist of working in collaboration with employers throughout the region to organize training that can be delivered via distance education for individuals dispersed throughout rural eastern Montana. Additionally, Workforce Development and Community Enrichment staff conduct regular outreach to area employers in key industry clusters to continuously identify employer training and continuing education needs partnership opportunities.

4.A Assessment

- 4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives**
- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives**
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services**
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement**

The current benchmarks for Objective 2 and Indicator of Achievement 2.A are adequate for assessing formal partnerships between MCC and other higher education institutions, including transfer articulation agreements and annual meetings with current partners. Similarly, the benchmarks are also adequate for documenting and assessing meetings occurring with industry partners through CTE program advisory boards and other meetings that occur at the program or department level. However, these assessments are not as effective in capturing the significant scope of ongoing partnership development and enhancement efforts, which occur regularly through various formal and informal means as faculty, staff, and administrators actively engage in community outreach and enrichment activities.

As a result, MCC is continuously effective in fulfilling Objective 2 and Indicator of Achievement 2.A in that different segments of the organization are continuously and successfully engaged in “creating and maintaining partnerships with higher education institutions and industries to provide additional degree program opportunities,” and individual programs and departments are continuously effective in “collaborating and coordinating with higher education and industry partners as the need and appropriate opportunities present themselves”. However, often the individual programs and departments may appear be operating independently, and without a systematic means to assess and evaluate the combined efforts of the campus as a whole, which can limit the organization’s overall ability to identify opportunities for synergy, integration, and enhancement of some partnership opportunities.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

Several improvements have been implemented at the individual program and department levels to contribute toward fulfillment of Objective 2 and Indicator of Achievement 2.A. For example, the Nursing Program has held a series of meetings with Holy Rosary Healthcare, its primary local hospital partner, to discuss and begin implementing specific program changes and partnership activities to improve the CNA preparation program and career pathways for nursing students. The Heavy Equipment Operation (HEO) program faculty have worked closely with their Advisory Board members and area industry representatives to increase the number of credits and modify the curriculum for the CDL certification course so that it includes more instructional and simulator hours for students and better satisfies employer needs. Business program faculty have met with area business employers to create additional internship opportunities for more students to gain practical experience while completing their associate degree. Information Technology program faculty, Business faculty, and HEO faculty partnered to host wood biomass employers for a focused work session, during which they discussed how curriculum from several different programs could be combined to serve this emerging industry's unique training needs. These are just a few of numerous examples of ongoing partnership development efforts.

As stated above, the current Objective 2 and Indicator of Achievement 2.A are effective in guiding the College's efforts to create and maintain partnerships with higher education institutions and industries to provide additional degree program opportunities at the individual program and department levels. However, in many cases, the various formal and informal efforts at the program and department levels may not be communicated or integrated in an overall systematic way to reflect campus-level partnership efforts as a whole.

A few organizational changes have been implemented to begin to address this limitation. First, MCC has restructured the Workforce Development and Community Enrichment division, including combining two previously separate staff positions into one new Dean role, which serves on the MCC President's Cabinet. The new Dean is responsible for coordinating staff, programs, and services related to Distance Education & Community Enrichment, Workforce Development and Community Enrichment, Career and Placement Services, Grants & Sponsored Programs, and Strategic Partnership Initiatives. The new Dean also works closely with CTE program faculty on promoting new business and industry partnership opportunities, as well as with the Vice-President for Academic Affairs in cultivating new opportunities for collaboration with higher education institutions. Additionally, the Dean is responsible for submitting a monthly report of relevant partnership program development activities to the President's Cabinet, the MCC Board of Trustees, and the Office of Commissioner for Higher Education (OCHE). Although further work still needs to be done to better systematize the way formal and informal partnership development activities are identified, documented, and integrated at the campus level, these changes represent an important and positive step in that direction.

Objective # 3: Create linkages between secondary and postsecondary education.
Indicator of Achievement 3.A: Agreements for the Big Sky Career Pathways (BSP) Initiative are completed as career and technical programs are identified.
Benchmarks: <ul style="list-style-type: none"> Existing BSP agreements are reviewed annually with the respective partner high school officials and are renewed with any approved updates being registered with the Montana Office of the Commissioner of Higher Education (OCHE). New BSP agreements are pursued each year, with all new agreements being registered with the Montana Office of the Commissioner of Higher Education (OCHE).
Method of Assessment: <ul style="list-style-type: none"> All signed BSP agreements are formally registered with the Office of the Commissioner of Higher Education and the Office of Public Instruction.
Rationale for Objective # 3, Indicator 3.A: <ul style="list-style-type: none"> Big Sky Career Pathways Agreements are created in response to the legislative mandate to create CTE pathways between secondary and post-secondary curricula.
This benchmark was achieved (True or False): True

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning**
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services**
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services**

As a central component of MCC's Mission Statement, Core Theme # 4 - Community Enrichment & Partnerships is a vital part of MCC's annual strategic plan. Accordingly, MCC has established Objective #3 to "create linkages between secondary and postsecondary education" as one of its primary areas of focus, and specifies that "Agreements for the Big Sky Career Pathways (BSP) Initiative are completed as career and technical programs are identified" as Indicator of Achievement 3.A for this objective.

Toward fulfillment of Objective #3 and Indicator of Achievement 3.A, MCC officials perform annual reviews and renewals of the following eight existing BSP, agreements which were originally established in 2011 and 2012. The links under the "Year" column provide the most current version of each BSP agreement registered with the Office of the Commissioner of Higher Education (OCHE).

CAREER CLUSTER	YEAR	AREA HIGH SCHOOL	PATHWAY FOCUS
AGRICULTURE	2011	Harlem Junior & Senior	Agriculture CAS
AGRICULTURE	2011	Harlowton	Animal Science AS
AGRICULTURE	2011	Hinsdale	Agriculture AAS
BUSINESS	2012	Bainville	Small Business Management
BUSINESS	2012	Lame Deer	Office Administration & Technology AAS
BUSINESS	2012	Sidney	Office Administration & Technology AAS
INFO TECH	2012	Forsyth	Graphics & Web Design AAS
INFO TECH	2012	Plevna	Graphics & Web Design AAS

In addition to maintaining and updating these current BSP agreements, Indicator of Achievement 3.A also involves cultivation of new BSP agreements. During the 2013 fiscal year, due to several personnel transitions, no new BSP agreements were established. In 2014, however, the Associate Dean of Academic Affairs and a new Interim Dean of Workforce Development and Continuing Education joined efforts as “co-coordinators” to combine discussions with regional high schools on current and prospective new partnerships for dual credit, concurrent enrollment and Big Sky Career Pathways (BSP) offerings. Additionally, the Montana Office of the Commissioner of Higher Education (OCHE) hired a new state-wide Director to help coordinate and support all of the state’s 2-year college efforts to align and administer Carl Perkins IV Grant and Big Sky Career Pathways Initiative activities. As part of this state-wide reorganization, MCC officials attended Big Sky Pathways and Perkins Grant Coordinators’ meetings and began participating in bi-monthly state-wide coordinator’s conference calls. In addition to this realignment and reorganization of BSP efforts on both the local MCC campus and state levels, during the Fall of 2014, MCC program coordinators met with officials from regional high schools in Baker, Broadus, Colstrip, Miles City, Glendive, Sidney, and St. Labre to discuss current and prospective partnership opportunities for dual credit, concurrent enrollment, and Big Sky Career Pathways.

4.A Assessment

- 4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives**
- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives**
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services**
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement**

As part of the state-wide effort to reorganize and realign 2-year college activities for Carl Perkins IV and the Big Sky Career Pathways (BSP) Initiative, all official BSP agreements are required to be registered with the Montana Office of the Commissioner of Higher Education (OCHE). Accordingly, the links under the “Year” column in the Big Sky Career Pathways (BSP) table above provide the most current version of each BSP agreement officially registered at OCHE.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

Prior to 2014, MCC's Associate Dean for Academic Affairs was responsible for working on dual credit and concurrent enrollment offerings (i.e. targeted for prospective university transfer students) and another staff person was responsible for working on Big Sky Career Pathways (BSP) course offerings (i.e. targeted for students likely to pursue career and technical industry employment rather than University transfer), and records of the respective agreements were maintained separately by each party. Recognizing that discussions for both types of offerings ultimately involved meeting with the same regional high school officials, changes were made in 2014 to combine efforts of the Associate Dean and the new Interim Dean of Workforce Development and Continuing Education as "co-coordinators" in an intentional effort to improve the efficiency and effectiveness of planning, resource allocation, and outcomes related to fulfillment of Objective 3 and Indicators of Achievement 3.A and 3.B. Additionally, the new statewide BSP assessment system which records all approved BSP agreements at OCHE is intended to provide improved transparency and accountability for the assessment of outcomes related to Objective #3 and Indicator of Achievement 3.A, as all BSP agreements established by MCC will now become included in the statewide BSP program outcomes assessment system, which is publicly accessible online and included in state-wide BSP marketing and promotion campaigns.

Indicator of Achievement 3.B: Articulation Agreements for concurrent enrollment are completed with secondary schools as qualified instructors and appropriate courses are identified, vetted, and approved.
Benchmark: <ul style="list-style-type: none">• Articulation Agreements are updated and approved each year by the MCC president and the superintendent or principal of the partner high schools.
Method of Assessment: <ul style="list-style-type: none">• Articulation Agreements with partner high schools are on file in the office of the Associate Dean of Academic Affairs.
Rationale for Objective # 3, Indicator 3.B: <ul style="list-style-type: none">• Dual credit and concurrent enrollment provide access and opportunity for post-secondary education to qualified high school students.• Data gathered at the Montana Office of the Commissioner of High Education show that students who avail themselves of opportunities to earn college credits through dual credit/concurrent enrollment are more likely to (1) persist in their postsecondary education, (2) earn a higher college g.p.a., and (3) earn more college credits.*
This benchmark was achieved (True or False): True

3.B Core Theme Planning

- 3.B.1 Alignment Between College's General Plan and Core Theme Planning**
- 3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services**
- 3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services**

As a central component of MCC's Mission Statement, Core Theme # 4 - Community Enrichment & Partnerships is a vital part of MCC's annual strategic plan. Accordingly, MCC has established Objective #3 to "create linkages between secondary and postsecondary education" as one of its primary areas of focus, and specifies that "Articulation Agreements for concurrent enrollment are completed with secondary schools as qualified instructors and appropriate courses are identified, vetted, and approved" as Indicator of Achievement 3.B for this objective.

Toward fulfillment of Objective #3 and Indicator of Achievement 3.B, MCC officials meet annually with regional high school officials to discuss current and cultivate new concurrent enrollment partnerships. As illustrated in the table on the next page, between 2012 and 2014 MCC has established six separate concurrent enrollment partnerships with regional high schools in the MCC service area. As the table shows, MCC has effectively contributed toward fulfillment of Objective #3 and Indicator of Achievement 3.B by successfully maintaining existing concurrent enrollment partnerships and cultivating new partnerships each year. Through these linkages, MCC and its partner high schools have steadily increased the number of students served in concurrent enrollment courses, as well as the number of concurrent enrollment credits earned by the students enrolled.

Concurrent Enrollment Summary and Comparison						
Years→	Spring 2013		Spring 2014		Spring 2015	
Schools						
CCDHS	32	247	34	262	45	309
Broadus	6	24	11	44	19	90
Colstrip	28	146	21	106	27	136
Rosebud	2	8	4	16	2	18
Baker	n/a	n/a	8	47	10	41
Sidney	n/a	n/a	8	47	16	86
St. Labre	n/a	n/a	n/a	n/a	2	8
TOTALS	68	425	90	539	121	678

*OCHE data referenced in Rationale for Objective # 3, Indicator 3.B:

Dual Enrollment Success Measures

Entering Students that Earned Dual Enrollment Credit in Montana vs. All Other Entering Students

	RETENTION	GPA	CREDITS EARNED
	Fall to Fall	After 1 year	After 1 year
DE Students	84%	3.1	35.5
All Other	68%	2.8	27.9

4.A Assessment

- 4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives
- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement

During the summer and fall of each year, MCC's Associate Dean of Academic Affairs meets with officials from the concurrent enrollment partner high schools to discuss the previous year's concurrent enrollment outcomes, opportunities for new concurrent enrollment offerings, as well as potential strategies for growing enrollments in future offerings of already-approved concurrent enrollment courses. The Associate Dean also meets with other prospective partner high schools to cultivate new concurrent enrollment linkages. During the spring semester of each year, the Associate Dean works in collaboration with MCC's Registrar's Office to facilitate student enrollment registrations for any concurrent enrollment offering which has been approved for that. Following completion of the spring semester, the Registrar's Office provides the Associate Dean with a concurrent enrollment outcomes report confirming the number of student enrollments and credits earned during that enrollment cycle. This data is then archived in the Associate Dean's office records for use in annual planning, resource allocation, and program improvement efforts.

4.B Improvement

4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies

Prior to 2014, MCC's Associate Dean for Academic Affairs was responsible for working on dual credit and concurrent enrollment offerings (i.e. targeted for prospective University transfer students) and another staff person was responsible for working on Big Sky Career Pathways (BSP) course offerings (i.e. targeted for students likely to pursue career and technical industry employment rather than University transfer), and records of the respective agreements were maintained separately by each party. Recognizing that discussions for both types of offerings ultimately involved meeting with the same regional high school officials, changes were made in 2014 to combine efforts of the Associate Dean and the new Interim Dean of Workforce Development and Continuing Education as "co-coordinators" in an intentional effort to improve the efficiency and effectiveness of planning, resource allocation, and outcomes related to fulfillment of Objective 3 and Indicators of Achievement 3.A and 3.B.

Objective # 4: Offer lifelong learning and personal enrichment opportunities to meet community needs.
Indicator of Achievement 4.A: The College provides special interest enrichment opportunities such as community education courses, educational tours, events for senior citizens, and children's learning activities.
Benchmarks: <ul style="list-style-type: none">• MCC offers an array of lifelong learning and personal enrichment-oriented course offerings for community members, senior citizens, and children in three annual "Community Education" programming sessions (i.e. Fall, Spring and Summer).• Fall, Spring and Summer "Community Education" course offerings are regularly promoted throughout the community.
Method of Assessment: <ul style="list-style-type: none">• Records of all Fall, Spring, and Summer "Community Education" course offerings, marketing and promotion activities, and respective course enrollments are maintained in the Community Education and Enrichment Office.
Rationale for the Indicator of Objective # 4: <ul style="list-style-type: none">• Community education, educational tours, senior citizens' courses, and Kids' College meet the lifelong learning and community enrichment components of the College's Mission and the intent of the Montana mil levy for Adult Education.
This benchmark was achieved (True or False): True

3.B Core Theme Planning

3.B.1 Alignment Between College's General Plan and Core Theme Planning

3.B.2 Alignment Between Core Theme Planning and Supporting Programs and Services

3.B.3 Data Needed to (1) Inform Core Theme Planning, (2) Analyze and Evaluate Accomplishment of Core Theme Objectives, and (3) Evaluate Supporting Programs and Services

As a central component of MCC's Mission Statement, Core Theme # 4 - Community Enrichment and Partnerships is an integral part of MCC's annual strategic plan. Accordingly, MCC has established Objective #4 to "offer lifelong learning and personal enrichment opportunities to meet community needs" as one of its primary areas of focus, and specifies that "the College provides special interest enrichment opportunities such as community education courses, educational tours, events for senior citizens, and children's learning activities" as Indicator of Achievement 4.A for this objective.

Providing community education course offerings which are specifically tailored to serve lifelong learning and personal enrichment needs of children, senior citizens, and general community members is an important type of outreach for community colleges to provide in their respective service areas, and is central to fulfilling MCC's mission statement and strategic plan.

Professional staff in MCC's Community Education and Distance Learning programs coordinate the development and delivery of personal enrichment and lifelong learning course offerings for children, senior citizens, and community members in three annual "Community Education" programming sessions (i.e. Fall, Spring and Summer). Through these offerings, MCC has contributed toward fulfillment of Objective #4 and Indicator of Achievement 4.A with the following outcomes:

	2012		2013		2014	
	Courses	Participants	Courses	Participants	Courses	Participants
Lifelong Learning	28	124	34	103	26	44
Youth	24	152	18	66	18	67
Senior	13	26	16	48	23	87
Education Tours	9	108	11	118	8	78

4.A Assessment

- 4.A.1 Methods of Collecting Data (Quantitative or Qualitative) for Evaluating Accomplishment of Core Theme Objectives**
- 4.A.4 Evaluation of Alignment of Programs and Services with Accomplishment of Core Theme Objectives**
- 4.A.5 Evaluation of Alignment of Planning, Resources, and Capacity with Assessment of Programs and Services**
- 4.A.6 Review of Assessment Processes to Ensure Authentic Results that Lead to Improvement**

All community education course offerings which are tailored to serve lifelong learning and personal enrichment needs of children, senior citizens, and community members and are associated with fulfillment of Objective 4 and Indicator of Achievement 4.A are planned and coordinated by a “Community Education Team,” which includes the Director of Distance Education, the Academic Affairs Technician, and the Interim Dean of Workforce Development and Continuing Education. Working collaboratively with MCC’s Director of Information Technology, the Community Education Team has created a continuing education database which is used to record all community education course offerings and respective course enrollment information. The team uses this data for tracking enrollments leading up to course delivery, making “go/no go” decisions on final delivery of planned courses which require minimum enrollments, and to assess actual course and enrollment outcomes which are then used to inform planning for future course offerings and program improvements.

4.B Improvement

- 4.B.1 Core Theme Assessments: Meaningful Indicators that Lead to Informed Planning and Allocation of Resources and Capacity; Results Communicated to Appropriate Constituencies**

One of the primary improvements that has been achieved in relation to fulfillment of Objective 4 and Indicator of Achievement 4.A is the reorganization and restructuring of the Workforce Development and Community Enrichment division of the College, and the forming of the Community Education Team to coordinate planning, delivery, evaluation, and continuous improvement of all community education programs, including lifelong learning and personal enrichment offerings for youth, senior citizens, and community members, as well as other open-enrollment continuing education and professional development courses. Although continued improvements in the operation and function of this team are still in process, the reorganization has helped to cultivate more of a team-oriented approach and to refine the systems that are now being used to plan, develop, market, implement, evaluate, and improve the College’s continuing education offerings.

Summary of Achievement of Core Theme Objectives and Indicators

The following table indicates the status for each Core Theme Objective and Indicator:

Core Theme Number	Core Theme Name	Objective Number	Indicator	Status – True or False
One	Student Success	1	1.A	True
One	Student Success	1	1.B	Part True Part False
One	Student Success	2	2.A	Part True Part False
One	Student Success	2	2.B	True
Two	Academic Excellence	1	1.A	Part True Part False
Two	Academic Excellence	1	1.A	Part True Part False
Two	Academic Excellence	2	2.A	True
Two	Academic Excellence	2	2.B	Part True Part False
Two	Academic Excellence	3	3.A	True
Two	Academic Excellence	4	4.A	True
Three	Resource Management	1	1.A	True
Three	Resource Management	2	2.B	True
Three	Resource Management	2	2.B	True
Three	Resource Management	3	3.A	True
Three	Resource Management	4	4.A	True
Four	Community Enrichment & Partnerships	1	1.A	True
Four	Community Enrichment & Partnerships	1	1.B	True
Four	Community Enrichment & Partnerships	2	2.A	True
Four	Community Enrichment & Partnerships	3	3.A	True
Four	Community Enrichment & Partnerships	3	3.B	True
Four	Community Enrichment & Partnerships	4	4.A	True

True Statements: 16/20 = 80%

Part True/Part False Statements: 4/20 = 20%

False Statements: 0

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CHAPTER 5



CHAPTER FIVE: MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY

Executive Summary of Eligibility Requirement 24

Eligibility Requirement 24 – Scale and Sustainability

Miles Community College engages in ongoing analyses to demonstrate and ensure that its operational scale in areas such as enrollment, human and financial resources, and institutional infrastructure is sufficient to fulfill its mission and achieve its core themes in the present, and that it will continue to be able to do so in the foreseeable future.

Standard 5.A – Mission Fulfillment

5.A.1 Engagement in regular, systematic, participatory, self-reflective, and evidence-based assessment of institutional accomplishments

The mission of Miles Community College is to “promote student success and lifelong learning through accessible, quality programs, community enrichment, and partnerships.” MCC has a long history of gathering and analyzing the resources needed in order to fulfill and sustain its mission, priorities, and annual strategic goals, as addressed in chapters 3 and 4. In addition, feedback is solicited from a broad spectrum of stakeholders to ensure inclusiveness in the setting of strategies, priorities, and goals.

Assessment of mission fulfillment is guided by MCC Board of Trustees Policy 300.6 – *Assessment*:

300.6 Assessment

Assessment activities shall be built on the following foundation of Cultural Cornerstones:

- A. Culture of Evidence
- B. Culture of Analysis
- C. Culture of Reflection
- D. Culture of Improvement

Revised: 1/28/08

These Cultural Cornerstones are operationalized by keeping the following questions foremost in our deliberations as we proceed through our assessment processes:

1. What have we done?
2. Why did we do it? [Particularly with regard to our Core Theme Objectives and Indicators, we need to articulate why we believe our Objectives and Indicators are “meaningful, assessable, and verifiable” (Standard 1.B.2).]
3. How did we do it?
 - a. Processes followed?
 - b. Resources needed?
4. What were the results?
5. What changes (improvements), if needed, have we made or do we yet need to make, on the basis of the results?

Our intent, therefore, is to gather data, both qualitative and quantitative, and then to make decisions that are informed by the data. The following are examples that illustrate the College's commitment to engaging in evidence-based assessment of institutional accomplishments:

- **Economic Impact Study:** In the summer of 2014 Miles Community College contracted with Economic Modeling Specialists International (EMSI) to conduct an economic impact study for the College. EMSI has recently sent the final reports. We will study the results and determine how we can best utilize and share with the public the information that has been provided. The reports from EMSI will be available on the thumb drive that will be sent to the members of the Year Seven Peer Evaluation Team.
- **Community College Survey of Student Engagement (CCSSE):** In the fall of 2014 Miles Community College contracted with the University of Texas at Austin's Center for Community College Student Engagement to administer the CCSSE during the spring 2015 semester. It has been several years since MCC last administered the CCSSE, so we look forward to the data we will receive as a result of this survey. The data will be used to identify our current strengths and to inform future needs and priorities for updating the College's Strategic Plan.
- **Student Success Measures:** The Student Success Measures template was created spring 2014 by the College President as an assessment tool to define what student success means at Miles Community College. The document provides a tool that enables the tracking of data in multiple key indicators such as retention, completion, developmental education success, and enrollment. When possible, the data is compared to national and state statistics to determine where Miles Community College stands on a national level. The data are also being used by the Enrollment Action Team (EAT) to develop strategies to increase the success of the indicators. For example, retention is an area of focus, and the data from the Student Success Measures are helping to lead the campus conversation about what more can be done to retain MCC's students. In addition to providing a method of assessment for campus, the document is a reporting tool that is being utilized by the MCC President and the Board of Trustees so the Board of Trustees can gauge the level of success achieved by the students. The Student Success Measures are included in Appendix E. They can also be found in the PowerPoint presentation that was prepared for the Spring 2015 College Convocation. That presentation is available on the thumb drive provided to the members of the Year Seven Peer Evaluation Team.
- **Advisory Committee Meetings:** The faculty members for each of the professional-technical programs recently met with their respective advisory committees to (1) review the current status of their programs, including enrollment trends, (2) evaluate the current curriculum, and (3) generate ideas for enhancing marketing of the programs. Meeting minutes will be available in hard copy in the resource room and electronically on the thumb drive provided to the members of the Year Seven Peer Evaluation Team.
- **General Education Assessment Plan:** Since 2007, the members of the General Education Division have been engaged in ongoing assessment of the College's General Education program through the process described in 2.C.9, 2.C.10. The assessments and Faculty Action Plans will be available in hard copy in the resource room and electronically on the thumb drive that will be provided to the members of the Year Seven Peer Evaluation Team.

The administration strives to be inclusive of the College's stakeholders in the following ways:

- **College Convocation:** At the beginning of each semester the President convenes all employees for the College Convocation. At the fall convocation, the President presents his State of the College Address, which includes the current priorities indicated in the strategic plan. Furthermore, the Vice Presidents and other invited presenters review the accomplishments of the past year and the priorities for the upcoming year in their respective areas.
- **Monthly All-Employee Meetings:** Each month, typically the Friday before the monthly Board of Trustees meeting, the President convenes all-employee meetings so that the President, Vice Presidents, and other presenters can share updates regarding accomplishments and issues that have occurred and priorities and issues that lie ahead.
- **Board of Trustees Meeting Packet:** Prior to the monthly Board of Trustees meeting, the Executive Assistant to the President emails the Board of Trustees meeting packet to all employees and the local newspaper. The packet includes the following:
 - Meeting Agenda
 - Monthly written reports from the President, Vice Presidents, and Student Senate President
 - Budget spreadsheets
 - Expenditure spreadsheets
 - Supporting documentation for proposals under consideration
- **Public Media:** A reporter from the local newspaper attends each meeting of the Board of Trustees. When additional information is needed, the reporter meets with the College President and other College personnel who have provided reports at the Board meeting. In addition, the area radio stations cover the events taking place at Miles Community College and frequently conduct interviews with various College employees on campus.
- **Mass Mailings:** Shortly after President Klippenstein arrived on campus in February 2014, he wrote a letter introducing himself and reporting on the activities and achievements taking place at Miles Community College. This letter was sent to 5,000 Custer County residents. President Klippenstein plans to send a similar mass mailing in 2015 to affirm to the Custer County taxpayers the College's commitment to being conscientious and responsible stewards of the tax dollars invested in Miles Community College.
- **News Reports from the Office of the Commissioner of Higher Education (OCHE):** OCHE maintains a web site that includes news articles that are published throughout the state that pertain to the various institutions within the Montana University System. The site is updated daily and the link is sent to a representative on each campus for dissemination to the members of the campus community. (See <http://www.mus.edu/news/default.asp>). In this manner, people statewide can be apprised of what is taking place at Miles Community College.

As can be seen, the College's administration and Board of Trustees strive through a wide variety of modalities to be as transparent as possible in communicating to all College constituencies the decisions being considered and the events taking place at Miles Community College.

5.A.2 Institutional definition of mission fulfillment as the basis for using assessment results to make determinations of quality, effectiveness, and mission fulfillment; communication of conclusions to appropriate constituencies and the public

As stated in 1.A.2, mission fulfillment is deemed accomplished if the College meets its minimum threshold of achieving at least 70% of the Indicators of Achievement of the Core Theme Objectives. In Chapter Four we have described our planning, assessment, achievement, and improvement action plans in relation to each Indicator for our Core Theme Objectives. The metrics used to assess accomplishment of the Indicators will continue to be evaluated and revised as needed to ensure we are obtaining the data we need to inform our strategic planning in order to (1) capitalize on our strengths and (2) effect improvements where we identify weaknesses.

With respect to our ongoing efforts to fulfill the College's Mission, past history indicates that external influencers such as state funding, federal grants, economic recovery, and employer demands can have an adverse effect on annual planning and achievement. However, because of proper budget planning procedures and the desire to serve the community, MCC has adapted quickly and appropriately. Most recently, under the direction of new leadership and goals established by the MCC Board of Trustees, MCC assessed the mission statement, compared it to the College's annual strategic plans and desired outcomes, and revised the mission statement slightly to connect better with the direction the College has chosen. Understanding our role in community enrichment and building valuable and necessary partnerships was critical; therefore, changes to the mission statement were made to reflect those priorities. Likewise, it is necessary for MCC to break down the mission statement for further evaluation. As an example, MCC has accomplished certain aspects of the mission statement:

- **Student Success:** MCC has systematically identified various key student success metrics to measure biannually and evaluate with the Board of Trustees.
- **Lifelong Learning and Community Enrichment:** Community Education performed an analysis of past community education and workforce training initiatives. After a careful review, a new direction related to workforce training and community education has been developed and will be further assessed.
- **Accessible, Quality Programs:** MCC has recently been active in assessing certain workforce development training initiatives in specific trades and identifying resource allocations to advance identified programs. Adjusting CDL training options to create for-credit stackable credentialing and, through grants, purchasing a mobile simulator for better training and course development is one example.
- **Partnerships:** Since January 2014, MCC has been actively engaged in creating potential new partnerships with industry leaders to best address workforce training needs. The new President has attended numerous community listening events, the Governor's Main Street Montana Project forums, and the Montana Energy Expo. Through these opportunities, MCC has entered into numerous conversations with various business, mostly related to manufacturing, transportation, construction, and oil production, to address training needs.

These accomplishments, in turn, have led to a more clear and concise focus on annual planning. The next step, as a reflection of our commitment to continuous evaluation, includes a visioning and long-range strategic planning process involving a broad representation of campus and community constituents.

Miles Community College remains committed to engaging in constant review of mission fulfillment, adaptation, and long-term sustainability.

The President's Cabinet participates in institutional planning retreats each fall to review and analyze the accomplishments and challenges of the previous year and to establish goals for the accomplishment of the College's Core Themes for the upcoming year. These goals are then shared with employees at the Fall Convocation. With the arrival of President Klippenstein in January 2014, the President's Cabinet met for an all-day retreat on April 4, 2014, in order to conduct an environmental scan, review the current condition of the College, and work on goals and priorities for the upcoming year and beyond. Subsequently, the President's Cabinet has engaged in numerous discussions to assess progress and to update/modify goals and priorities. In addition, the Board of Trustees meets for an annual planning retreat to discuss the direction of the College and to set priorities for the President to pursue with College personnel.

As previously referenced in 5.A.1, the College has undergone an externally conducted Economic Impact Study and will be administering the Community College Survey of Student Engagement during the spring 2015 semester. These reports will provide additional data to identify the College's current strengths and to inform the College of needs and priorities that need to be addressed.

To summarize, Miles Community College engages in a regular and systematic approach to annual strategic planning and identifying key indicators to track and assess institutional achievement. This approach generally starts at the President's Cabinet level. The institutional goals are shared with College personnel, who are given the opportunity to share their perspectives. Additionally, the Board of Trustees has the opportunity during its annual retreats to reflect on and implement its perspectives and priorities. In 2014, the Board of Trustees fully reviewed and approved the 2014 – 2015 Annual Strategic Plan, as well as the Student Success Measures identified in Core Themes One and Two and described in 5.A.1, and included in Appendix E. Furthermore, the Quality Control Committee—comprised of three Trustees and the President—regularly reviews the various metrics and strategic plan activities. This plan is shared at all-employee meetings and at the fall and spring convocations.

Standard 5.B – Adaptation and Sustainability

5.B.1 Evaluation of the adequacy of institutional resources, capacity, and effectiveness of operations in order to document the college's ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve goals/outcomes of programs and services

The adequacy and allocation of resources is under constant scrutiny, particularly by the Executive Budget Committee, which consists of the President, the three Vice Presidents, the Executive Director of Human Resources and Compliance, and others, as invited. These individuals meet regularly and review the status of the College's enrollment and the impact of enrollment and other variables on the budget. In addition, they review the personnel needs to evaluate and ensure the adequacy of financial and human resources to accomplish the College's Mission, Core Theme Objectives, and strategic goals and priorities. The outcomes of these discussions are shared with the Board of Trustees during their monthly meetings via the President's and Vice Presidents' written and oral reports to the Board.

In addition to the monthly meeting of the Board of Trustees as a whole, the Board has three sub-committees, each of which is comprised of three Board members, the President, and members of the President's Executive Team. These committees meet monthly as well. The Finance Committee meets the Wednesday before the Board of Trustees meeting to review the current status and future needs, as well as facilities plans, of the College budget. The Human Resources Committee meets just prior to the monthly meeting of the Board of Trustees meeting to discuss issues relating to personnel and College policy. The Quality Committee meets periodically to discuss matters relating to assessment and legislative issues.

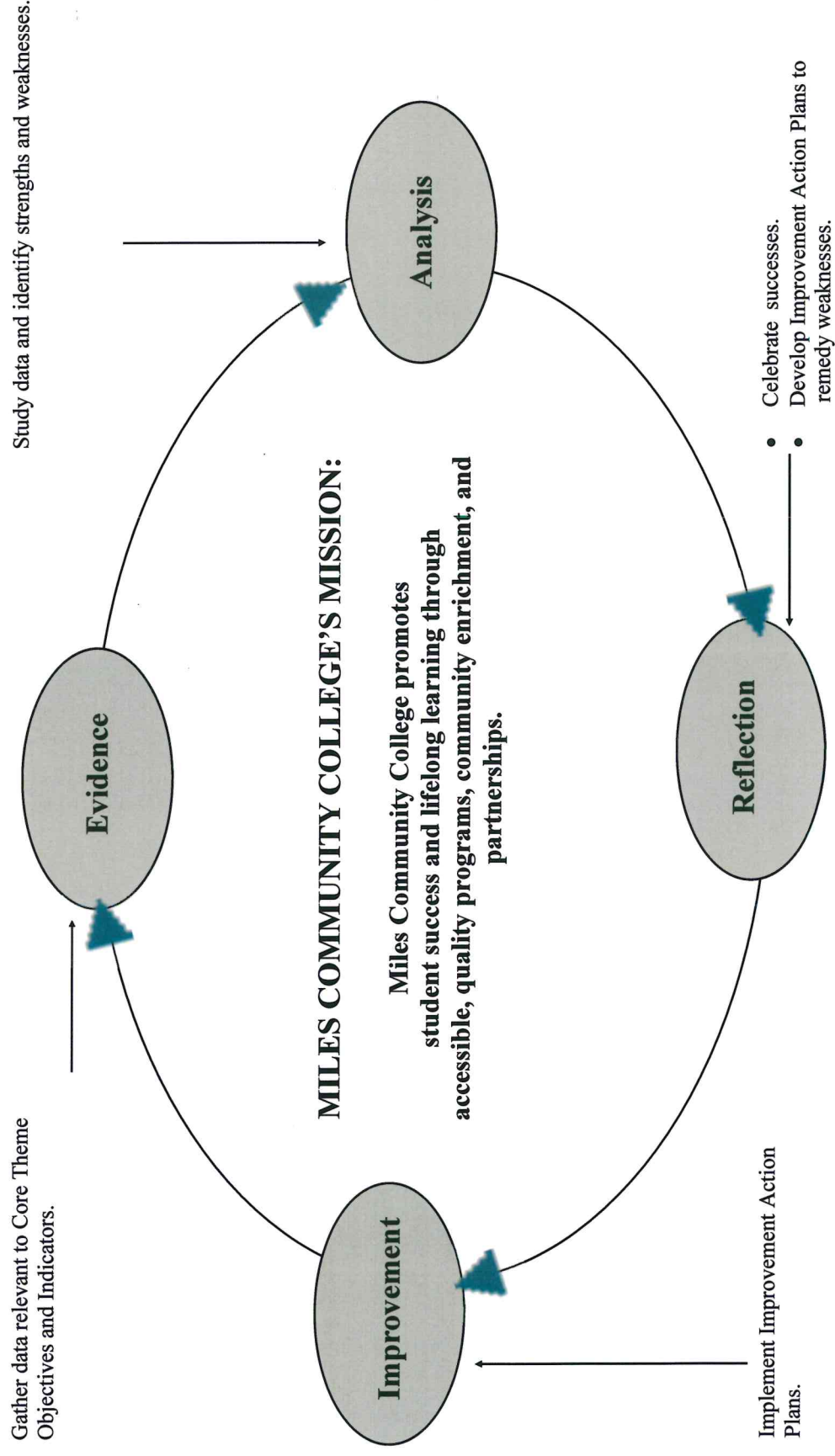
As Miles Community College reviews the feedback received from the Year Seven Peer Evaluation Report in preparation for its Year One Self-Evaluation Report in spring 2016, the College will give further consideration to the Core Theme Objectives and Indicators to ensure that they yield meaningful, assessable, and verifiable outcomes in determining the degree to which mission fulfillment is being accomplished. Plans are also underway to develop a three-to-five-year strategic plan so that visioning beyond the current fiscal year takes place. This process will also confirm the relevancy and accuracy of the College's Mission and Core Themes.

5.B.2 Evaluation of planning, practices, resource allocation, application of institutional capacity, and assessment to ensure institutional adequacy, alignment, effectiveness, and improvement, as needed

Regionally, indeed nationally, civic and government leaders have been calling for a higher degree of accountability from the education sector. This has resulted in increasingly stringent requirements for educational institutions to engage in ongoing, rigorous self-evaluation to ensure and document economic efficiency and educational effectiveness. In addition, Title IX requirements have been substantially heightened to address the country's growing concerns with the personal safety and the ethical treatment of students, faculty, staff, and the general public.

The College's four Core Themes are aimed at addressing those issues using the Assessment Model on the following page:

Miles Community College Assessment Model



The following examples illustrate and verify the College's ongoing commitment to ensuring that its planning, practices, allocation of resources and institutional capacity, and assessment ensure the alignment of the College's priorities and resources with its Mission and Core Themes and that these activities lead to overall institutional improvement or verify our current strengths and successes:

Core Theme One: Student Success

- Assessment of the College's Student Orientation, Advising, and Registration (SOAR) sessions has resulted in changes and commensurate alignment of resources to (1) ensure the students' ability to use Banner, our information system; (2) include the needs of non-traditional students; (3) make an online version of SOAR available to distance students; (4) allow early registration for out-of-state and international students; and (5) ensure compliance with federal Title IX requirements.
- Assessment of the freshman seminar, First Year Pioneer (FYP) has resulted in changes and commensurate alignment of resources to (1) provide an online version of FYP that is restricted to students who can verify the need for this modality; and (2) implement more uniform assessment processes to ensure and enhance the perceived value of FYP.
- Assessment of the College's efforts to provide a quality student experience has resulted in changes and commensurate alignment of resources to (1) restructure the Associate Students of Miles Community College (ASMCC) so that it is more of a governmental body instead of an activities committee; (2) assign a staff member to oversee the planning and implementation of student activities; (3) assign the College Library Director to oversee a Speakers Series; (4) establish a "What's there to do in Miles City?" bulletin board and (5) enhance the visibility of the campus events calendar.
- Assessment of the College's commitment to provide a safe environment has resulted in changes and commensurate alignment of resources to (1) provide more prevention training; (2) implement mandatory training in assault prevention; and (3) implement mandatory alcohol abuse awareness training.

Core Theme Two: Academic Excellence

- Assessment of the College's commitment to helping students progress from developmental courses to college-level courses has resulted in changes and commensurate alignment of resources to (1) create a full-time faculty position dedicated to teaching developmental reading and writing and working with students who have documented needs for learning accommodations per the American with Disabilities Act (ADA); (2) implement a linked placement model to help expedite students' progression from developmental courses to college-level courses; (3) provide release time to math instructors to provide students with focused individualized assistance; and (4) implement a series of College Success Socials to assist students with the transition to college.
- Assessment of the College's efforts to prepare students for entry into the job market has resulted in changes and commensurate alignment of resources to (1) alter the method of gathering data

from employers in order to improve the quality and quantity of relevant employment placement, employer feedback, and student graduate feedback; (2) enhance the training provided in the Commercial Driver's License (CDL) program in order to attract major employers to consider our graduates; and (3) enhance communication among faculty in Career-Technical Education (CTE) programs to ensure well-informed planning and inclusive decision making.

- Assessment of the College's commitment to prepare students to pass recognized licensure or certification exams has resulted in changes and commensurate alignment of resources to (1) acquire and use heavy equipment and truck simulators to enhance student success with the NCCER exam and the CDL exam; (2) provide more internships for IT students; and (3) evaluate the Systematic Plan for Evaluation (SPE) for graduates of the Nursing program.
- Assessment of the rate of student completion of an academic credential has resulted in changes and commensurate alignment of resources to (1) implement the Early Alert program to track and assist at-risk students; and (2) develop a more comprehensive and intrusive faculty advising plan.
- Assessment of the success of students who transfer to a four-year institution has resulted in the realization of the need to make changes and commensurate alignment of resources to (1) aggregate cohorts of MCC graduates; and (2) develop a more effective system for tracking those cohorts through the Montana University System's Banner Warehouse to ascertain their graduation rate.

Core Theme Three: Resource Management

- Assessment of the College's commitment to operate within its available financial resources during its current fiscal year and to engage in planning to ensure solvency for the foreseeable future is evidenced by the alignment of resources needed to ensure that (1) audits are completed in a timely manner and show no findings; (2) budget preparation is thorough and inclusive of key stakeholders; and (3) debt is thoroughly vetted and prudently managed.
- Assessment of the College's efforts to implement an ethical and standardized recruiting process is evidenced by the alignment of resources needed to (1) lay the groundwork for searches; (2) place job announcements in a wide variety of locations; (3) form and charge search committees; (4) screen applicants; (5) interview applicants; (6) perform background checks; and (7) make recommendations to the College President.
- Assessment of the College's initiatives to provide opportunities for professional development to permanent full-time faculty and staff is evidenced by the alignment of resources needed to (1) provide the summer "Thank Goodness it's Friday" training events; (2) provide web-based training through Business & Legal Resources; (3) conduct an all-day new employee orientation each year before the fall semester; (4) host the MCC Educators Conference the third Thursday and Friday of October; (5) conduct faculty professional development days at the beginning of fall and spring semesters; (6) provide opportunities for off-campus professional development; and (7) engage in professional development goal setting on an individual basis.
- Assessment of the College's commitment to provide safe and functional campus facilities is evidenced by the alignment of resources needed to ensure that facility improvement projects are (1) aligned with the College Mission and Core Themes; (2) prioritized; (3) placed within a reasonable timeline; and (4) adequately funded.

- Assessment of the College's efforts to provide auxiliary services—the bookstore (Pioneer Mercantile), Café, residence halls, and Centra Athletic Center—that are sustainable and serve the needs of the campus stakeholders has resulted in changes and commensurate alignment of resources to ensure that (1) business plans are developed and implemented to ensure the fiscal solvency of the College's auxiliary services; and (2) surveys of stakeholders provide meaningful data that lead to improvement of services.

Core Theme Four: Community Enrichment & Partnerships

- Assessment of the College's efforts to provide workforce training to meet the needs of the region, whether through customized training opportunities or through continuing education courses has resulted in changes and commensurate alignment of resources to restructure the Workforce Development and Continuing Education Office to include (1) a dean-level supervisor for this important component of the College's Mission and Core Themes; and (2) a director-level position to focus on regional employer outreach and conduct assessment of customized training needs. In addition, the College has partnered with the Prairie Education Service Area to enhance the College's outreach to and training of area K-12 educators.
- Assessment of the College's commitment to enhance additional learning opportunities and create economies of scale by collaborating with higher education and industry partners has resulted in changes and commensurate alignment of resources to (1) work more closely with advisory committees to generate additional opportunities for industry partnerships; and (2) restructure the Workforce Development & Community Enrichment division by combining two former staff positions into a dean-level position to give more focused oversight to the College's offerings in workforce development and community enrichment.
- Assessment of the College's initiatives in creating linkages between secondary and postsecondary education, whether through the Montana University System's Big Sky Pathways (BSP) Initiatives or concurrent enrollment has resulted in changes and commensurate alignment of resources to (1) assign the Dean of Workforce Development and Continuing Education to focus on BSP so that the Associate Dean of Academic Affairs can focus more effectively on concurrent enrollment efforts; however, these two individuals work closely as co-coordinators of these two initiatives; and (2) invest in additional time and travel to visit area high schools to meet with administrators, faculty, students, and parents.
- Assessment of the College's offerings of lifelong learning and personal enrichment opportunities to meet community needs has resulted in changes and commensurate alignment of resources to restructure the Workforce Development and Continuing Education Office in order to foster a more team-oriented approach to identifying and implementing lifelong learning and personal enrichment opportunities for our constituents.

5.B.3 Monitoring internal and external environments to identify current and emerging patterns, trends, and expectations; Using findings to (1) assess institution's strategic position, (2) define its future direction; and (3) review and revise, as necessary, its mission, core themes, core theme objectives and indicators of achievement, and the goals and outcomes of its programs and services

At the President's Cabinet planning retreat that took place on December 9, 2014, the participants engaged in an environmental scan, called the Current Situational Analysis (CSA), to identify and discuss external and internal factors affecting MCC's strategic plan, direction, and mission fulfillment in order to enhance achievement of objectives and action items related directly to each Core Theme. The participants were split into two groups and were asked to consider the College's "Current Reality" in the following areas:

- Strengths
- Weaknesses
- Vision
- Enablers of the Vision
- Restrainers of the Vision

The CSA yielded an analysis of perceived internal and external influencers impacting our success or drivers that lead change. This analysis was a basis for the 2015-16 strategic planning process and is shared at all-employee meetings. The Board of Trustees reviews this analysis during their planning retreats and engages in additional analysis of their own. This information provides College leadership the opportunity to utilize consistent review procedures to direct the development of strategic plans, objectives, indicators and action items. Similar types of discussions have been a regular part of the types of analyses and planning sessions that have been conducted by the President's Cabinet and Board of Trustees since 2007.

Another type of environmental scan has included analyses of enrollment trends at area high schools to help us gain a sense of the scope of recruiting we will need to conduct in order to bolster our own enrollment. We have also studied the numbers of students we enroll from the different counties of Montana so that we can identify the areas where we are enjoying success and the areas that need additional efforts. This information is also shared at all-employee meetings and with the Board of Trustees.

Yet another type of environmental scan was an Employee Satisfaction Survey administered by the Executive Director of Human Resources and Compliance. The purpose of this survey was to ascertain the level of morale that exists among MCC employees. These results have been shared at all-employee meetings; furthermore, the Executive Director has facilitated several discussion and brainstorming sessions with employees to develop action plans to address areas needing attention.

The last environmental scan we will share occurs every two years, the odd-numbered years, when the President makes frequent trips to Helena during the Montana Legislative Session that runs from January to April. Prior to and throughout the legislative session, the President—and other individuals, as invited—meets with area legislators, the Governor's Budget Office personnel, the other community college presidents, the lobbyist that is retained by the community colleges, and members of the Office of

the Commissioner of Higher Education. The President can thereby keep the College stakeholders apprised of the decisions that are being made that will impact the College.

Having gone through the Year Seven Self-Evaluation process, we will need to re-examine all of the Core Theme Objectives and Indicators to determine the degree to which they are assessable and verifiable, and most importantly, whether or not they meaningfully inform us regarding the degree to which we are achieving mission fulfillment.

CONCLUSION



CONCLUSION



CELEBRATING 75 YEARS OF EXCELLENCE!

As we conclude this Year Seven Self-Evaluation Report, we note with great pride that on October 24 & 25, 2014, Miles Community College celebrated its 75th anniversary. A gala event took place the evening of the 25th. Many people throughout eastern Montana and beyond attended to celebrate this momentous milestone in the history of Miles Community College. Included on the flash drive that accompanies this self-study is a slide show that was created for this event. It provides a delightful pictorial history of Custer County Junior College/Miles Community College throughout the decades.

Miles Community College was granted Candidate for Accreditation status in 1968. Initial accreditation was granted in 1971, with accreditation reaffirmed in 1976 on the basis of a full-scale evaluation. Decennially thereafter, Miles Community College has succeeded in maintaining its accreditation status. We are confident that we will continue to do so in the foreseeable future as we strive assiduously to comply with the standards set forth by the Northwest Commission on Colleges and Universities.

With regard to the new accreditation standards and evaluation process that were adopted in 2010, we see ourselves gaining a better understanding of the Core Themes paradigm as a means of assessing mission fulfillment to identify areas in which we excel and areas in which we need to improve. In the process of measuring mission fulfillment on the basis of our Core Themes Objectives and Indicators of Achievement, we have seen that many of them are indeed assessable, verifiable, and meaningful. Likewise, we have seen that some of them may need to be re-considered. This is a process we anticipate

carrying out in conjunction with our Year One Self-Evaluation Report and our Mid-Cycle Self-Evaluation Report.

Strategic planning has been a noteworthy priority and undertaking, particularly since our decennial visit in April 2006. The College's Board of Trustees is likewise highly engaged in institutional assessment and strategic planning. Much of the College's strategic planning has been conducted on a year-to-year basis. Under the leadership of President Klippenstein, the process is expanding to be more forward-reaching than it has typically been. In addition, President Klippenstein has implemented processes that engage all employees in developing the College's Strategic Plan.

Enrollment continues to be a concern and priority for the College. This emphasis is clearly reflected in the President's re-titling of the Chief Student Affairs Officer to Vice President of **Enrollment** and Student Success (emphasis added). Aggressive initiatives have been implemented, and others are on the cusp of implementation, to increase enrollment and enhance retention.

The Immediate Past President, Interim President, and current President of Miles Community College have been conscious of the significant impact they have on campus culture and employee morale. They have therefore been, and continue to be, conscientious in their efforts to foster a healthy college climate, in spite of the challenging realities the College faces, and the difficult decisions they sometimes have had to make as Presidents of Miles Community College.

We look forward to sharing "our story" with our peer evaluators and with the NWCCU Board of Commissioners. We likewise appreciate their expertise and look forward to the perspectives they provide as they carry out their peer evaluation assignment. Thank you for your commitment to the peer evaluation enterprise.

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: Mark Petersen, Garret McFarland, Jeff Okerman, Tad Torgerson, Rusty Irion
Front row: Debbie Morford, Susan Stanton

Trustee Profiles



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.



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.



Tad Torgerson: Mr. Torgerson was elected to the Board of Trustees in 2014. He is currently a CPA at Stallard & Associates, a local tax and accounting firm in Miles City. A native of Rugby, North Dakota, Tad first came to Miles Community College as a student in 1988 and participated on the rodeo team as a bull rider. Prior to his current position, he served as an Executive Budget Analyst with the North Dakota Office of Management and Budget (Governor's Budget Office), Vice President for Finance and Administration at Miles Community College and later at Dickinson State University (ND), and an Auditor with the North Dakota State Auditor's Office. Tad has an Associate of Arts Degree from Miles Community College, a Bachelor of Science in Accounting Degree from Dickinson State University, and a Master's of Public Administration from the University of Montana. Tad is happily married to his college sweetheart Rene, and has three school-aged children: Ray, Olivia, & Emily. Family time is devoted to kids' activities, especially youth rodeo.



Debbie Morford: Ms. Morford was elected to the Board of Trustees in 2013. Debbie recently retired after working as the Manager of the Miles City Field Office with the Bureau of Land Management with responsibility for overseeing public lands and resources in 17 counties in eastern Montana. During her 26 year career working for the federal government, Debbie also served as District Ranger, geologist, and firefighter for the U.S. Forest Service in Wyoming, Colorado, Utah, and Montana. She also worked as

a geologist for the U.S. Army Corps of Engineers in Louisiana and as a cartographer for the Department of Defense in Washington DC. She currently works for OptiBlend Industries which provides product and support to the oil and gas industry. Debbie received her Bachelor of Science degree in Geology from Colorado State 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.

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**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 COMMUNITIY COLLEGE

Board of Trustees Evaluation

October 2011

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

YES **NO** **SOME**

Policies

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board activities are confined to policy issues rather than management issues.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All management activities are delegated to the College President.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board annually reviews important documents – bylaws, audits, etc.

Roles & Responsibilities

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

Meetings

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board meeting follow a system of parliamentary procedure.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board meetings stick to the agenda and are businesslike.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board members arrive on time for Board and committee meetings.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board members participate in discussion at meetings.

Other

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board members have toured the college in the past year.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board members are satisfied with the overall operations of the Board.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board members enjoy serving on this Board.

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

<u>Yes</u>	<u>No</u>	<u>Some</u>	
—	—	—	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

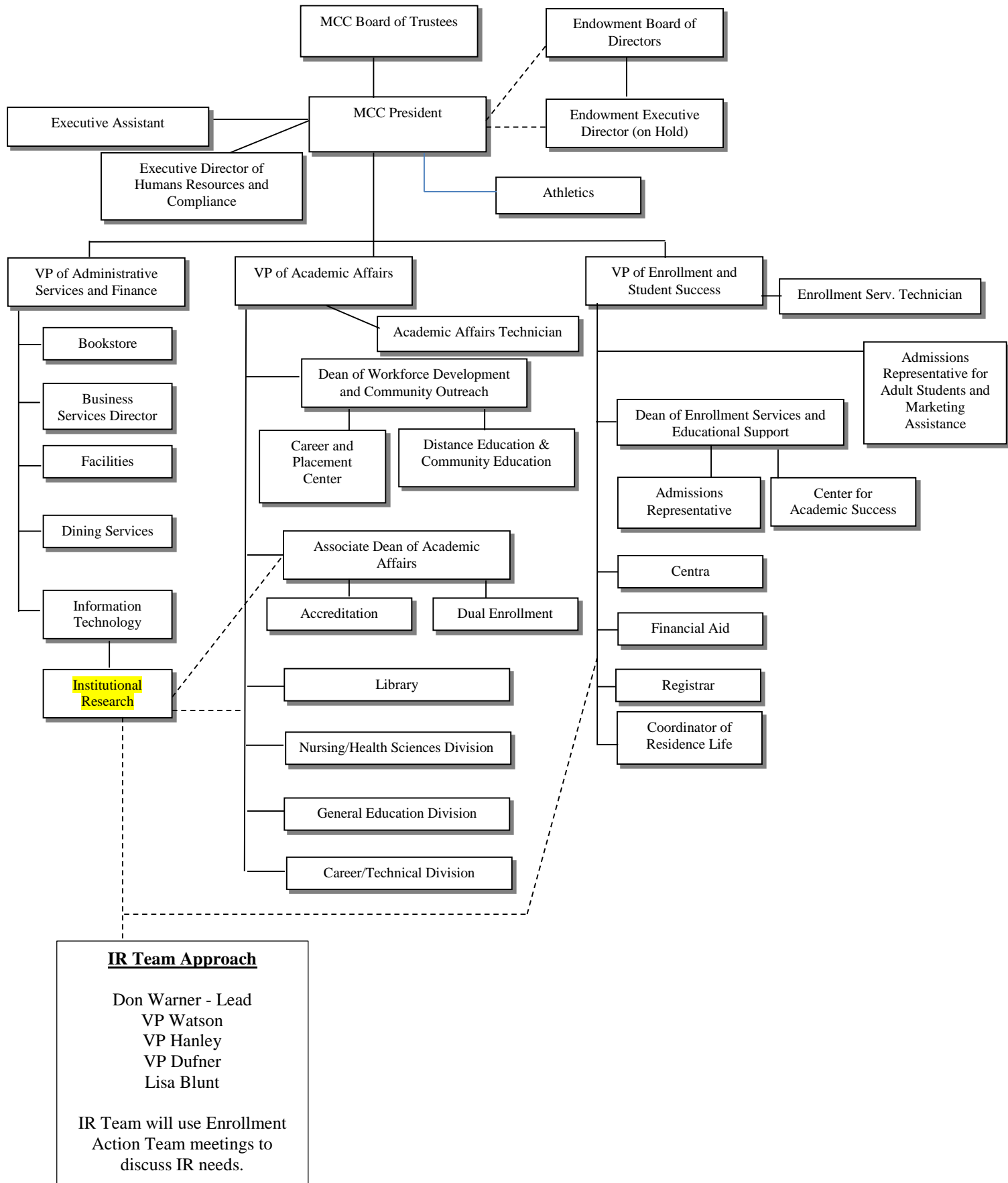
- 1. Organizational Chart**
- 2. President's Job Description**
- 3. President's Résumé**



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MILES COMMUNITY COLLEGE ORGANIZATIONAL CHART

Draft 6 17 2014





Detailed Position Description

The Board of Trustees invites applications and nominations for the position of President of Miles Community College. The President is the chief executive of the college and reports to a seven-member board.

Miles Community College is located in Miles City, Montana, a rural community of approximately 9,000 people in southeastern Montana. It is a comprehensive community college that serves over 460 students enrolled in credit courses and 800 additional students through the community outreach and workforce development programs. It is one of three stand-alone community colleges in the state of Montana. The annual budget is approximately \$7 million. In addition, Montana is home to seven two-year colleges which report to flagship institutions, as well as seven tribal colleges that offer two-year postsecondary education. Miles Community College is accredited by the Northwest Commission on Colleges and Universities and 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.

Additional information about the Presidential Search can be found at PresidentialSearch.milescc.edu.

The Position and Basic Functions

The next president will provide leadership and strategic direction for Miles Community College; oversee its critical policy and advocacy efforts; and be responsible for creating vision for successful day-to-day operations, including operating policy, enrollment and development of external funding, and coordination of organizational activities, media, government and business relations. Reporting to and working collaboratively with members of the Board of Trustees and the Endowment Board, the president will ensure that Miles Community College continues to be fiscally sound and that its strategies and programs meet the diverse needs and interests of its students, faculty, staff, administrators and community as well as a leader in community colleges in Montana. It is critically important that the president speak enthusiastically and persuasively to internal and external audiences about matters of concern to adult learners; inform audiences of Miles Community College success in blended learning and hybrid course offerings, strengths of the engaged faculty, our robust platform for online delivery of curriculum; and promote the college's reputation locally, as well as the state, regionally and nationally.

The president will be a model of integrity that will advance academic quality and inspire perpetual collaboration, dedication and accountability for student success from the entire college community. The college's leader will be an ambassador and advocate for the Miles Community College mission, and its students throughout the Montana University System. It is also important for the president to be passionate with potential donors and supporters, who will positively contribute to the college and its efforts. Lastly, the president will guide continued enrollment growth while balancing the resource needs for the array of programs on which the college prides itself.

Qualifications

- Master's Degree required; PhD or EdD preferred; as well as proven leadership ability in education or a related field is highly desirable.
- Established excellence in senior-level managerial and strategic planning experience with fiscal know-how, preferably in a higher education institution.
- Demonstrated success in expanding funding from federal and state resources, foundations and corporations as well as individuals.
- Proven aptitude to communicate effectively to all audiences.
- Appreciation for western heritage, a rural community and the lifestyle commensurate with this culture.

Responsibilities

The ideal candidate for MCC President will be an energetic, visionary person with demonstrated ability to lead, inspire, motivate to action and direct a community college campus. Because of the expansiveness of the service region, distance-learning programs are integral to the success of the institution, as are workforce-training programs that meet the needs of area's diversifying economy. The candidate should demonstrate effectiveness in developing and maintaining relationships with regional leaders and community members, educational and governmental organizations for the betterment of the College. In addition, the successful candidate will possess:

- Understanding and dedication to the mission and goals of a comprehensive community college.
- Commitment to maintain and enhance the integrity of quality educational opportunities.
- Ability to work effectively with a governing board and value board development.
- Experience in producing positive results from the implementation of annual operating budgets, capital budgets, and funding and planning of the financial affairs of a college.
- Ability to build acceptance and execute a strategic plan with staff, faculty, and community.
- Skills to collaborate with college community for realization of accreditation standards and practices.
- Capacity to serve as the face of the college with the talent to relate to and interact with the business sector, community and government.
- Appreciation for the attributes of a faculty association.
- Demonstrated zeal for higher education, including adult education and student-centered modes of learning, especially in the service of underprepared students and promote strategic enrollment management.
- Means to cultivate a collegial and team-oriented working environment across academic programs, ensuring collaborative relationships, open lines of communication and an environment of the highest integrity.
- Aptitude to benefit from the funding mechanism unique to a community college to achieve financial performance targets and ensure financial sustainability.
- Demonstrated skills to affect positive change where it is needed.
- Capability to delegate with a focus on accountability; fostering support, confidence and participation of all levels of faculty, staff and administrative team.
- Evidence-based decision-making skills.

To Apply

Candidates should submit:

- Letter of application (no more than 5 pages) that succinctly addresses the opportunities and challenges identified and how your experience and professional qualifications prepare you to serve the needs of Miles Community College
- Vision statement proposing the future of Miles Community College under the candidate's leadership (2 pages)
- Curriculum Vitae
- Reference list with the names, addresses, home and business telephone numbers, and email addresses of five professional references.

Please submit all application materials to **Kylene Phipps, Human Resources Director, Miles Community College, 2715 Dickinson Street, Miles City MT 59301** or you may e-mail your application materials to humanresources@milescc.edu.

The first review of candidates will begin on August 14, 2013. Applications will be accepted until the position is filled.

Miles Community College is an equal opportunity employer.

STACY STEVE KLIPPENSTEIN

612 Orr Street, Miles City, MT, 59301 Home: (406) 697-9110
e-mail: klippensteins@milescc.edu

EDUCATION:

Doctor of Education in Higher Education Leadership - 2007

Nova Southeastern University

Dissertation Topic - *Competency-Based Faculty Development: The Creation, Implementation and Evaluation of a Training Program for Faculty Participating in Living Learning Communities*

Master of Education - Self-Design - Student Affairs Administration - 1993

Montana State University - Billings

Bachelor of Science - Secondary Education (History/Political Science) - 1990

Montana State University - Billings

PROFESSIONAL EXPERIENCE:

1/2014 - present

President

Miles Community College

Duties: Serve the Board of Trustees and community of Custer County by managing a comprehensive community college in Miles City, Montana. Provide daily management and supervision of all operations required for Miles Community College to fulfill its mission, which is to "promote student success and lifelong learning through accessible, quality programs, community enrichment, and partnerships". With over 70 full-time faculty and staff, provide annual strategic direction related to degree completion, retention, enrollment, curriculum alignment, student life, athletics, fiscal alignment, program development, facilities planning, and community outreach and workforce development. Participate in annual assessment and accreditation (NWCCU) reporting requirements. Serve as an external partner with various business, school district, and industry leaders to create and implement new workforce training programs. Work closely with the Office of the Commissioner of Higher Education and staff on initiatives related to Complete College Montana, dual enrollment advancement, developmental education, increasing services to veterans, dealing with financial literacy, and participating in TAACCCT grants. Serve as a member of the MCC Endowment Board and assist with fundraising efforts. Participate on various service organizations such as Rotary and Kiwanis as well as serve on the local hospital, economic development and chamber boards.

Major Accomplishments: Began a \$3 million campaign to raise funds for a new Agriculture Advancement Center to support our agriculture and equine programs. Received a \$1 million anonymous gift, the largest in school history. Implemented the strategic enrollment planning concept. Achieved financial stability and was able to implement investments that align with annual strategic plan.

PROFESSIONAL EXPERIENCE:

8/2006 - 12/2013

Vice Chancellor for Student Affairs (with Enrollment Management functions)

Division of Student Affairs, Montana State University Billings

Duties: On a campus of over 5,000 students, including 1,200 student at the City College, provided daily management and leadership for the Division of Student Affairs, which included Financial Aid, Athletics (2010-2013), Admissions and Records, Academic Advising, Housing, Childcare Center, Student Life, Student Union, Bookstore, American Indian Outreach/Diversity Center, Community Involvement and Leadership, Academic Support Center and Developmental Education (2007-2013), New Student and Retention Services, Career Services and Cooperative Education, TRiO Programs, Disability and Veterans Support Services, College of Technology (City College - 2013) Student Services, and Student Health Services. Served as fiscal manager for a division budget in excess of \$10,000,000. Directly responsible for all undergraduate enrollment functions and creating a strategic enrollment management plan based on data, trends and best

practices. Helped develop enrollment and support services as part of the comprehensive community college mission. Created a learner-centered environment by establishing partnerships with academic affairs on matters related to holistic learning initiatives. Worked closely with directors and staff on issues related to customer service, service learning opportunities, strategic planning, creating and assessing retention efforts, and developing division-wide assessment plans that mirror the University's mission statement and accreditation core themes. Supervised all directors in the Division of Student Affairs and indirectly supervised over 130 professional and classified staff and developmental education instructors. Served as a member of the Chancellor's Cabinet and helped provide direction on all matters related to university policies and procedures. Coordinated initiatives related to recruitment, retention and marketing strategies. Served on various committees and/or boards: MSUB Foundation Board of Trustees, MSUB Opportunity Campaign Steering Committee, Service Learning Advisory Board, Career Services Advisory Board, Billings Talent Dividend Committee (CEO for Cities), Montana University System Affordability Task Force, and the Montana University System Access 2 Success Committee.

Major Accomplishments: Helped increase enrollment by 10% from 2007-2011. Assisted in balancing all auxiliary budgets and, through the use of an external consultant, created a long range facilities plan for all auxiliary and athletic facilities. Created and implemented the curriculum for a new student affairs masters program.

10/05 - 8/2006

Assistant Vice President for Student Affairs

Division of Student Affairs/Enrollment Management, Central Washington University

Duties: Responsible for assisting the Vice President for Student Affairs and Enrollment Management in matters related to residential living, student conduct, division-wide assessment and training programs, divisional goals and strategic plans, partnerships with academic affairs, enrollment management plans, and managing self-support operations. Was directly responsible for the oversight of all housing and residence life functions (3,100 bed capacity) and orientation initiatives. Supervised Director of Housing, Director of Residence Life and New Student Programs, one Senior Secretary and indirectly supervised 25 professional employees and over 120 student employees. Partnered with the Associate Vice President for Enrollment Management on recruitment and retention efforts, especially those related to marketing, early recruitment intervention, orientations, and academic recovery. Collaborated with Dining Services and Conference Services to ensure a profitable financial auxiliary enterprise and total quality service for all residential students. Worked closely with directors from all other student affairs departments on matters related to student services, program development, diversity awareness, leadership initiatives, and student health and safety. Continued to provide direction on student learning initiatives related to co-curricular and curricular partnerships, especially academic initiatives related to residential living and faculty-student engagement. Provided housing and new student program updates to the Board of Trustees. Served on various university-wide committees: University's Strategic Planning Committee (2006), Campus Site and Development Committee, Emergency Preparedness Task Force, and the Problem Solving Team (student conduct).

Major Accomplishments: Assisted in the development of new university strategic goals. Helped revise the code of student conduct and participated in the National Study of Living-Learning Programs. Constructed a 15-year long range housing facilities master plan and created financial plans for new residential facilities. Participated as a member of the Retention Action Team that helped increase retention by 8% over a five year period.

7/00 - 10/05

Director of University Housing and New Student Programs/Director of Residence Life

Office of University Housing and New Student Programs, Central Washington University

Duties: Managed a residential living environment consisting of 3,100 students in 19 residence halls and six apartment complexes. Responsible for hiring, training, and supervising a staff consisting of two Associate Directors, one Program Manager for Operations and Marketing, one Operations Manager for Facilities, one Secretary, and one Fiscal Specialist. Participated in developing goals, objectives, action plans, and a business plan for University Housing and New

Student Programs, Student Affairs, and Business Affairs. Organized the implementation of living and learning communities, which included Music, Education, Natural Sciences, Aviation Sciences, Douglas Honors College, Culture and Modern Life, Leadership House, International House, and various themed communities. Responsible for budget oversight and facilities management that includes \$9 million in revenue with one million square feet of residential space. This included the review of monthly expenditure reports, occupancy projections, and long-range capital and renovation plans. Organized and managed assessment activities and community development efforts. Collaborated with the Director of Dining Services to create innovative marketing strategies and review room and board contract policies. Responsible for the Summer Orientation Program - *Discover!* - which included freshman and transfer orientation programs for fall, winter and spring quarters. Served on various committees: VP for Student Affairs and Enrollment Management Search Committee, Service Learning Advisory Board, General Education Faculty Training Committee, Campus Master Planning Committee, Problem Solving Team, University Marketing Committee, and the Retention Action Team.

Major Accomplishments: Implemented the Room and Board Rate Student Advisory Council. Actively participated in the decision to rehabilitate Kamola Hall and Sue Lombard Hall using \$17.2 million in bonds. Assisted in the creation and implementation of the "Wildcat Welcome Weekend" and the "Wildcat Connections" program, both designed to help freshmen transition to college. Made improvements to summer orientation program serving 92% of incoming freshman. Residence hall occupancy increased by over 800 students in six years.

10/97 - 7/00

Assistant Director of Residence Life

Office of Residence Life, Northern Arizona University

Duties: Assisted Director of Residence Life with the management of a residential living environment consisting of 6,800 students in 20 residence halls/family housing units. Participated in development of goals related to becoming the "Premier Residential University in the western United States". Responsible for managing daily maintenance, custodial, renovations, and long range planning for all residence halls and apartments. Supervised two Facilities Coordinators, one Secretary, one Linen Supervisor, and student staff as well as coordinated efforts with 66 full-time Facility Services employees funded by the Office of Residence Life. Assisted with the monitoring of an annual \$14 million budget and directly responsible for the annual \$1.7 million Equipment, Furnishings and Construction budget and the \$1.1 million Maintenance budget. Developed the 30-Minute Maintenance Program, 10-Year Long Range Repair and Renovation Plan, and a Deferred Maintenance report. Managed ADA renovations, asbestos assessments/abatement, and maintained Fire Life Safety standards. Worked closely with the development and expansion of the Freshman Connections Program (FYE). Served as Co-Advisor for the RA Council and participated on the NAU ADA Advisory Council.

6/96 - 10/97

Area Coordinator

Office of Residence Life, Northern Arizona University

Duties: Worked with a management team to create and maintain an academic and educational environment for 6,800 residents. Assisted with creating goals to become the "Premier Residential University in the western United States". Supervised four full-time Residence Hall Directors and six Graduate Assistant Residence Hall Directors in an area that consisted of nine residence halls, 63 Resident Assistants and over 2,700 residents. Actively involved in program management, community development, facilities management, judicial coordination, orientation activities, professional and student staff evaluations, and creating living-learning environments. Assisted in the development of the Freshman Connections Program (FYE) and other academic initiatives. Worked closely with the Office of Student Life on Student Code of Conduct violations. Assisted Coordinator of Residence Education with design and implementation of Resident Assistant and Residence Hall Director training. Coordinated Graduate Assistant recruitment and selection and assisted with full-time Residence Hall Director recruitment and selection efforts. Valued teamwork, academic support, diversity, freshman experience, communication, and community development. Served on various committees: Campus Safety Advisory Council, Student Affairs

Retreat Committee, Coordinator of Residence Education Search Committee, and PRO Group (developed awareness programs on GLB issues).

6/94 - 6/96

Complex Director

Housing and Dining Services, Texas Tech University

Duties: Worked on a team of 19 Residence Life Directors creating a direction and implementing programs designed to assist in the intellectual and social growth of 5,500 residents. Responsible for the operation of two residence halls with an occupancy of 600 residents in 1994-95 and 1,100 Freshman in 1995-96. Supervised four full-time professional Assistant Complex Directors, two Secretaries, 57 Resident Assistants, and 20 Student Assistants over a two-year period. Coordinated judicial reviews and acted as an appeal officer for both complexes. Evaluated the performance of six professional staff and assisted in evaluating 77 student staff. Assisted Resident Assistants and Complex Council in implementing social, educational, and academic programs based on Texas Tech's Community Development model and the Q.U.E.S.T. (Quality University Environment for Students in Transition) Program. Coordinated Fall Student Staff Training for 300 student staff and department efforts associated with summer orientation activities. Served on various committees: Chair - Fall Student Staff Training Committee, Residence Life Director Search Committee, Student Assistant Recruitment and Selection Committee, and the Editorial Review Board.

6/91 - 6/94

Assistant Director of Student Life and Housing: Facilities Management

Office of Housing and Residential Life, Montana State University Billings

Duties: Supervised the total Housing and Residential Life operation, including financial management, renovation and maintenance planning, operational management, marketing, training, summer conferences, academic programming, diversity awareness, RHA advising and student conduct. This \$1.5 million operation included two residence halls with an occupancy of 500 residents, three Residence Hall Directors, and 16 Resident Assistants. Supervised two full-time Hall Directors, Summer Conference Coordinator, Summer Maintenance staff, Resident Assistants, desk personnel, Secretary, and a Security Guard. Constructed and implemented a Long Range Repair and Renovation Plan and worked closely with Director of Facilities Services to incorporate renovation plans on a yearly basis. Developed student conduct process for Hall Directors and conducted judicial reviews for the Department of Housing and Residential Life. Performed ADA evaluation of residence halls and implemented plans to comply with ADA regulations. Built connections with academic affairs by recruiting faculty participation in residential-based programs. Served on various committees: Male Issues Task Force, Crisis Intervention Team, Billings Vo-Tech/MSU-B Co-op Committee, Residence Hall Safety Committee, Housing Committee, Bloodborne Pathogens Task Force, Student Leadership Committee, and the Summer Conference Planning Team.

8/86 - 6/91

Other Higher Education Work-Related Experiences:

Montana State University Billings (Eastern Montana College)

Petro Hall Director (one year)

Interim Director of Student Union and Activities (four months)

Operations Manager for Student Union (two years)

Resident Assistant (two years)

TEACHING EXPERIENCE:

Spring 2013

EDF 592 - "Seminar in Student Affairs", Montana State University Billings

Fall 2011

EDF 592 - "Strategic Planning and Budget Management in Higher Education", Montana State University Billings

Fall 2010

EDF 592 - "Seminar in Student Affairs", Montana State University Billings

Fall 2010

AS&C 294 - "First Year Seminar", Montana State University Billings

Spring 2009

EDF 592 - "Budget and Finance in Higher Education and Student Affairs", Montana State University Billings

Fall 2008

EDF 592 - "College Student Develop and Learning Theory", Montana State University Billings

Fall 2007	EDF 592 - "Seminar in Student Affairs", Montana State University Billings
Fall 2005	Psych 275 - "Community Development in the Residence Halls", Central Washington University
Spring 2004	Psych 498 - "Seminar in Student Affairs", Central Washington University (team taught)
Spring 2001 - Fall 2002	Psych 275 - "Community Development in the Residence Halls", Central Washington University
Fall 1994 - 1996	ESPY 4359 - "Resident Assistant Class", Texas Tech University
Fall 1990 - 1994	HHS 290 & 490 - "Resident Assistant Class", Montana State University Billings
Fall 1991 - 1993	AS 101 - "College Survival Strategies", Montana State University Billings

FACULTY POSITIONS:

2006-2013 **Courtesy Faculty - College of Education, Montana State University Billings**

PRESENTATIONS:

June 2012	"Leadership and the Five Disciplines" (faculty member for the National Housing Training Institute) University of Georgia
2006 - 2013	Presented multiple leadership presentations to various student and professional groups Montana State University Billings
November 2012	"Organizational Culture" (faculty member for AIMHO housing institute) Association of Intermountain Housing Officers, Billings, Montana
November 2010	"Facilities Management" (faculty member for AIHMO housing institute) Association of Intermountain Housing Officers, Coeur d'Alene, Idaho
November 2008	"Vision, Mission, and Strategic Planning for the Senior Housing Officer" (faculty member for AIMHO housing institute) Association of Intermountain Housing Officers, Flagstaff, AZ
March 2008	"The Mid-Level Manager: Growing, Learning, Leading" (keynote address) Northwest Association of College and University Housing Officers, Oregon State University
February 2006	"Don't Let the Bed Bugs Bite!" Northwest Association of College and University Housing Officers, Spokane, WA
November 2004	"Fishing for Answers? How to Lure In Data to Help Assess Living-Learning Communities" Association of Intermountain Housing Officers, Bozeman, MT
November 2004	"Living Learning Communities: Gathering Where Learning Runs Through It" Association of Intermountain Housing Officers, Bozeman, MT
May 2004	"The Personal Side of Leadership" - Keynote Presentation Washington Communities of Residential Excellence Conference, Central Washington University
January, 2004	"Revisiting the Residential Nexus" Northwest Association of College and University Housing Officers Drive-In Living and Learning Conference, Central Washington University
February, 2003	"Revisiting the Residential Nexus - From Theory to Implementation" Northwest Association of College and University Housing Officers and Western Association of College and University Housing Officers Combined Conference, Seattle, WA
March 2003	"Developing and Implementing a Summer Orientation Program" National Orientation Directors Association, Seattle, WA
July, 2002	"Revisiting the Residential Nexus" Association of College and University Housing Officers - International, Orlando, FL
November 1996	"Academic Success Programs in Residence Halls" Association of Inter-Mountain Housing Officers Conference, Brigham Young University
November 1994	"Vision This: Creating a Shared Vision Through the Assessment of Needs" Southwest Association of College and University Residence Halls Conference, Texas A&M
November 1994	"Working Toward a Successful Transition: Helping Residents and You Survive Change" Resident Assistant Continuing Education, Texas Tech University
June 1994	"The Outside the Classroom ACADEMIC Experience: How Can We Help?" Association of College and University Housing Officers - International Conference, San Antonio, TX
October 1993	"Emphasizing the Importance of Academic Achievement in Residence Hall Living" Association of Inter-Mountain Housing Officers Conference, University of Wyoming

PUBLICATIONS:

October 2004	FSL - Facilities as a Second Language or "Facilit-ese" <i>Talking Stick</i> , 22(2)
2004	The Professional Student Affairs Administrator: Educator, Leader, and Manager (book review) <i>The Journal of College and University Student Housing</i> , 32(2)
April 2002	Review of Past and Current Connections: The Residential Nexus-A Focus on Student Learning <i>Talking Stick</i> , 19(6)
October 2000	Maintenance In 30 Minutes - Or Less! <i>College Planning & Management</i> , 3(10)
April 2000	Emphasizing Customer Service Using a 30-Minute Maintenance Program <i>Talking Stick</i> , 17(7)

CONTINUING EDUCATION:

April, 2007	Strategic Enrollment Management Planning Workshop , AACRAO
January, 2005	Aspiring Senior Student Affairs Officers Institute , NASPA
January 2004	Chief Housing Officers Institute , ACUHO-I
April 1996	Mediation and Conflict Resolution Training - 40 hour certification , State of Texas
June 1992	National Housing Training Institute (NHTI) , University of Florida

REGIONAL/NATIONAL COMMITTEES:

Present-Nov. 2013	NASPA Western Regional Conference Chair , Association of Student Personnel Administrators
2011-present	NASPA Region V Board , National Association of Student Personnel Administrators
2009-2010	NASPA Western Regional Conference Planning Committee, Program Chair , National Association of Student Personnel Administrators, NASPA
2007	Conference Chair - Living and Learning Communities Conference , Association of College and University Housing Officers International, ACUHO-I
2006	President-Elect , Northwest Association of College and University Housing Officer, NWACUHO
2003-2005	Chief Housing Officers Institute , Association of College and University Housing Officers International, ACUHO-I
2003- 2005	Programs Committee , Association of College and University Housing Officers International, ACUHO-I
2001- 2007	Academic Initiatives Committee, Co-Chair (2005-06) , Association of College and University Housing Officers International, ACUHO-I
2003- 2004	Academic Initiatives Committee , Northwest Association of College and University Housing Officers, NWACUHO
1999-2001	Facilities and Housing Services Committee , Association of College and University Housing Officers International, ACUHO-I
1996-1998	Conference Programs Committee , Association of Inter-Mountain Housing Officers, AIMHO
1994-1996	Residential Colleges Task Force , Association of College and University Housing Officers International, ACUHO-I
1993-1996	Educational Programs Committee , Association of College and University Housing Officers International, ACUHO-I

GRANTS:

2012-2013	Financial Literacy Grant, Montana University System Grant money used to educate incoming freshman and those receiving student loans on all matters related to financial literacy, loan debt and financing their education.
2006-2013	CCAMPIS Grant , Department of Education, Montana State University Billings Grant provides money to low-income students to pay childcare costs while attending college. TRiO Grants , Department of Education Reviewed Educational Talent Search, Upward Bound and SOS grant proposals.
2004 - 2006	ACE-It Grant , FIPSE Assisted University of Idaho in the collection of quantitative data related to academic study habits of residential students.

1993 **Fund for the Improvement of Post Secondary Education, Health Education Grant**
FIPSE, Montana State University Billings
Implementation of a new Insight Program (alcohol education classes) for residence hall students.

CONSULTING:

2012 - Present	Associate Consultant: Noel Levitz, Inc.: Serve as a retention and housing/auxiliary consultant for small and large two-year and four-year campuses and helped create the Strategic Occupancy Planning (SOP) product currently used by Noel Levitz.
January, 2006	Middle Tennessee State University, Murfreesboro, TN: Assisted with the implementation of a "30-Minute Maintenance" model for their on-campus housing program.
October, 2004	Middle Tennessee State University, Murfreesboro, TN: Reviewed the housing maintenance structure and made recommendations on staffing patterns and work order response policies and procedures.
April, 1999	St. Lawrence University, Canton, NY: Reviewed Residence Life policies, program initiatives, organizational structure, facilities, and collaboration efforts with academic affairs and other departments.

ACTIVITIES/HONORS:

Robert P. Cooke *Talking Stick* Article of the Year Award - Association of College and University Housing Officers - 2002
Alpha Lambda Delta Freshman Honors Society - Advisor and Honorary Member, Central Washington University
Delta Chi Fraternity - Member and Faculty Advisor, Northern Arizona University
Honorary Blue Key Member - Northern Arizona University
Honorary Golden Key National Honors Society member - Northern Arizona University
Quality and Golden Attitude Awards - Texas Tech University, Housing and Dining Services

REFERENCES

Dr. Rolf Groseth
Retired Chancellor
Billings, MT. 59101

Dr. Ron Sexton (rsexton@msubillings.edu)
Retired Chancellor
Montana State University Billings
Billings, MT. 59101
(406) 657-2300

Mr. Vern Gagnon (vgagnon@msubillings.edu)
Dept. Chair - Transportation and Industry
City College - MSUB
(406) 247-3043

Ms. Marilyn Miller (mmiller@msubillings.edu)
CEO and President of the MSUB Foundation
Montana State University Billings
Billings, MT. 59101
(406) 657-2244

Ms. Terrie Iverson (tiverson@msubillings.edu)
Vice Chancellor for Administration
Montana State University Billings
Billings, MT. 59101
(406) 657-2155

Dr. Diane Duin (dduin@msubillings.edu)
Dean, College of Allied Health Professions
Montana State University Billings
Billings, MT. 59101
(406) 896-5841

Dr. Mark Pagano (mark.pagano@msubillings.edu)
Provost
Montana State University Billings
Billings, MT. 59101
(406) 657-2367

Appendix C

College Committees



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Academic Standards & Curriculum Committee:**Chair: Ted Hanley, VP of Academic Affairs**

Kristy Atwood, Division Chair

Kristin Buck, Faculty

George Dickie, Division Chair

Donna Faber, Faculty

Jan Hartmann, DECO Director

Carolyn Kimball, Administrative Assistant

Karla Lund, Director of Nursing

Garth Sleight, Assoc Dean of Academics

Lisa Blunt, Registrar

Paula DeMars, Library Director

Jessie Dufner, VP of Student Success

Mike Hardy, Faculty

Wendy Hodgson, Accounts Receivable Technician

Loren Lancaster, Financial Aid Director

Erin Niedege, Dean of Enrollment Management

Administrative Council:**Chair: Stacy Klippenstein, President**

Nancy Aaberge, Director of Business Services

Paula DeMars, Library Director

Kyle Erickson, Coord of Housing and Student Life

Sharon Kearnes, Dir of Career & Placement Center

Ross Lawrence, Facilities Director

Erin Niedege, Dean of Educational Management

Chase Tait, Faculty

Don Warner, IT

MCC student, Emma Haley

Kristy Atwood, Division Chair

George Dickie, Division Chair

Janet Hartmann, DECO Director

Loren Lancaster, Financial Aid Director

Karla Lund, Director of Nursing

Charles Rex, Dining Services Director

Mike Turck, Centra Director

Karmalee Young, Bookstore Manager

MCC Student,

Blue & Silver/ Employee of the Semester: As Called**Chair: Melinda Lynnes, CAS Instructor**

Wendy Hodgson, Accounts Receivable Technician

Liz Lawrence, Faculty

Candy Laney, Executive Assistant

Dave McIntyre, Faculty

Bookstore: As Called**Chair: Lisa Watson, V P of Administrative Services and Finance**

Kristi Atwood, Faculty

Sarah Pett, Faculty

MCC Student,

Loren Lancaster, Financial Aid Director

Karmalee Young, Bookstore Manager

Budget:**Chair: Lisa Watson, V P of Administrative Services and Finance**

Nancy Aaberge, Director of Business Services

Jessie Dufner, VP of Student Success

Jerry Forman, Faculty

Mike Hardy, Faculty

Loren Lancaster, Financial Aid Director

Karla Lund, Director of Nursing

Mike Turck, Centra Director

Karmalee Young, Bookstore Manager

Jeff Brabant, Faculty

Kyle Erickson, Coordinator of Housing & Student Life

Ted Hanley, VP of Academic Affairs

Sharon Kearnes, Dir of Career & Placement Center

Ross Lawrence, Facility Manager

Charles Rex, Dining Services Director

Don Warner, IT

MCC Student

Calendar Committee:**Chair: Jeff Brabant, Faculty**

Lisa Blunt, Registrar

Loren Lancaster, Financial Aid Director

Stan Taylor, Faculty

MCC Student

Kristin Buck, Faculty

Kylene Phipps, Human Resources Director

Karmalee Young, Bookstore Manager

Campus Safety:

Chair: Ross Lawrence, Facility Manager

Brett Badgett, Faculty

Kyle Erickson, Coord of Housing & Student Life

Guy Lund, Emp Specialist - Career & Placement

Bert Pezzarossi, Accounts Payable Technician

Charles Rex, Dining Services Director

Don Warner, IT

Jessie Dufner, VP of Student Success

Jerry Forman, Faculty

Katrina Luther, Faculty

Kylene Phipps, Human Resources Director

Bruce Sibla, Maintenance

MCC Student: Sterling Silver

Career & Technical Division:

Chair: Kristy Atwood, Division Chair

Brett Badgett, Faculty

Kristin Buck, Faculty

Kim Gibbs, Faculty

Nancy Swope, Faculty

Jeff Brabant, Faculty

Jerry Forman, Faculty

Dave McIntyre, Faculty

Dining Services Advisory Committee:

Chair: Lisa Watson, V P of Administrative Services and Finance

Vicki Davis, Food Service Assistant

Kyle Erickson, Coord of Housing & Student Life

Charles Rex, Dining Services Director

MCC Student,

George Dickie, Faculty

Katrina Luther, Faculty

Stan Taylor, Faculty

Financial Aid Appeals Committee:

Chair: Loren Lancaster, Financial Aid Director

Lisa Blunt, Registrar

Rachel Finn, Faculty

Wendy Hodgson, Accounts Receivable Technician

Erin Niedege, Dean of Enrollment Management

George Dickie, Faculty

Kim Gibbs, Faculty

Dana Niedege, FA Assistant

General Education Division:

Chair: George Dickie, Division Chair

Kristin Buck, Faculty

Michael Hardy, Faculty

Liz Lawrence, Faculty

Sarah Pett, Faculty

Chase Tait, Faculty

Donna Faber, Faculty

Stan Taylor, Faculty

Liz Lewis, Faculty

Garth Sleight, Assoc Dean of Academics

Hall of Fame Selection Committee:

Chair: Jessie Dufner, VP of Student Success

J.T. Joyce, Retired Faculty

Candy Laney, Executive Assistant

Garth Sleight, Assoc Dean of Academics

Sharon Kearnes, Dir of Career & Placement Center

Mike Mintz, Marketing and Enrollment Specialist

Labor/Management Committee:

Co-Chair: Stacy Klippenstein, President

Co-Chair: Mike Hardy, Faculty Association President

TBD, Faculty Assoc Member

Rachel Finn, Faculty Assoc VP

Ted Hanley, VP of Academic Affairs

Kylene Phipps, HR Director

Nursing Admissions:

Chair: Karla Lund, Director of Nursing

Lisa Blunt, Registrar

George Dickie, Division Chair

Diane Grutkowski, **Nursing Adm Assistant**
Erin Niedege, **Dean of Enrollment Management**

Katrina Luther, **Faculty**
Garth Sleight, **Assoc Dean of Academics**

Nursing Division:

Chair: Karla Lund, Director of Nursing

Rachel Finn, **Faculty**
Mary Janssen, **Faculty**
Diane Grutkowski, **Administrative Assistant**
TBD, **Faculty**

Flotkoetter, Pauline, **Faculty**
Tammy Jones, **Faculty**
Katrina Luther, **Faculty**

Residence Life:

Chair: Jessie Dufner, VP of Student Success

Kyle Erickson, **Assistant Residence Life Coord**
Ross Lawrence, **Facility Manager**
Charles Rex, **Dining Services Director**
Don Warner, **IT**
MCC Student, Austen Wemmer

Liz Lawrence, **Faculty**
Liz Lewis, **Faculty**
Stan Taylor, **Faculty**
Lisa Watson, **Interim President**

Scholarship Committee:

Chair: Loren Lancaster, Financial Aid Director

Brett Badgett, **Faculty**
Karla Lund, **Director of Nursing**
Dana Niedege, **FA Assistant**
Chase Tait, **Faculty**

Shirley Gierke, **Endowment Board Member**
Dave McIntyre, **Faculty**
Erin Niedege, **Dean of Enrollment Management**

75th Celebration:

Chair: Stacy Klippenstein, President

Kristy Atwood, **Division Chair**
Jessie Dufner, **VP of Student Success**
Val Hyatt, **Enrollment Services Tech**
Candy Laney, **Executive Assistant**
Mike Mintz, **Marketing and Enrollment Specialist**
Erin Niedege, **Dean of Enrollment Management**
Charles Rex, **Dining Services Director**
Mike Turck, **Centra Director**

Sheryl Cathey, **Endowment Board Member**
Donna Faber, **Faculty**
Loren Lancaster, **Financial Aid Director**
Liz Lewis, **Faculty**
Dana Niedege, **FA Assistant**
Kylene Phipps, **Human Resources Director**
Jeff Okerman, **Board of Trustee Chair**
Lisa Watson, **VP Administration and Finance**

Social Committee:

Chair: Kylene Phipps, Human Resources Director

Janie Rayback, **Admissions Rep**
Kim Gibbs, **Faculty**
Dana Niedege, **FA Assistant**

Vickie Davis, **Dining Services Assistant**
Diane Grutkowski, **Nursing Administrative Assist**
Nancy Swope, **Faculty**

Speakers Bureau:

Chair: Ted Hanley, VP of Academic Affairs

Donna Faber, **Faculty**

Stan Taylor, **Faculty**

Student Account Appeals Committee:

Chair: Wendy Hodgson, Accounts Receivable Technician

Lisa Blunt, **Registrar**
Loren Lancaster, **Financial Aid Director**
Sarah Pett, **Faculty**
Lisa Watson, **VP of Administrative Services and Finance**

Ted Hanley, **VP of Academic Affairs**
Erin Niedege, **Dean of Enrollment Management**
Stan Taylor, **Faculty**

Technology Committee:

Chair: Don Warner, IT

Jeff Brabant, Faculty

Ted Hanley, VP of Academic Affairs

Mike Mintz, Marketing and Enrollment Specialist

Marcus Schieffert, IT

Lisa Watson, VP of Admin Services and Finance

MCC Student: Tim Bouchard

Donna Faber, Faculty

Jan Hartmann, DECO Director

Sarah Pett, Faculty

Nancy Swope, Faculty

Jay Wiebers, IT

Appendix D

AY 2016 Institutional Strategic Plan--DRAFT



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MILES COMMUNITY COLLEGE

Strategic Plan

2015-2016 (Draft)

MISSION

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

Core Theme One: Student Success

Core Theme Vision Statement:

At Miles Community College we have an open-door admissions policy. As a result, we face the ever-present challenge and opportunity of admitting students from diverse educational and socioeconomic backgrounds. Our goal, then, is to identify our students' current level of key academic skills and to equip them with the necessary skills to succeed at the college level in order to fulfill their academic goals. In addition, we are committed to ensuring a safe learning environment. Finally, we strive to enhance the students' college experience by providing them a wide array of personally enriching opportunities as they attend Miles Community College.

Core Objective #1: **Increase graduation rates and total amount of degrees awarded.**

Action Items:

1. Help students successfully complete their program of study by providing early intervention programs including a comprehensive SOAR (orientation) program.
2. Conduct a transcript review and capture list of non-completers. Contact them regarding course offerings and finishing a degree.
3. During Enrollment Action Team meetings, review need and structure of a more robust advising program, which would include an advising tool to assist with scope and sequence to completion. Review potential implementation fall 2016.
4. Develop a degree-completion advising audit form, electronically preferred, that shall be used by advisor and student.

Core Objective #2: **Programs and services developed to increase student retention.**

Action Items:

1. Create a retention data table and dashboard of new students, transfers, adults, and early alert students.
2. Increase fall-to-spring retention by initiating new programs and services for students identified through the early alert system.
3. Increase fall-to-spring and fall-to-fall retention for adult learners through early alert systems and specific orientation programs.
4. Develop new student life and housing programs designed to address personal issues related to student development and engagement.

5. Implement College Student Inventory and Student Satisfaction Inventory instruments to assess drop-out proneness and student satisfaction.

Core Objective #3: Increase amount of students transferring after degree completion from academically related programs.

Action Items:

1. Work with MSUB and OCHE to track academic and degree completion success of MCC transfer students.
2. Establish new articulations and pathways with four-year institutions to increase amount of students starting at MCC and transferring to obtain a four-year degree.
3. Develop a joint marketing program with four-year institutions in which articulations are established.

Core Objective #4: Student have the basic knowledge, established educational goals, and identified career paths necessary to achieve.

Action Items:

1. Increase effectiveness and satisfaction of the SOAR program.
2. Assess effectiveness of the FY Pioneer freshman seminar for all general AA-AS students.
3. Develop a financial literacy and waiver program for students in Equine program.

Core Objective #5: All students have a quality student experience.

Action Items:

1. The college will provide a wide variety of opportunities for students to be involved in extra-curricular activities and enhance their overall experience while attending MCC.
2. Provide annual training and services to support a safe learning environment for students.
 - Title IX and sexual assault prevention training
 - Create a student behavior response team to respond to behavior that may threaten the living and learning environment
3. Provide annual training and services to support a safe working environment for faculty and staff.
 - Title IX training
 - Mental Health and student behavior issues will be addressed through intervention team and training
4. Celebrate cultural events and diversity months.
5. Create opportunities to enhance community engagement opportunities for students and implement service learning projects through specific courses.
6. Create a leadership course and curriculum which concentrates on leadership skill development and community engagement.

Core Objective #6: Athletics guided by a strategic plan and built on Title IX objectives.

Action Items:

1. Develop a five year plan to identify direction of Athletic Department and sport teams.
2. Develop a five year plan to ensure MCC is in compliance with Title IX and sports equity.

MILES COMMUNITY COLLEGE

Strategic Plan

2015-2016 (Draft)

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

Core Theme Two: Academic Excellence

Core Theme Vision Statement:

The mission of Miles Community College is to provide accessible quality programs, which includes facilitating 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 additional coursework at a transfer institution.

Core Objective #1: Grow enrollment by enhancing academic and career and technical programs through analysis of programs and future trends.

Action Items:

1. Create a for-credit CNA model.
2. Increase dual enrollment in CTE related programs, such as Heavy Equipment, CDL, Welding and Automotive.
3. Revise Construction Trades by working with Jackson Group, other Contractors, and State of Montana apprenticeship programs.
4. Create for-credit technical competency area (TCA) industry recognized programs, such as CDL, Cisco training, CNA, etc. Create stackable pathway for students in TCA programs.

Core Objective #2: New academic and career and technical programs are developed to meet the needs of the region.

Action Items:

1. Analyze and create new certificate and two-year degree programs designed to support new industry in the area.
2. Offer more allied health programs and improve advising process for students not accepted in nursing program.
3. Analyze and review plans to strengthen use of online/distance learning modalities.

Core Objective #3: Effective developmental education experiences to prepare students for college level courses are developed and assessed

Action Items:

1. Students who take developmental courses will pass subsequent entry-level 100 series courses in the following semester.
2. Condense or accelerate remedial coursework to speed the path to graduation.
 - Bridge programs
 - Work with local high schools to create pathway developmental education programs senior year.
 - Review placement data and assess possibility to condense math courses.
3. Develop a supplemental learning assistant program for Writing and Math courses.

Core Objective #4: Prepare students for successful entry into the job market through career and technical program completion.

Action Items:

1. Support students graduating with a Certificate of Applied Science or Associate of Applied Science with attaining employment in the field within six months of graduation.
2. Assist students who take recognized licensure or certification exams with passing it on their first try.
3. Create a career advisor position in the Career Placement Center.

Core Objective #5: Prepare students to academically achieve at transfer institutions and track academic success.

Action Items:

1. Provide student success workshops for students transferring from MCC to a four-year institution.
2. Review curriculum alignment and articulation with four-year institutions.
3. Invite faculty from four-year institutions to MCC to meet students, provide guest lectures, and assist students with the transition.
4. Create an academic rigor for students in the general studies and general education courses and assess student outcomes.

MILES COMMUNITY COLLEGE

Strategic Plan

2015-2016 (Draft)

MISSION

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

Core Theme Three: 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, community enrichment and partnerships.

Core Objective #1: Sustain a robust annual strategic enrollment plan to increase overall enrollment.

Action Items:

1. Utilize prospect management techniques and develop annual recruiting goals.
2. Develop a marketing plan that supports recruitment.
3. Create a student-centered and robust MCC website with all pages updated and assessed for accessibility.
4. Review use of Financial Aid and waivers in the recruiting process.
5. Refer to Core Theme #2 for academic programs and enrollment plans.
6. Review use of online and distance education options to enhance enrollment.
7. Faculty speaking at high schools along with admissions recruiter.
8. Create a FAQ sheet and website to address myths related to transferability of credits.
9. More MCC events on campus for high school and junior high school students.
10. Create meetings with local high school counselors.

Core Objective #2: Auxiliary services shall be sustainable and serve the needs of students and community members.

Action Items:

1. Review current business model and begin to establish plans to enhance revenue for all auxiliaries and continuing education.
2. Continue to increase annual residence hall occupancy percentage + summer.
3. Review need for additional housing space and P3 projects.

Core Objective #3: **Campus facilities are safe and functional.**

Action Items:

1. Upgrade tech building for simulator and heavy equipment.
2. Assess air conditioning project in Pioneer Hall.

Core Objective #4: **Recruit, develop and retain qualified faculty and staff.**

Action Items:

1. Implement salary increases.
2. Conduct a market analysis of salaries and make appropriate adjustments.
3. Create professional development for full time faculty and staff.
 - Use Faculty Development days to increase professional development of faculty and staff.
 - Continue customer service training to meet the intent of the Main Street Montana Project.

Core Objective #5: **Review MCC organizational chart to optimize human resources to enhance priorities such as enrollment, student success, academic excellence, workforce, and facilities.**

Action Items:

1. Review the organizational chart of MCC to enhance the following areas:
 - Marketing
 - Title IX, training, reporting and investigation mandates
 - Enrollment management and student life
 - Academic support
 - Workforce training and community enrichment/education
 - Faculty needs based on program development and enhancement
 - Review amount of adjunct faculty vs. full time need

Core Objective #6: **Departmental procedures are established and shared campus wide.**

Action items:

1. Have key personnel conduct PD and essential functions audit to outline procedures and timelines important to their duties and tasks.
2. Review need for cross-training in key areas.

Core Objective #7: **A comprehensive and systemic long-range facilities master plan is established.**

Action Items:

1. Create a committee to develop a planning format for a campus facilities master plan.
2. Analyze potential purchase of the Armory and work with various economic development agencies and private donors regarding need and acquisition.

Core Objective #8: **Obtain, allocate, and manage financial resources based on available funding sources.**

Action Items:

1. Build relationships with legislators, OCHE and BOR
 - Attend legislative session and communicate with local legislators regarding MCC needs.
 - Participate in OCHE/BOR committees and initiatives.
 - Attend BOR meetings
 - Have one Trustee attend each BOR meeting.
2. Monitor and obtain grants.
3. Support the Endowment Board with the Ag Advancement Center fundraising efforts.
 - President and other staff participate in donor solicitation
 - Update alumni list
4. Review budgeting process and budget planning cycle to maximize transparency and timeliness.

MILES COMMUNITY COLLEGE

Strategic Plan

2015-2016 (Draft)

MISSION

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

Core Theme Four: Community Enrichment and 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 workforce training and continuing education to enhance business development in the area. As a small community college, we also understand the need to create partnerships and linkages with industry and other educational institutions to enhance fiscal solvency and to maximize our economies of scale. In addition, we provide opportunities to enrich the personal lives of area residents in order to foster lifelong learning.

Core Objective #1: Workforce training and community enrichment activities are evaluated and established to meet regional needs.

Action Items:

1. *Dean of WF and CO will review current status, adjust and create strategies to expand offerings.*
2. *Dean of WF and CO will work closely with local leaders and community to provide special workforce and enrichment opportunities.*
3. Conduct WF needs assessment through use of EMSI projects: Gap Analysis and Analyst
4. Work closely with Governor's office and local leaders to increase partnerships as described in the Main Street Montana project.
5. Meet annually with all program advisory boards to assess industry needs and curriculum.
6. Create job placement and training relationships with local businesses such as Sanjel, Optiblend, Brawler, and many others.

Core Objective #2: Linkages between secondary and postsecondary education are created and assessed.

Action Items:

1. Enhance dual enrollment efforts.
2. Identify specific pathways in CTE fields.

Core Objective #3: Partnerships with other higher education institutions and industries to provide additional degree program opportunities are created and assessed.

Action Items:

1. Collaborate with other higher education partners to create additional pathway programs.
2. Continue to participate on all state-wide TAACCCT grant initiatives.
3. Monitor success of SWAMMEI initiatives and building annual reports as required.
4. Achieve goals of TAACCCT 4 – Montana HealthCARE.
5. Enhance Sidney and DCC partnerships to increase accessibility of workforce and course offerings for Richland County residents.
 - MCC will work with DCC to analyze potential course and workforce offerings in Sidney.

Core Objective #4: Miles Community College will participate in Montana's Main Street Montana Project.

Action Items:

1. Establish focus groups and town hall meetings with local industry and business to review new workforce needs and planning for implementation.
2. Based on focus group and town hall data, align educational offerings with the needs of a changing economy and workforce in our region.
3. Engage the private sector to build partnerships to enhance educational opportunities.
4. Align workforce and community education services to support a continuum of lifelong learning.

Appendix E

Student Success Measures



Student Success Measure A: Completion

Measure	Description	Fall 2011/ Spring 2012/ Summer 2012	Fall 2012/ Spring 2013/ Summer 2013	Fall 2013/ Spring 2014/ Summer 2014	Fall 2014/ Spring 2015/ Summer 2015	Target	Current Result	Target Met?	Grade
A.1	Graduation Rate IPED Cohort (150%)	Cohort YR 2008 58%	Cohort YR 2009 47%	Cohort YR 2010 53%					
A.2	Graduation Rate FT IPEDS Cohort (150%)								
A.3	Graduation Rate PT IPEDS Cohort (150%)								
A.4	Number of Degrees Awarded	125	142	145					
	AA	26	28	35					
	AS	38	35	36					
	ASN	34	35	36					
	AAS	9	16	23					
	C	5	11	4					
	CAS	13	17	11					
A.5	Average Credits to Completion								
A.6	Average Time to Completion (semesters)								
A.7	Graduation Rate of Underrepresented Students - Low Income Based on Pell Data								
A.8	Graduation Rate of Underrepresented Students - Ethnicity								
A.9	Graduation Rate of Underrepresented Students - Veterans								

Student Success Measure B: Retention

Measure	Description	Fall 2011-Spring 2012	Fall 2012-Spring 2013	Fall 2013-Spring 2014	Fall 2014-Spring 2015	Target	Current Result	Target Met?	Grade
B.1	Full-Time Freshmen Cohort Fall to Spring	71%	72%	75%	TBD	?	75%	?	?
B.2	Full-Time Cohort Fall to Spring	84%	79%	83%	TBD	?	83%	?	?
B.3	Part-Time Cohort Fall to Spring	65%	71%	77%	TBD	?	77%	?	?

Measure	Description	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Target	Current Result	Target Met?	Grade
B.4	Total Fall to Fall	53%	50%	53%	TBD	?	53%	?	?
B.5	Full-Time Freshmen Cohort Fall to Spring								
B.6	Full-Time Cohort Fall to Fall	54%	50%	50%	TBD	?	50%	?	?
B.7	Part-Time Cohort Fall to Fall	54%	52%	59%	TBD				
B.8	Veterans Fall to Fall	40%	100%						
B.9	Low Income (Pell Eligible) Fall to Fall								
B.10	First Generation Fall to Fall	56%	49%	53%					
B.11	Ethnicity Fall to Fall	45%							
B.12	Adult Learner (Define by Age?) Fall to Fall								

Student Success Measure C: Developmental Education and Gateway Success (WRIT 015, WRIT 095, ED 015, ED 105, M 065, M 090, M 095)

Measure	Description	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Current Result	Target Met?	Grade
C.1	Number of New Students in One Developmental Education Course								
C.2	Number of New Students in Two or More Developmental Education Courses								
C.3	Completion/Pass Rate for all Developmental Education Courses								
C.4	Gateway Course Complete/Pass Rate								

Student Success Measure D: NCLEX Success of First-Time Takers

Measure	Description	2011 Grads	2012 Grads	2013 Grads	2014 Grads	2015 Grads	Current Result	Target Met?	Grade
D.1	Number Taking the Exam	36	34	35	36				
D.2	Percent Passing the Exam	68.57%	82.35%	97.14%	66.67%				
D.3	Compare to State/ National Average	84.69%/ 87.89%	92.43%/ 90.34%	87.70%/ 83.04%	82.89%/ 81.79%				

Student Success Measure E: Transfer Rates

Measure	Description	Fall 2011-Spring 2012	Fall 2012-Spring 2013	Fall 2013-Spring 2014	Fall 2014-Spring 2015	Current Result	Target Met?	Grade
E.1	Number of Students Enrolled in Transfer Programs							
E.2	Annualized FTE Enrollment in Transfer Programs							
E.3	Transfer Degrees Awarded							
E.4	University Matriculation Rate							
E.5	Success after Transfer - Students Earning a Degree within Four Years							

Student Success Measure F: Dual Enrollment

[illegible]

Student Success Measure G: Enrollment

Measure	Description	Summer 2011/ Fall 2011/ Spring 2012	Summer 2012/ Fall 2012/ Spring 2013	Summer 2013/ Fall 2013/ Spring 2014	Summer 2014/ Fall 2014/ Spring 2015	Target Met?	Grade
G.1	Summer FTE/HC*	49.07/243	56.33/243	35.27/156	46.47/185		
G.2	Fall FTE/HC*	406.26/491	368.07/441	325.6/407	327.2/415	?	?
G.3	Spring FTE/HC*	410.76/519	355.9/459	352/476	338/479		
G.4	Annualized In-District FTE	158.60	132.40	116.10	96.29		
G.5	Annualized Out-of- District FTE	193.3	193.15	181.6	184.8		
G.6	Annualized Out-of- State FTE	20.6	16.05	15.95	21		
G.7	Annualized WUE FTE	25.35	21.05	22.8	29.2		
G.8	Annualized GEM FTE	35.2	27.6	20.5	23.9		
G.9	Annualized Adult Learner FTE (25+)						
G.10	Annualized Traditional FTE						
G.11	Annualized Veterans FTE						

*FTE/HC is Total FTE/HC with Community Service FTE/ABE-GED HC Subtracted

Student Success Measure H: Affordability

Measure	Description	Summer 2011/ Fall 2011/ Spring 2012	Summer 2012/ Fall 2012/ Spring 2013	Summer 2013/ Fall 2013/ Spring 2014	Summer 2014/ Fall 2014/ Spring 2015	Target Met?	Grade
H.1	Tuition & Fees Comparison to Two Other Community Colleges						
H.2	Net Price of Attendance						
H.3	Non-Athletic Waivers Awarded & Average Waiver Amount						
H.4	Athletic Waivers Awarded & Average Waiver Amount						
H.5	Endowment Board Scholarships Awarded						
H.6	Number of Students Receiving Endowment Board Scholarships & Average Scholarship Awarded						
H.7	Number of Pell Recipients						
H.8	Total Pell Grant Funds Disbursed						
H.9	Average Pell Grant Disbursed						
H.10	Total Loan Funds Disbursed						
H.11	Average Loan Funds Disbursed						
H.12	Average Loan Debt per Student who Graduates						
H.13	Average Time to Completion						

Student Success Measure I: Employment

Measure	Description	2012 Grads	2013 Grads	2014 Grads	2015 Grad	Target Met?	Grade
I.1	Career-Technical Job Placement Rate (%)	97%	98%				
I.2	Transfer Student Numbers						

Student Success Measure J: Athletics

Measure	Description	Fall 2011-Spring 2012	Fall 2012-Spring 2013	Fall 2013-Spring 2014	Fall 2014-Spring 2015	Target Met?	Grade
J.1	Total Number of Student Athletes						
J.2	Total Number of Students from Montana						
J.3	Graduation Rate of Student Athletes						
J.4	Amount of Student Athletes with a Cumulative GPA of 3.00 or Higher						
J.5	Competitiveness - Overall Season Record						
J.6	Competitiveness - Post Season Tournament Victories						

Student Success Measure K: Workforce Development & Community Education

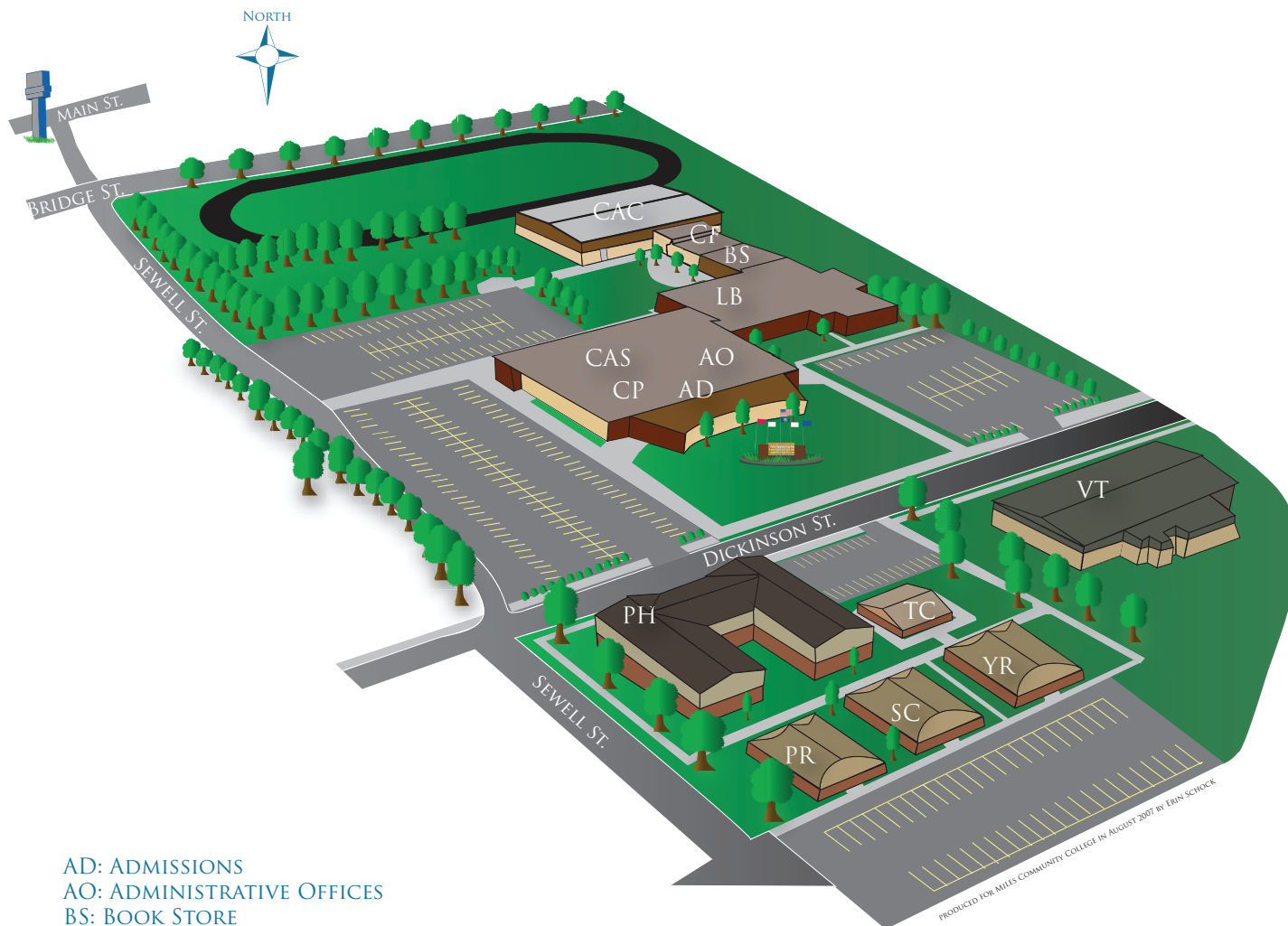
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Student Success Measure L: Student Learning Outcomes and Satisfaction

Measure	Description	Fall 2014-Spring 2015	Target Met?	Grade
L.1	Civic Engagement Participation - Total Students Participating			
L.2	Civic Learning Outcomes Identified & Measured			
L.3	Service Learning Courses Offered			
L.4	Leadership Skill Development (Course Evaluation & Post-Test)			
L.5	Critical Thinking/Problem Solving - General Education Assessment (MAPP)			
L.6	Freshmen Survey Pre-Assessment			
L.7	Sophomore Survey Post-Assessment			



2715 Dickinson
Miles City, MT 59301
800-541-9281 • 406-874-6100
www.milesccl.edu



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