Miles Community College

Ad Hoc Report

Prepared for

The Northwest Commission on Colleges and Universities

April 11-12, 2016

Miles Community College
2715 Dickinson
Miles City, Montana 59301

Affirmative Action / Equal Opportunity Institution

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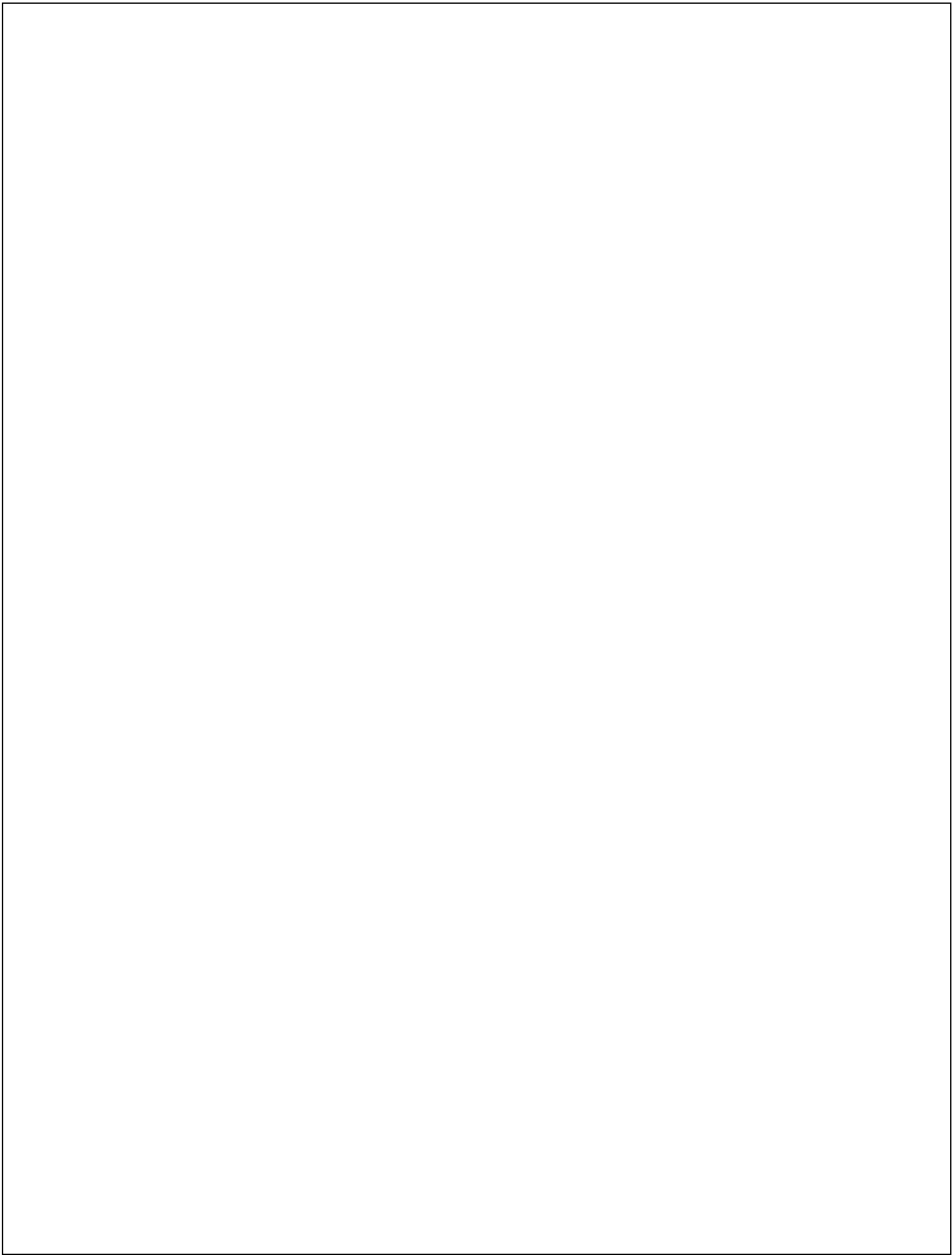   **Appendix F: Vision 2020 Strategic Plan (Draft)**

MISSION STATEMENT

Miles Community College prepares students for success and provides opportunities for lifelong learning through quality programs, community outreach, and partnerships.
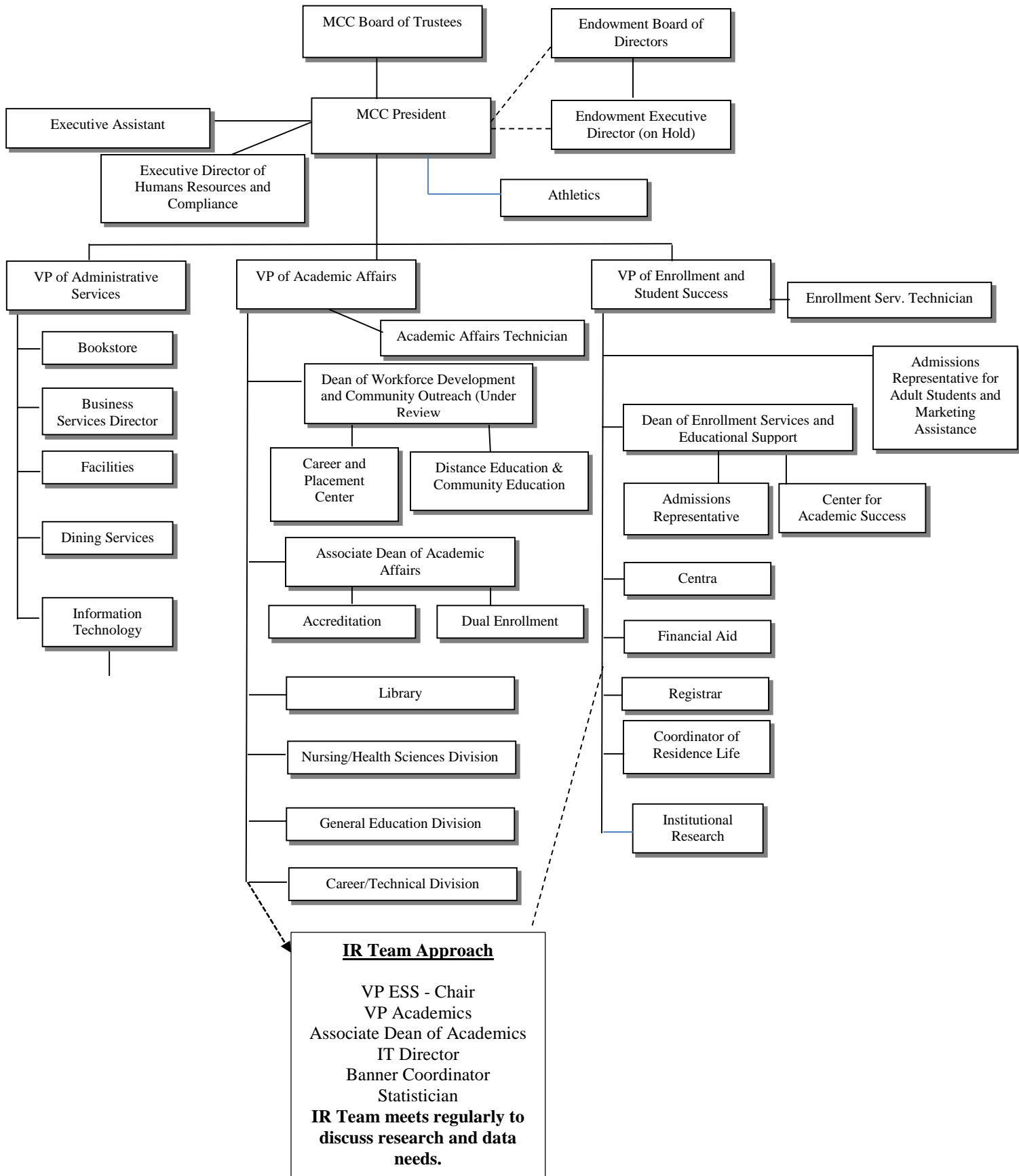
CORE THEMES

1. **Student Success**
2. **Academic Achievement**
3. **Workforce Training & Partnerships**
4. **Community Outreach & Lifelong Learning**

MILES COMMUNITY COLLEGE ORGANIZATIONAL CHART
Draft 2-25-2016

- MCC Board of Trustees
- Endowment Board of Directors
- MCC President
- Executive Assistant
- Executive Director of Humans Resources and Compliance
- Endowment Executive Director (on Hold)
- Athletics

VP of Administrative Services
- Bookstore
- Business Services Director
- Facilities
- Dining Services
- Information Technology

VP of Academic Affairs
- Academic Affairs Technician
- Dean of Workforce Development and Community Outreach (Under Review
  - Career and Placement Center
  - Distance Education & Community Education
- Associate Dean of Academic Affairs
  - Accreditation
  - Dual Enrollment
- Library
- Nursing/Health Sciences Division
- General Education Division
- Career/Technical Division

VP of Enrollment and Student Success
- Enrollment Serv. Technician
- Admissions Representative for Adult Students and Marketing Assistance
- Dean of Enrollment Services and Educational Support
  - Admissions Representative
  - Center for Academic Success
- Centra
- Financial Aid
- Registrar
- Coordinator of Residence Life
- Institutional Research

IR Team Approach

VP ESS - Chair
VP Academics
Associate Dean of Academics
IT Director
Banner Coordinator
Statistician
IR Team meets regularly to discuss research and data needs.

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MILES COMMUNITY COLLEGE
AD HOC REPORT
PREPARED FOR THE
NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES
SPRING 2016

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INTRODUCTION

Miles Community College underwent its Year Seven *Mission Fulfillment and Sustainability* Evaluation on April 22 - 24, 2015. In a letter to MCC President Stacy S. Klippenstein dated July 17, 2015, Dr. Sandra E. Elman, NWCCU President, reported that the Commission had reaffirmed the institution's accreditation. The letter also stated that "the Commission requests that the College submit an Ad Hoc Report with a visit in spring 2016 to address Recommendations 1, 2, 3, 4, 5, and 6 of the Spring 2015 Year Seven Peer-Evaluation Report."

In providing the College's preliminary response to the NWCCU Board of Commissioners regarding the Peer Evaluation Team's six recommendations, MCC President Stacy Klippenstein wrote a letter dated June 3, 2015, in which he gave an overview of how the College would plan to address the recommendations. Then, in preparation for his meeting with the Board of Commissioners, President Klippenstein prepared another document that provided more detailed information on the College's plans for addressing the recommendations. Both documents are included in Appendix A.

The Recommendations to be addressed in this Ad Hoc Report are as follows:

Recommendation 1:
> *The evaluation committee recommends that the College improve timeliness and consistency of business processes (Standard 2.F.4 and 2.F.7).*

Recommendation 2:
> *The evaluation committee recommends that the College update long-range plans for facilities, technology and equipment replacement (Standard 2.F.5, 2.G.3, 2.G.4, and 2.G.8).*

Recommendation 3:
> *The evaluation committee recommends that the College centralize institutional research efforts, including data collection and analysis (Standard 4.A.2).*

Recommendation 4:
> *The evaluation committee recommends that the College systematically assess student learning outcomes at the course, program, and institutional level (Standard 4.A.3 and 4.A.6).*

Recommendation 5:
> *The evaluation committee recommends that the College use the results of its assessment of student learning to inform planning and practices in all areas of the College (Standard 4.B.2).*

Recommendation 6:
> *The evaluation committee recommends that the College engage in a system of evaluation of its programs and services in order to make determinations of quality, effectiveness, and mission fulfillment (Standards 1.B.2, 4.A.2, and 5.A.2).*

RESPONSE TO THE RECOMMENDATIONS UNDER CONSIDERATION

Recommendation 1: Business Processes

> *The evaluation committee recommends that the College improve timeliness and consistency of business processes (Standard 2.F.4 and 2.F.7).*

INTRODUCTION

Most Miles Community College (MCC) business processes begin and/or end in our Business Office. The Business Office is comprised of one Business Services Director, one Accounts Payable Technician, and one Accounts Receivable Technician. The Vice President of Administrative Services (VPAS) provides oversight of this operation within the Administrative Services Division of the College. This division also includes Information Technology, Facilities, Bookstore, and Dining Services.

Recommendation 1 is the result of a combination of two factors. The first is a campus-wide system conversion to Banner that resulted in delays associated with recording financial information. The second factor is the 100% turnover that has taken place in accounting personnel. Although the College has replaced the accounting staff, established training processes, and developed some Banner operating skills, the backlog of financial work still existed. The VPAS position was vacant for approximately six months in fiscal year (FY) 2015, so the Business Services Director was the only person in the Business Office with the financial expertise to perform this accounting work. By working significant overtime, the Business Office Director completed almost two years of work in one year, so all Business Office processes are current.

RESPONSE

MCC has improved the timeliness and consistency of business processes. We have actually improved to the point that the Business Office is processing current transactions, and starting in March 2016, budget status reports will be provided to individual departments on a monthly basis.

As previously mentioned, during FY 15 the Business Services Director entered two years of college budgets into the Banner system. This included budgets for both FY 14 and FY 15. After entering the budgets, she completed the required accounting entries and adjustments necessary to close FY 15, after which she prepared and presented requested information to the college auditors. The FY 15 audit of MCC is complete, but it has not been released by the Legislative Audit Division.

With the audit complete, the Director allocated and entered the FY16 budget on Banner in February. Banner reports as of February 29, 2016, include budgeted amounts. These reports will be provided to individual departments in March, 2016. The Executive Budget Team, which consists of the President's Cabinet and the Business Services Director, is evaluating security requirements and plans to have reports available to department heads on Banner Self-Serve in FY 17. Until the budget reports are available on Banner Self-Serve, the Business Office will provide hard copy reports to department heads on a monthly basis. The VPAS has been able to prepare budget status reports (BSRs) for general fund programs, and she has presented these reports to the Board of Trustees at their monthly meetings since October 2015.

The Director of Business Services and the VPAS reached out to other colleges that use Banner to learn how to better utilize Banner in an effort to provide critical financial and budget information to college personnel. We learned that lack of financial and budget reports from Banner is not because we don't know how to use Banner; it is because Banner does not provide the necessary reports. Some type of reporting software is necessary to create budget or financial reports. Currently, we use Excel, which is labor-intensive and time-consuming. We are in the process of investigating the use of Tableau software as a reporting tool because MCC Student Services uses this software and has had positive results. Other colleges and universities use Tableau as well.

Until we decide if Tableau is the solution to our reporting issues, we will maximize Banner's potential. We hired a person to take over an array of financial aid duties, thus allowing our Financial Aid Director to have some time to become our Banner Coordinator. He is our Banner "expert" and makes sure we use the correct version of the application. He coordinates Banner upgrades, and monitors and resolves Banner issues. Besides developing some in-house expertise, we are also reaching out to the support system provided by the University of Montana. We are evaluating the various accounting "fields" we want to include in a report. Once we identify information to include, we will send a request to the programmers at the University of Montana in Missoula to create a report to meet our needs.

In summary, the College financial system is operating in a current status and we are now able to provide timely, accurate financial information on a consistent basis. We can do this because our Business Services Director completed the budget and accounting work that built up during the Banner system conversion, and when positions were vacant. We will continue to work with the University of Montana and others to improve reports that provide timely, accurate financial information on a consistent basis.

Recommendation 2: Long-range Plans: Facilities; Technology and Equipment Replacement

> ***The evaluation committee recommends that the College update long-range plans for facilities, technology and equipment replacement (Standard 2.F.5, 2.G.3, 2.G.4, and 2.G.8).***

INTRODUCTION

The concern that prompted the peer evaluation committee to issue Recommendation 2 was that the College intended to update its 2005 Facilities Master Plan (see the following link: https://www.milescc.edu/CampusServices/BusinessServices/Facilities/CampusMasterPlan_20041214.pdf) in FY 2013, but the update had not taken place and remained in the preliminary planning phase. Besides the Facilities Master Plan, the evaluators were concerned that although the College includes technology and equipment requests in its budget, it does not have a written technology plan or an equipment replacement schedule. The lack of these plans is a concern because these written documents are an important tool in the budget planning process and are a resource for the strategic plan of the College.

The College did begin the long-range planning process for all facilities in 2014. A committee was formed and met on October 9, 2014. The committee observed that the previous plan did not fit the current vision of the College and that some projects identified in the plan were no longer being pursued. They also discussed adjacent properties, including the vacated U.S. National Guard Armory, to which MCC was listed as an agency that may have Right of First Refusal to

purchase. After this meeting, the former Vice President for Administrative Services (VPAS) left her position, leading to a delay in our facilities master planning process. Her position was vacant for approximately six months before the search was completed and a VPAS was hired. The current VPAS started the planning process once again and we have made substantial progress.

RESPONSE

The beginning of November, after being at the College four months, the new VPAS decided to begin the master planning process by working with an outside consultant with significant education-facility-planning experience. The VPAS spent considerable time meeting with this consultant and local architects from Stevenson Design in November and December 2015, touring the campus and discussing expectations. For various reasons, the VPAS decided the consultant was not a good fit for MCC and decided to pursue the master planning process in-house, with guidance and assistance from Stevenson Design.

The following list details the accomplishments MCC has achieved in the master planning process:
- Established an initial planning team, which includes representatives from faculty, student housing, facilities and maintenance, student services, athletics, nursing, Centra (athletic facility), heavy equipment/CDL program, administration, and architects. This team will meet in March 2016.
- The College contracted with Stevenson Design, LLC, to conduct a facilities assessment and to guide and assist MCC in developing a comprehensive Facilities Master Plan. Con'eer Engineering, Inc., has also been hired to review mechanical, electrical, and life safety systems in campus buildings.
- On February 19, 2016, MCC received a Preliminary Facilities Report from Stevenson Design, Inc. This report provides a general, overall status of campus buildings and related issues. The report also includes worksheets from Con'eer Engineering covering the mechanical, electrical, and life safety systems for campus buildings. (Appendix B.)
- The Information Technology Committee has completed an updated Information Technology Plan. (Appendix B.) This plan provides a comprehensive overview of the technology in use at MCC and plans for anticipated technology needs of future students and our future agriculture and new heavy equipment facilities. This plan may need to be adjusted as we develop our Facilities Master Plan and include the information technology component in the Master Plan.
- MCC Facilities Director updated a Carpet and Paint Schedule and an HVAC Inspection Schedule. These schedules will assist in the budget planning process to make sure funding is allocated for routine carpet and paint updates. These documents are included in the appendices in draft form and still need to be reviewed and approved by the planning committee. (Appendix B.)

All of these reports identify items that need attention on a building-by-building basis. They will be incorporated into our completed Facilities Master Plan. We will review all of these schedules annually prior to starting our budget planning process. We will include funding in our budget request each year as revenue projections allow.

MCC's President, VPAS, and Facilities Director conducted a full facilities walk-through on February 17, 2016. During this walk-through the group identified various support services and academic related equipment that will need to be replaced. This includes items such as entry way

doors, security cameras, classroom chairs, and dorm beds. These items will be listed and considered during the budget planning process.

MCC has made progress in our long-range plan for equipment replacement. Our Facilities Director compiled a list of campus vehicles and our heavy equipment operator (HEO)/CDL program instructors created a list of heavy equipment used in the HEO/CDL classes. This list includes the vehicle and its primary use, but we need to add the estimated replacement date. This is necessary so that we can budget for replacement. MCC usually replaces one fleet vehicle per year, usually a vehicle that has the most miles on it or one that needs frequent repair. Vehicles used for campus services are not replaced on a routine basis. The HEO/CDL Instructors watch for bargains to replace equipment in their classes and occasionally they receive an equipment donation.

In our March 2016 meeting, the initial planning committee will create a sub-committee to develop a replacement schedule for the vehicles and equipment on our list. We will review other the schedules used at other college and apply similar methodology here at MCC. We have already had discussions with our HEO/CDL instructors about establishing a replacement fund and budgeting to increase it each year.

In March 2016, the initial planning team will also review the building report and evaluate the impact these various issues could have on our academic programs and on campus life, such as student housing and dining services.   When the architects come back to develop the findings from their initial assessments, they will provide expanded descriptions of each situation, a timeline of when the items should be addressed, and an estimated cost for each project.   The College will use this information to update our Schedule of Maintenance Projects. We will work with Stevenson Design to establish a priority order for all of the projects. If there are any issues that require immediate attention, we will let the project out for bid. Depending on the magnitude of the project, we can use funds in our building reserve fund or we may need to use financing. Based on the timelines established by the architects, we will include the cost of each of these projects in our budget planning process during the appropriate year.

MCC addresses the future needs of the College every day. The following is a summary of existing ongoing projects.

- The College awarded a contract to replace the fascia, soffit, and roof of the Vo-Tech building. This project will start in April 2016 and be complete by the end of June 2016.
- We applied for and were awarded two grants to purchase and remodel the Armory next to the campus. The College takes ownership of this facility in March 2016. The building will be used to enhance and expand the HEO and CDL programs.
- Ownership of the Armory property allows MCC to develop the road and design an entryway to the campus from Main Street.
- The College is currently negotiating on the development of a road between the campus and Haynes Avenue. This will allow MCC to design another entryway to the campus from Haynes Avenue.
- MCC Endowment is in the final third of a $3.8 million fund raising campaign to construct a new Ag Advancement Center.
- The College has requested a legal opinion from the Custer County Attorney regarding the legal process to obtain the VA buildings to the west of campus.

- Plans are underway to remodel a portion of the Centra to accommodate larger fitness classes.

An expanded description, estimated time frame, and cost of each of these projects will be included in our completed Facilities Master Plan. An initial assessment of some of these is included in Appendix B from Stevenson Design, Inc.

The facilities planning committee will work with student services to evaluate future enrollment projections. This will include anticipated enrollment increases due to the addition of women's volleyball as a NJCAA sport and increased enrollment in the equine and rodeo programs due to the completion of the Ag Advancement Center. With these projections we will assess future housing, dining, and classroom needs.

MCC recently revised its Mission Statement:

"Miles Community College prepares students for success and provides opportunities for lifelong learning through quality programs, community outreach, and partnerships."

During this process we also adopted the following Core Themes:

1. Student Success
2. Academic Achievement
3. Workforce Training and Partnerships
4. Community Outreach and Lifelong Learning

As we continue to develop our facilities master plan, we will ensure that all of our projects are in alignment with our Mission Statement and Core Themes. Our 2016-2017 Strategic Plan also includes Essential Strategies related to Resource, Facilities, and Auxiliary Management. These strategic areas support the MCC Mission of preparing students for success and providing opportunities for lifelong learning by offering updated educational and living facilities, auxiliary services that promote positive student life, and the resources necessary to monitor, manage, lead, and improve the learning environment. Completing our Facilities Master Plan will provide us with a guide to assist us in this endeavor.

Recommendation 3: Centralization of Institutional Research

> ***The evaluation committee recommends that the College centralize institutional research efforts, including data collection and analysis (Standard 4.A.2).***

INTRODUCTION

In response to Recommendation 3: Centralization of Institutional Research, Miles Community College has created an Institutional Research Committee. The committee is comprised of the Financial Aid Director, Registrar, Statistics/Math Instructor, Associate Dean of Academics and Accreditation Liaison, Information Technology Director, Vice President of Enrollment and Student Success, and the Vice President of Academic Affairs. These members represent areas on campus that gather data for federal, state, and departmental reporting purposes. This ensures that data being acquired for assessment purposes is consistent with what is being reported from different departments on campus. In addition to this, the Financial Aid Director has taken a

leadership role in working with the Montana University System's Information Technology Director at the Office of the Commissioner of Higher Education to develop on-demand reports. The committee houses its work in a centralized folder on the College's network H drive, which is accessible to committee members. The Statistics/Math Instructor is taking the main lead on providing analysis of key data being tracked.

RESPONSE

The following are key accomplishments for Institutional Research Committee:
- Centralization of institutional research was achieved by the creation and facilitation of an active Institutional Research Committee which began June 2015. Committee members are faculty and staff from all areas of the College where data is being either extracted or utilized. In addition to data collection and analysis, the committee reviews and keeps track of surveys given to students, faculty, and staff.
- Purchase and utilization of the software, Tableau, occurred during the summer of 2015. The use of Tableau substantially facilitated the analysis and accuracy of data.
- Designation of Financial Aid Director as main liaison between the Office of the Commissioner of Higher Education and MCC for data extraction and data report generation occurred early in the Fall 2015 semester. This partnership has been critical to the successes that the Institutional Research team has experienced over the past six months. The IT Director at OCHE has worked with MCC's Financial Aid Director to develop sets of data from the state system that MCC can utilize in Tableau. This information can be captured for current status in the semester, 15-day census, and end-of-term enrollment data.
- Creation of retention charts that evaluate characteristics of the retained and non-retained students from Fall 2011 to the present.
- Creation of enrollment tracking charts, including enrollment breakdowns by program, from Fall 2010 to the present.
- The data being derived through the Institutional Research Committee is being utilized by the Enrollment Action Team for benchmark goals for the Student Success Measures, retention action plans, and enrollment goal setting. The Academic Division is also utilizing the data to assess the modifications made to the math, reading, and writing developmental education tracks that were implemented Fall 2016.

On February 19, 2016, the President's Cabinet participated in the mid-year planning retreat of the Board of Trustees. The Vice President of Enrollment and Student Success, who chairs the Institutional Research Committee, provided several IR reports that have been the direct result of the creation of the IR Committee. The members of the Board of Trustees were pleased with and complimentary of the amount and quality of data that are being generated through the efforts of the IR Committee. They stated that they found the data most helpful for them to assess the state of the College and to inform them on the priorities they need to set with President Klippenstein for the ongoing progress of the College.

In Appendix C we have included some of the reports that were presented to the Board of Trustees at the aforementioned planning retreat. In addition, we have included a folder on the flash drive that accompanies this report that includes all of the IR reports that have been prepared and aggregated to date by the IR Committee.

Recommendation 4: Assessment of Student Learning Outcomes at Course, Program, and Institutional Level

> *The evaluation committee recommends that the College systematically assess student learning outcomes at the course, program, and institutional level (Standard 4.A.3 and 4.A.6).*

Recommendation 5: Using Assessment Data to Inform Institutional Planning and Practices

> *The evaluation committee recommends that the College use the results of its assessment of student learning to inform planning and practices in all areas of the College (Standard 4.B.2).*

Recommendation 6: Systematic Evaluation of Programs and Services to Assess and Ensure (1) Quality, (2) Effectiveness, and (3) Mission Fulfillment

> *The evaluation committee recommends that the College engage in a system of evaluation of its programs and services in order to make determinations of quality, effectiveness, and mission fulfillment (Standards 1.B.2, 4.A.2, and 5.A.2).*

INTRODUCTION

In order to place these three Recommendations into context, we share the following observations from the Introduction of the Year Seven Peer-Evaluation Report:

> "The evaluation committee for the Year Seven Peer Evaluation recommends that the College continue to work on developing indicators of achievement that provide direct evidence of results and strengthen its definition of an acceptable threshold of mission fulfillment *by incorporating student learning outcomes within its core themes* (p. 2). (Emphasis added.)

In addition, the Standard Two section of the Year Seven Peer-Evaluation Report contains the following observations:

> "The learning outcomes are identifiable and assessable which relate to college mission and program outcomes. The committee through campus interview confirmed and examined evidence of assessment of general education outcomes and *encourages the College to include such examples of evidence in future reporting*. . . . Faculty are . . . actively involved in fostering and assessing learning outcomes with the most notable example demonstrated in the Summative Case Study process used to assess outcomes for general education (p. 9). (Emphasis added.)

> "Compliment: General education portfolio and review process is well designed and highly functional" (p. 10).

In response to this feedback, we note that (1) we have renamed Core Theme Two from Academic Excellence to Academic Achievement, and (2) we have made student learning outcomes an integral component of our Core Theme Two assessment paradigm. (The Year One *Mission and Core Themes* Self-Evaluation Report is included in the evaluator team's materials packet.)

Inasmuch as Recommendations 4, 5, and 6 address the continuous cycle of assessment, planning, and improvement, we have determined that our response to these Recommendations will be more coherent, thus more readable, if we treat them as a single, unified process. In doing so, however, we have noted which Standards are being addressed and to which Recommendation they pertain.

RESPONSE

Instructional Programs: Assessment, Planning, and Improvement

For our instructional program assessments, the faculty were given the following template to guide them in preparing their program reports (The corresponding Recommendations are highlighted in red.):

PROGRAM ASSESSMENT TEMPLATE

PROGRAM NAME

4.A.2 Evaluation of programs and services to achieve program goals. Primary role of faculty in evaluating educational programs and services. (Recommendation 6)
4.A.3 Systematic assessment of student achievement of course, program, and degree learning outcomes. Primary role of faculty in evaluating student achievement of learning outcomes. (Recommendation 4)
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. (Recommendation 4)

[Include the standard headings given above in italics.]
[NOTE: THE ITEMS IN BOLD WOULD SERVE AS YOUR SECTION HEADINGS— CENTERED AND IN BOLDFACE]

- ✓ **Introduction:** Your report needs to begin with a brief introduction of your program area(s). Indicate the name of the program/option, credential(s) offered, and then provide a bullet list of the program outcomes. (By the way, they are listed in the catalog, so use that list.)
- ✓ **Alignment of Course Outcomes with Program Outcomes:** For this section, provide specific examples of linkages that you have in place to indicate how different course outcomes lead to the achievement of program outcomes.
  [Note: We believe that this section of the Program Reports should remedy the following concern that was expressed in the Year Seven Peer-Evaluation Report:
  "The lack of assessment for learning outcomes combined with no apparent clear mapping between course, program, and institutional assessment is a cause for concern"
  (p. 10).**]**
- ✓ **Course Assessment:** Describe the assessment processes you use for your courses and how they inform you on the degree to which both course and program outcomes are being achieved.

- ✓ **Program Assessment:** Beyond course assessment, we need to explain and provide evidence of the program assessment that takes place.
  - o For Career-Technical programs, this would include explanations and specific examples of the following:
    - ▪ Advisory Committees play a substantial role in helping C-T faculty ensure that their curriculum is current and relevant to the needs of the field of specialization.
    - ▪ Graduate Surveys assess student satisfaction with C-T programs.
    - ▪ Job placement data verify the C-T programs facilitate student success in obtaining and retaining employment.
  - o For General Education programs, this includes the assessments that take place at the three levels of General Education Assessment:
    - ▪ Macro-level Assessment Strategies
    - ▪ Medial-level Assessment Strategies
    - ▪ Micro-level Assessment Strategies
- ✓ **Evaluation of Assessment Processes:** Describe what changes, if any, you may need to make in your assessment processes?

4.B.2 Results of assessment of student learning inform planning and practices to enhance student learning achievements. Results of learning assessments are communicated to appropriate constituencies. (Recommendation 5)

Improvement: In this section, you describe, using specific examples, how your course and program assessment activities <u>have led to changes</u> in order to enhance student learning achievement. Specify the changes that have taken place and link those changes specifically to results obtained from assessment activities. For Career-Technical programs, assessments include things such as Advisory Committee feedback, graduate placement rates, and graduate surveys. For General Education assessment, the Faculty Action Plans for each core area verify changes that have been made on the basis of the different assessments that have been conducted.

GENERAL EDUCATION OVERVIEW

COLLEGE MISSION STATEMENT

Miles Community College prepares students for success and provides opportunities for lifelong learning through quality programs, community outreach, and partnerships

CORE THEMES

1: Student Success
2: Academic Achievement
3: Workforce Training and Partnerships
4: Community Outreach and Lifelong Learning

INSTITUTIONAL PHILOSOPHY OF GENERAL EDUCATION

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, including the Associate of Science in Nursing, degree from Miles Community College develop a knowledge base in oral and written communication, the humanities and fine arts, mathematics, science, history and the social sciences, and 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.

OVERARCHING OUTCOMES OF GENERAL EDUCATION

Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate:
- The ability to read, write, listen, and speak effectively;
- Knowledge and understanding of the human cultural traditions as expressed in art, music, theater, language, literature, philosophy, or religion;
- The ability to apply mathematical principles and to communicate quantitative information effectively;
- The knowledge and application of scientific principles, methodology, terminology, questioning, and reasoning;
- The ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences;
- The knowledge of and the ability to use technology in today's computing environment.

GENERAL EDUCATION CORE AREAS

- **Communications**

  o **Vision Statements**

  Oral Communication

  People spend a significant portion of their personal and professional lives in communicating and collaborating with others. The primary goal for the oral communication classes at Miles Community College, therefore, is to help the students develop the confidence and the competence they will need in order to communicate in ways that will be appropriate and effective for the varied situations and relationships in which they may find themselves.

Written Communication

The cardinal goal of the written communication classes is to provide students with the critical thinking and articulation skills necessary to succeed in the academic world of Miles Community College and beyond. The other disciplines of the college community rely upon the writing classes to provide students with the skills they need to research, analyze, and synthesize information in order to formulate and articulate a critical response in college-level discourse. To this end, the writing instructors strive to enhance the students' recognition and understanding of culture, political theory and expression, history, and science as they are experienced and expressed in the language and literature of the human family.

- o **Overarching Outcome of the Communications Core Area**

  Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the ability to read, write, listen, and speak effectively.

- o **General Outcomes of the Communications Core Area**

  Students will:
  1. Communicate information in a clear, concise, and complete manner.
  2. Communicate in ways that are appropriate and effective for their intended audience and purpose.
  3. Identify and incorporate research materials into informative and analytical communication.

- **Humanities and Fine Arts**

  - o **Vision Statement**

    It is the function of the study of the humanities and fine arts to broaden students' perspectives by focusing on the best of what humans are capable of accomplishing through philosophy, literature, drama, music, language, creativity, ethical behavior, diversity of beliefs, and mutual acceptance.   In order to accomplish this goal, the instructors expose students to a wide variety of artistic and multi-cultural elements. The performing and studio arts classes tap into and develop students' creative and aesthetic sensitivities. The foreign language classes help students not only learn another language but also gain greater insights into and understanding of the people who speak the language. The humanities classes introduce students to theories and issues involved in ethics, philosophy, and cultures. The literature classes help students discover insights into their own lives and the world in which they live and work.

  - o **Overarching Outcome of the Humanities and Fine Arts Core Area**

    Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate knowledge and understanding of the

human cultural traditions as expressed in art, music, theater, language, literature, philosophy, or religion.

- o **General Outcomes of the Humanities and Fine Arts Core Area**

  Students will:
  1. Recognize contributions of literature, music, theater, language, philosophy, culture, or art in the development of insight into human endeavors.
  2. Acknowledge, learn about, and learn from different cultural and social perspectives.
  3. Relate connections between the humanities and cultural/historical events.

- **Mathematics**

  - o **Vision Statement**

    The Miles Community College mathematics classes are based on the ideal that mathematics provides students with the skills to think critically, logically, and abstractly. From remedial math to calculus, the instructors challenge students to learn new concepts and apply them in a variety of situations. Students who receive an Associate of Arts or an Associate of Science degree are required to attain the level of mathematical competence that will enable them to function beyond the intermediate algebra level.

  - o **Overarching Outcome of the Mathematics Core Area**

    Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the ability to apply mathematical principles and to communicate quantitative information effectively.

  - o **General Outcomes of the Mathematics Core Area**

    Students will:
    1. Solve problems through mathematical reasoning and analysis.
    2. Use appropriate tools, such as mathematical properties, modeling, technology, and graphs.
    3. Perform mathematical applications beyond intermediate algebra.

- **Science**

  - o **Vision Statement**

    The major goal of the science classes is to help students develop critical-thinking and problem-solving skills in their study of the natural and physical sciences. Overcoming the challenges of the technical curriculum found so often in the science areas enhances learning. Science naturally goes well with "real life" experiences. Therefore, once students are able to break out of the structured

mode of the technical, a whole new world opens up from which they may draw resources for real understanding to take place in the realm of the practical.

- o **Overarching Outcome of the Science Core Area**

  Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the knowledge and application of scientific principles, methodology, terminology, questioning, and reasoning.

- o **General Outcomes of the Science Core Area**

  Students will:
  1. Utilize creative and critical scientific questioning to comprehend the scientific world.
  2. Identify and solve problems using methods of the discipline.
  3. Demonstrate scientific awareness of the interrelationships of the laws that govern the natural world.

- **History and Social Sciences**

  - o **Vision Statement**

    Throughout human history, people have experienced many means of surviving and of interacting with one another. As is the case in any social species, interrelationships have been and continue to be complex. It is the goal of the social sciences to study and understand this collective behavior, either in the past (history) or in the present (sociology). At the individual level (psychology) the goal is to help students understand the cognitive, social, emotional, and biological development of humans. Understanding humans within these contexts—historical, sociological, psychological—can lead students to a greater acceptance of cultural diversity and also help them develop skills for dealing with an ever-changing world.

  - o **Overarching Outcome of the History and Social Sciences Core Area**

    Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the ability to understand, interpret, and analyze human behaviors within the context of history and the social sciences.

  - o **General Outcomes of the History and Social Sciences Core Area**

    Students will:
    1. Recognize the impact of human behaviors on society and the environment over time.
    2. Evaluate human behavior within the contexts of community, culture, time, and/or technoeconomic base.
    3. Analyze how human actions result from past events and impact future events.

- **Information Technology**

  - **Vision Statement**

    Technology has become a necessity in education as well as in business and industry. Since the one constant of technology is its dynamics, it is imperative that students learn information technology in order to keep pace with the demands of business and industry. The purpose of the information technology courses is to prepare students at a basic technical level to meet the constantly changing needs of existing technology environments.

  - **Overarching Outcome of the Information Technology Core Area**

    Students who earn their Associate of Arts or Associate of Science degree at Miles Community College will demonstrate the knowledge of and the ability to use technology in today's computing environment.

  - **General Outcomes of the Information Technology Core Area**

    Students will:
    1. Define the fundamentals of computers and terminology with respect to personal computer hardware and software, and the World Wide Web.
    2. Demonstrate an in-depth understanding of why computers are essential components in business and society.
    3. Develop the skills to adapt to the ever-changing world of information technology.

4.A.2 Evaluation of programs and services to achieve program goals. Primary role of faculty in evaluating educational programs and services. (Recommendation 6)
4.A.3 Systematic assessment of student achievement of course, program, and degree learning outcomes. Primary role of faculty in evaluating student achievement of learning outcomes. (Recommendation 4)
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. (Recommendation 4)
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ASSESSMENT OF GENERAL EDUCATION

- **Cultural Cornerstones of Assessment**

  Inasmuch as assessment is an integral part of the culture of Miles Community College, assessment activities are built on the following foundation of Cultural Cornerstones:
    1. Culture of Evidence
    2. Culture of Analysis
    3. Culture of Reflection
    4. Culture of Improvement

- **Levels of Assessment**

  Assessment of the General Education program at Miles Community College occurs at three levels:

  1. The <u>macro-level</u>, which focuses on the <u>overarching outcomes</u> of the General Education program;
  2. The <u>medial level</u>, which focuses on the <u>general outcomes</u> of each General Education core area;
  3. The <u>micro-level</u>, which focuses on the <u>specific outcomes</u> of each General Education class.

  o **Macro-level Assessment Strategies**

  ➢ Pre-assessment of entering freshman students regarding their attitudes and aptitudes on General Education;
  ➢ Post-assessment of exiting sophomore students regarding their attitudes and aptitudes on General Education;
  ➢ Focus group assessment involving a sampling of students graduating with an A.A., A.S., or A.S.N. degree.

  o **Medial level Assessment Strategies**

  ➢ Medial level assessment of the General Education Core areas occurs in the form of a Summative Case Study Portfolio for one class from each of the core areas. This strategy consists of a summative assessment process in which faculty members review a class from each General Education core class that has been designated for the given review cycle. The faculty members who are teaching the class to be reviewed create a portfolio of the formative and summative assessments they have administered to their class during the semester. The objective of the Summative Case Study Portfolio is to provide a means for reviewing holistically how successfully the general outcomes of the core area are being met and where/how potential improvements in instruction might occur, not only in the class being reviewed, but in the other classes of the respective core area. A log of classes is maintained so that different classes are reviewed from cycle to cycle.

  The assessment instrument for the Summative Case Study Portfolio Report includes information on the class being reviewed; assessment of the degree to which the specific course outcomes are linked to the general core area outcomes; and a table in which the reviewers, using a three-point Likert scale, identify the degree to which each student has demonstrated achievement of each of the general outcomes on the basis of his/her performance on classroom formative and summative assessments. A rating of 3 indicates that "the student demonstrates an understanding of this outcome element." A rating of 2 indicates that "the student demonstrates a developing level of this outcome element." A rating of 1 indicates that "the student does not demonstrate an

understanding of this outcome element." The assessment report provides the average rating associated with each of the general outcomes and then provides an interpretation of the data in the form of commendations and suggestions.

Inasmuch as this is a holistic assessment of General Education outcomes, the results are shared with all General Education faculty members for their consideration in their own teaching specialties. The Summative Case Study Portfolio is not a part, nor shall become a part, of the faculty evaluation process.

- o **Micro-level Assessment Strategies**

  In concert with the General Education assessment plan, the General Education faculty members include in the syllabus of each General Education class (1) its corresponding Vision Statement, (2) its respective Overarching Outcome, and (3) the General Outcomes of the Core Area to which it belongs. In doing so, the instructors ensure linkages between the specific course outcomes and the respective overarching and general outcomes. To this end, instructors use the following paradigm within each General Education class syllabus:
  - ➤ Course Description
  - ➤ Designation of the Core Area to which the Course Belongs
  - ➤ Vision Statement of the Core Area
  - ➤ Overarching Outcome of the Core Area
  - ➤ General Outcomes of the Core Area
  - ➤ Specific Outcomes of the Course
  - ➤ Methods of Assessing the Achievement of the Specific Course Outcomes

4.B.2 Results of assessment of student learning inform planning and practices to enhance student learning achievements. Results of learning assessments are communicated to appropriate constituencies. (Recommendation 5)

Operationalizing Assessment to Effect Improvement

In keeping with the Cultural Cornerstones of Assessment, the process of assessment follows this cycle:
- o Culture of Evidence: Over the span of approximately three years, evidence is gathered from the sources and modalities previously described, including the outcomes assessments the individual faculty members have conducted and accumulated in their specific classes.
- o Culture of Analysis: The General Education faculty members receive copies of the reports of the different assessments that have been conducted and accumulated during the assessment cycle.
- o Culture of Reflection: The faculty members review the different reports and confer among their respective colleagues to reflect upon the feedback they have received.
- o Culture of Improvement: The faculty members for each core area meet with the Associate Dean of Academic Affairs in which they discuss their reflections and then develop an Action Plan for improving teaching and learning which is based

on the assessment reports that they have reviewed. They also identify performance indicators to verify the implementation of their Action Plan. This step represents the "closing of the assessment loop" and marks the beginning of the next assessment cycle.

The most recent Action Plans that have been developed by the faculty members of the different General Education Core Areas have been included in Appendix D. More current Action Plans will be available in the resource room during the Ad Hoc site visit.

ASSESSMENT OF CAREER-TECHNICAL EDUCATION (CTE)

AGRICULTURE

4.A.2 Evaluation of programs and services to achieve program goals. Primary role of faculty in evaluating educational programs and services. (Recommendation 6)
4.A.3 Systematic assessment of student achievement of course, program, and degree learning outcomes. Primary role of faculty in evaluating student achievement of learning outcomes. (Recommendation 4)
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. (Recommendation 4)

Introduction

Associate of Applied Science in Agriculture Production
The Associate of Applied Science in Agriculture Production is a two-year plan of study which prepares students to work in the agriculture industry in production livestock, farm and ranch management, or agri-sales. It offers more in-depth learning in the areas of agriculture and business management than those covered in the one-year agriculture certificate. This degree is designed for those students who want to enter the job market with a two-year degree and do not plan to transfer to a four-year institution. The objectives of the Agriculture A.A.S degree are as follows:

1. Demonstrate an understanding of agriculture systems used around the world.
2. Understand issues facing agriculture today.
3. Gain experience researching and accessing an array of resources pertaining to agriculture issues so that students can return to use these resources as a way to stay informed on current agricultural issues in their future careers.
4. Learn hands on about agricultural practices used in the United States.
5. Understand the role of technology and how it is used to improve overall production of agriculture.
6. Learn practical information about agricultural practices that can be taken to the farm, ranch or job following graduation.
7. Understand the importance of sustainability in modern agriculture
8. Communicating with people in the industry.
9. Understand the role of natural resources in today's agriculture.
10. Apply business practices to the farm and ranch operation.

Certificate in Agriculture

This program provides students with the skills necessary for entry-level employment, or enhancement of present employment, in the agriculture industry. It provides an overview of agricultural careers, as well as opportunities to meet and work with agricultural professionals in the area. Upon completion of the program, students are qualified for entry-level work with agricultural businesses, including farm, ranch, and entrepreneurial opportunities. For students who choose to do so, the required certificate classes and electives transfer into the two-year Associate of Applied Science degree in Agriculture.

Alignment of Course Outcomes with Program Outcomes

1) **Demonstrate an understanding of agriculture systems used around the world:**
   a) AGSC 103 and 104 Applied Agriculture provides an understanding of agriculture practices used around the world.
   b) BIO 110 Plant Science examines crop systems from around the world and compares them to ours.
   c) AGSC 101 Introduction to Ag and Environmental Resources looks at jobs available to students.
   d) NRSM-101 and 102: Introduction to natural resources. Provide an understanding of Rangelands from around the world.
2) **Understand issues facing agriculture today:**
   a) AGSC 110 Ag Issues reviews current issues facing agriculture today.
   b) AGSC 101 Introduction to Ag and Environmental Resources entails visits to various businesses and people in the Ag industry and explores what some of their biggest concerns are.
3) **Gain experience researching and accessing an array of resources pertaining to agriculture issues so that students can return to these resources as a way to stay informed on current agricultural issues in their future careers:**
   a) AGSC 110 Ag Issues involves gathering information to help better understand issues facing agriculture.
   b) AGSC 101 Introduction to Ag and Environmental Resources entails visits with various businesses and people in the ag industry and find out what some of their biggest concerns are.
4) **Learn hands on about agricultural practices using in the United States:**
   a) ANSC 100 Animal Science covers the basics of animal practices from across the United States.
   b) BIO 110-Plant Science covers farming practices used in the ag industry.
   c) EG 100 Biofuels explores the differences between types of biofuels and their petroleum replacements.
   d) AGED 298 Ag Internship provide a hands-on learning environment for the student.
5) **Understand the role of technology and how it is used to improve overall production of agriculture:**
   a) GPHY 284 Introduction to GIS covers the basics of GIS, GPS, and Map Making to be used in the agriculture field.
   b) CAPP 120 Introduction to Computers teaches students how to apply computer programs to their ag operations.

6) **Learn practical information about agricultural practices that can be taken to the farm, ranch or job following graduation:**
   a) EG 100 Biofuels teaches the differences between types of biofuels and their petroleum replacements.
7) **Understand the importance of sustainability in modern agriculture:**
   a) NRSM 101 and 102 Introduction to Natural Resources provide an understanding of rangelands from around the world, grazing practices, ecology, and sustainability.
   b) ANSC 222 Livestock in Sustainable Systems teaches how to manage livestock in a sustainable practice.
8) **Communication with people in the industry:**
   a) COMX 111 Public Speaking helps students develop skills in speaking, organizing thoughts and listening.
   b) Writing (WRIT 100 level course) teaches the writing process and how to apply one's writing to the target audience.
9) **Understand the role of natural resources in today's agriculture:**
   a) NRSM 101 and 102 Introduction to Natural Resources provide an understanding of rangelands from around the world, grazing practices, ecology, and sustainability.
   b) NRSM 235 Range Pasture Monitoring teaches students how to monitor range and pastureland following a management practice.
10) **Apply business practices to the farm and ranch operation:**
   a) ACTG 201 Principles of Financial Accounting covers the fundamental principles of accounting, including the accounting cycle.
   b) ACTG 202 Principles of Managerial Accounting focuses on the management side of the accounting process along with an emphasis on corporations.

Course Assessment

Students within the Agriculture program are assessed in several ways:
- Research essays about current topics relating to the topic of the class.
- Tests: fill in the blank, multiple choice, short answer, and essay. This testing format uses several different question types to encourage critical thinking and apply the information given in the class.
- Quizzes are also given in classes to measure how well the students are comprehending the subject between tests.
- Oral presentations about a topic of the students' choosing. This allows the students to gather more information about what they have an interest in and present it in an understandable way.
- Peer assessment of oral presentations.

Program Assessment

- The advisory council for the agriculture program meets every 2 years to gather information about what is needed in the agriculture community in Eastern Montana. Also we look at ways for MCC to help meet some of the needs of the community by offering classes that relate to Agriculture.
- Stay in touch with former graduates of MCC students see what are program's strengths and weaknesses are once they start to pursue a career in agriculture.

- The employment rate for students in the Career and Technical programs is 98%
- The Ag classes have implemented a pre-test and a post test for the classes.

4.B.2 Results of assessment of student learning inform planning and practices to enhance student learning achievements. Results of learning assessments are communicated to appropriate constituencies. (Recommendation 5)

Evaluation of Assessment Processes and Improvement

When the Ag Advisory Council met, they suggested that all Ag students take the Introduction to Agriculture and Natural Resources class to better understand the careers available to the students. The past several years the Ag program has worked to get the AAS Ag students certified in various agricultural programs. For example, we hosted an Artificial Insemination class for the students to get certified in AI. We also work closely with the extension agent to get herbicide applicators license training for the students and local community members. Students have expressed an appreciation for the certifications offered at MCC. Students enjoy the freedom to design the Applied Ag class to meet their needs for learning and information that can be taken back to the farm or ranch. Within the classroom the students appreciate the hands-on learning that is given in the class and the opportunity to meet with local agricultural businesses around the Miles City area.

The Pre- and post-tests are designed to cover the basic principles that the student should learn in the class. They are given the pre-test the first day of class and given the post-test the last week of class. This is designed to evaluate how well the students obtained the information presented to them.

To highlight the success that is being achieved by students of our agriculture program, we include below a recent MCC press release that celebrates the College's success at this year's Society for Rangeland Management Cup Poster Competition:

Miles Community College Ag Students Place 3rd at National Rangeland Cup Competition

A group of four students majoring in different components of agriculture at Miles Community College placed 3rd at the Society for Range Management (SRM) Rangeland Cup Poster Competition held during SRM's annual meeting in Corpus Christi, Texas, the week February 1. The students representing MCC were: Aly Christians (Helena, MT), a sophomore in the Associate of Science-Agribusiness degree; Laura Duchsherer (Balfour, ND), a sophomore in the Associate of Science-Agribusiness degree; Whitney Morrison-Hilliard (Miles City, MT), a sophomore in the Associate of Science-Animal Science (Livestock Management) degree; and Kelsi Schultz (Glasgow, MT), a freshman in the Associate of Science-Wildlife and Fisheries Biology degree. The team's mentor was MCC Ag Instructor, Kim Gibbs.

The Rangeland Cup is a yearly team problem-solving competition centered on an issue or problem of interest to rangeland management. The competition promotes critical thinking and cooperative, collaborative work on current topics and/or topics of historical importance to rangeland ecology and management. Teams are made up of four students and one professional mentor. Miles Community College's poster topic was "Rangeland: What do you see (on social media)". Throughout their process of creating the poster, the

team sent a survey to people to assess how people receive information about rangeland management as well as how their perceptions of rangeland are influenced by what they see on social media. The conclusion is that people believe what they see and read on social media so range managers need to portray truthful information through short articles and even memes with simple messaging attached.

There were 15 total posters from 12 different colleges in the contest. MCC was one of only two "two" year colleges at the competition. The first and second place finishers were California State University – Chico and Colorado State University. [MCC finished ahead of such notable schools as Oklahoma State University, the University of Wyoming, Oregon State University, the University of Nevada-Reno, and Texas A & M-Kingsville.]

"Attending the Society for Range Management Meeting and participating in the Rangeland Cup competition was a great experience for the team," says MCC Ag Instructor, Kim Gibbs. "They competed against some of the top range management colleges in the nation and performed exceedingly well by placing 3rd. Winning at a national level and competing against four-year colleges validates that MCC has some top notch students that have taken advantage of what a community college has to offer."

Miles Community College offers one- and two-year programs in various agriculture emphasis areas which include: Agribusiness, Natural Resource and Range Management, Wildlife and Fisheries Biology, Animal Science (both Livestock Management and Pre-Veterinary), and Agriculture Production. For more information about MCC and its academic programs, visit www.milescc.edu or contact MCC at 406.874.6100.

The College also prepared a video celebrating this achievement and is available at the following link: https://www.youtube.com/watch?v=8eDKe8BdZag

ASSOCIATE OF SCIENCE IN NURSING (ASN) PROGRAM

4.A.2 Evaluation of programs and services to achieve program goals. Primary role of faculty in evaluating educational programs and services. (Recommendation 6)
4.A.3 Systematic assessment of student achievement of course, program, and degree learning outcomes. Primary role of faculty in evaluating student achievement of learning outcomes. (Recommendation 4)
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. (Recommendation 4)

Introduction

Miles Community College Nursing Program is a two year Associate of Science Degree in Nursing. The Program prepares students to take the NCLEX-RN licensure exam. The Program is delivered on campus and over Interactive Television Network (ITV). There are two cohorts using the ITV system: students at the partnered sites and students at the host sites. The difference between the cohorts is that one cohort is guaranteed the delivery of the Nursing courses (Partnered site), and the other cohort (Host site) is not. The Partnered sites have a Memorandum

of Agreement (MOA) with the College and the Director of Distance Education has secured agreements with each of the host sites.

The A.S.N. degree may be completed in two years (four semesters), following a full-time plan of study. Students may also choose a part-time option and complete the required courses over a longer period of time. The part-time option allows the students to complete all or part of the required "non-nursing," general education course prior to applying for admission to the Nursing Program. Once admitted to the Nursing Program, students must complete the ASN requirements within two years of the initial date of admission. The total number of credits for the Nursing Program is 77 credits. At the completion of this program, graduates are prepared to sit for the NCLEX-RN (National Council Licensure Exam for Registered Nurses).

Alignment of Course Outcomes with Program Outcomes

The purposes of the Miles Community College Associate of Science Degree Program are to:
- Provide for fulfillment of the requirements for the A.S.N. degree
- Establish the graduate's educational preparation for application to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN)
- Facilitating an acceptance of responsibility and accountability as a member within the discipline of nursing
- Provide an environment that fosters critical thinking and encourages the application of knowledge to practice

Program Outcomes

The outcomes of the College's Associate of Science Degree Nursing Program are to graduate individuals who will care for patients within a family or context of a community and are prepared to:
- Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. *(NLN, 2010 p. 38)*
- Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context. *(NLN, 2010 p. 38)*
- Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context. *(NLN, 2010 p. 38)*
- Examine the evidence that underlies clinical nursing practice to challenge the status quo, question, underlying assumptions, and offer new insights to improve the quality of care for patients, families and communities. *(NLN, 2010 p. 38)*

The Nursing curriculum is organized around two established entities: National League of Nursing (NLN) and nursing theorist, Dr. Patricia Benner. NLN offers their main elements which incorporates Benner's work on apprenticeships. Benner's apprenticeships are based on three concepts: Knowledge, Practice and Ethical Comportment. *(Benner, 2009; Benner et al., 2009)*. NLN, with input from Dr. Benner, have designed a comprehensive nursing education model. This model has been adopted as the organizational framework for Miles Community College nursing curriculum. NLN's recommendations for educational competencies include seven core values, six integrated concepts and four core competencies. The three apprenticeships define the six concepts.

The Program is consistent with contemporary beliefs of the profession and congruent with NLN 2010 Educational Outcomes and Competencies for Graduates of Associate Degree Programs and the Institute of Medicine (IOM) *Future of Nursing: Leading Change and Advancing Health* (IOM, 200 d).

The summer of 2013, the Nursing faculty changed its Organizing and Conceptual Framework in response to the recommendations from the spring Focused Visit. The following Program purposes and outcomes have been in place from 2006 through the graduating class of 2014.

PROGRAM PURPOSES

- Provide for fulfillment of the requirements for the ASN degree.
- Prepare the graduate to sit for NCLEX-RN licensure exam.
- Facilitates and accepts responsibility and accountability as a member within the discipline of nursing.
- Provide an environment that fosters critical thinking and encourages the application of knowledge to practice.

PROGRAM OUTCOMES

- 80% of students who enter the Program graduate in 2 academic years.
- NCLEX-RN pass rates for first time test takers is at national average.
- 80% of students who desired to work are employed as a registered nurse within six months after graduation.
- 90% of all nursing grads state that they would recommend MCC Nursing to others.

The 2014 graduating class continued under the previous Nursing Program's conceptual framework. The Nursing faculty agreed that the *Outcomes and Competencies for Graduates of Associate Degree Programs* which was developed by the National League of Nursing (NLN) continued to meet the Nursing Program's expectations of professional standards, guidelines and competencies.

During the summer of 2013, Nursing faculty came together and changed the Program's conceptual framework to reflect the 2010 NLN Outcomes and Competencies for Associate Degree Nursing Program's which includes Student Learning Outcomes and Program Outcomes. The incoming Nursing students for fall 2013 began with the new framework, however, Student Learning Outcomes were not defined when the 2013-2014 Nursing Handbook went to press. The tables below demonstrate the outcomes for both the students and the program.

Student Learning Outcomes & Course Assessments

Student Outcomes	Course Assessments
Human Flourishing: Upon completion of the MCC Nursing Program; 100% of the nursing students shall: *Advocate for patients and families in ways that promote their self-determination, integrity and ongoing growth as human beings.* (NLN 2010 p.38)	Course exams 78% > Clinical evaluations 78% > ATI Content Mastery exams Level One - Level three ATI Comprehensive exams Level One – Level three.

Nursing Judgment: Upon completion of the MCC Nursing Program; 100% the nursing students shall: *Make judgments in practice, substantiated with evidences that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.* (NLN 2010 p.38)	Course exams 78% > Clinical evaluations 78% > ATI Content Mastery exams Level One - Level three ATI Comprehensive exams Level One – Level three.
Professional Identity: Upon completion of the MCC Nursing Program; 100% of the nursing students shall: *Implement one's roll as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and community context.* (NLN 2010 p.38)	Course exams 78% > Clinical evaluations 78% > ATI Content Mastery exams Level One - Level three ATI Comprehensive exams Level One – Level three.
Spirit of Inquiry: Upon completion of the MCC Nursing Program; 100% of the nursing students shall: *Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.* (NLN 2010 p.38)	Course exams 78% > Clinical evaluations 78% > ATI Content Mastery exams Level One - Level three ATI Comprehensive exams Level One – Level three.

Program Assessment

Program Assessment	Outcome Measures
1. Retention Rates 80% of students who are accepted and attend orientation will complete the program	1. Measured by retention data, located in the Director of Nursing office.
2. Completion Time 80% of students who begin the Nursing program will graduate in four (4) semesters.	2. Measured by transcripts and advising records.
3. NCLEX Pass Rates 88% (or within 4% points of national average) of graduates will pass NCLEX on first attempt.	3. Measured by annual NCLEX Pass Rates
4. Graduate Satisfaction Data collected from graduate nurses will reveal a cumulative 85% nursing program satisfaction.	4. Measured by Graduate Satisfaction Questionnaire administered within 6-12 months post-graduation by the Vice President of Student Success and Institutional Research.
5. New Graduate Employment 85% of graduates will be employed as an RN within six- twelve (6-12) months post-graduation.	5. Measured by Graduate Satisfaction Questionnaire administered within 6-12 months post-graduation by the Vice President of

					Student Success and Institutional Research.	
6. Employer Satisfaction 85% of employers of graduates will express satisfaction with the program.					6. Measured by Employer Satisfaction Questionnaire administered by the Director of Nursing 6-12 months post-graduation.	

Nursing Advisory Committee

The Nursing Advisory Board meets yearly; the Director gives an overview of the Program and asks the Board for input and if the Nursing Program is meeting the needs for their facility. In addition, the Nursing Program facilitates collaborative meetings with Glendive Medical Center and Sidney Health Center allow all partners to discuss the continued partnerships and to discuss specific needs from each of the distant sites.

Graduate Surveys

The table below demonstrates the student's satisfaction with Miles Community College and the Nursing Program. Response rate from 2006-2013 averaged at 29.6%. The Program has tried several methods to increase the number of responses from graduates, including a monetary incentive in 2009 and 2010. This is another area where the Program needs to improve its efforts and is a goal for 2014-2015.

Trended graduate six-month surveys 2009-2014

Criteria	2009	2010	2011	2012	2013	2014
Response rate	13/36 36%	6/30 20%	12/35 34%	12/34 35%	8/35 23%	
Enrolled in BSN	0	0	0	2	3	
Participated in Continuing Education	50%	66%	66%	75%	63%	
Has received a specialized certification	50%	50%	50%	50%	25%	
Worked as a Registered Nurse	100%	100%	92%	92%	100%	
Average Starting Wage mode	$20.00	$21.40	$22.55	$20.66	21.32	
Job Type:						
Hospital	77%	83%	64%	72%	100%	
Medical Unit	6	2	7	0	8	
Surgical Unit	1	0	0	0	0	
Pediatric Unit	0	0	2	0	7	
Intensive Care Unit	0	0	4	0	0	
Obstetrics	0	0	2	0	7	
Psychiatric Unit	0	0	0	0	7	
Emergency Room	1	3	2	0	1	
Other	0	0	1	1	0	
Office Nurse	0	0	1	0	0	

Long Term Care	23%	33%	36%	9%	13%
Medical Assistance Facility/Critical Access	0	0	0	1	0
Home Health Care	0	0	0	1	0
Other	0	0	1	0	0
Preparation adequate to meet my needs in:					
Role as Provider of Care:					
Technical Skills % Agree	77%	100%	92%	100%	100%
Communication Skills % Agree	92%	100%	92%	100%	100%
Client Teaching % Agree	100%	100%	92%	100%	100%
Criteria					
Role as Manager of Care:					
Prioritizing Care % Agree	100%	100%	83%	100%	100%
Delegating to Others % Agree	76%	100%	75%	87%	87%
Interacting with other health team	100%	100%	75%	100%	100%
Role as Member Within the Discipline:					
Practice legally and ethically	100%	100%	92%	100%	100%
Client advocate	92%	100%	92%	100%	100%
Identify and use resources	92%	100%	100%	100%	100%
% Reporting Passing NCLEX first time	80%	100%	100%	100%	100%
Took NCLEX in June/July	70%	83%	83%	83%	88%
Average Testing Time	2 hrs- 25 min	2hrs-55 min	2hrs-55 min	2hrs-55 min	2hrs-30 min
Number of Test Questions (mode)	75	Unreliable data	75	75	75
Enough prior experience with computers	100%	100%	100%	100%	100%
Program helped prepare them for NCLEX	69%	100%	100%	100%	100%
Very Satisfied with MCC Nursing Program	69% generally satisfied	83%	83%	75%	63%
Would recommend Program to others	100%	83%	83%	92%	100%
Interested in becoming an alumni member	31%	83%	83%	67%	50%

Student satisfaction:						
Academic preparation % satisfied	84%	67%1	67%	91%	75%	
Faculty advisor/assist % satisfied	77%	67%	67%	92%	75%	
Student support services % satisfied	85%	67%	67%	83%	63%	
Campus Activities % satisfied	77%	50%	50%	67%	43%	
Campus Rules/regs % satisfied	69%	50%	50%	67%	63%	
Campus Facilities % satisfied	No response	33%	16%	72%	63%	

Job Placement

The table below demonstrates Job Placement rates for the Miles Community College Nursing Program. The information is taken from Graduate Student Surveys. The data is not available for 2014.

Job Placement Rates

At least 80% of the students who obtain licensure and desire to work will be employed as a registered nurse within six months of graduation from MCC.	2014	TBD	X	
	2013	97%	X	
	2012	83%	X	
	2011	92%	X	
	2010	100%	X	
	2009	83%	X	

4.B.2 Results of assessment of student learning inform planning and practices to enhance student learning achievements. Results of learning assessments are communicated to appropriate constituencies. (Recommendation 5)

Evaluation of Assessment Processes and Improvement

The Nursing Program utilizes a Systematic Plan for Evaluation (SPE) designed by Accreditation Commission for Education in Nursing (ACEN). The changes the Program implemented in the fall of 2013 will not fully realized until the students graduate in 2015.

To assess the Nursing Program for integrity, rigor, and currency, the faculty uses a systematic process which includes the reviews of student's formative and summative evaluations, ATI assessment exams, NCLEX-RN, Mountain Measurement reports, student surveys, and self-reflection. All evaluation tools drive the faculty to change Nursing Program curriculum.

From 2008- 2013, the Program consistently reviewed data from ATI, eCollege, clinical progression notes, NCLEX-RN pass rates, instructor evaluations, clinical site evaluations, student surveys, the College's Institutional Effectiveness Plan, employer surveys, and graduate surveys.

A few examples of a faculty-led changes are: 2010 increase in GPA, increase in course average, change in credit distribution and in 2014 in order to get an "A", the score begins at 93%-100

instead of 92%. The outcomes from the changes made in 2011 were clearly seen in the 2013 NCLEX-RN pass rates.

The Director and Nursing Faculty have learned many lessons from our recent Program accreditation. Data is gathered, analyzed and trended for future program development. The Employer Survey and Graduate Survey have been revised to ensure improved response. The revisions have been developed and will be implemented with the graduating class of 2015.

AUTOMOTIVE TECHNOLOGY

4.A.2 Evaluation of programs and services to achieve program goals. Primary role of faculty in evaluating educational programs and services. (Recommendation 6)
4.A.3 Systematic assessment of student achievement of course, program, and degree learning outcomes. Primary role of faculty in evaluating student achievement of learning outcomes. (Recommendation 4)
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. (Recommendation 4)

Introduction

The purpose of the automotive technology program is to provide students with practical skills for enhanced employment opportunities in the automotive repair industry such as engine repair, emissions testing, computer diagnostics, driveline repair, etc. Students receive classroom training as well as many hours of instruction in the lab using standard and specialized diagnostic equipment. Students can receive a Certificate of Applied Science, or an Associate of Applied Science degree in Automotive Technology upon completion of the program. Upon completion of Certificate of Applied Science in Automotive Technology, students will be able to:

- Test parts and systems to ensure that they are working properly;
- Identify mechanical problems, often by using computerized diagnostic equipment;
- Follow checklists to ensure that all critical parts are examined;
- Test and lubricate the vehicle's engine and other major components;
- Perform basic care and maintenance, including oil changes, tune-ups, and tire rotations;
- Disassemble and reassemble parts;
- Repair or replace worn parts, such as brake pads and wheel bearings;
- Use testing equipment to ensure that repairs and maintenance are effective;
- Explain to clients their automotive problems and the repairs done on their vehicles.

For the Associate of Applied Science in Automotive Technology, students will additionally be able to:
- Rebuild an engine in its entirety;
- Demonstrate basic welding skills;
- Modify high-performance engines;
- Complete the Automotive Service Excellence (ASE) Certification examinations.

Through classroom and lab projects which allow hands-on instruction and equipment experience, students are given the opportunity to learn and perfect their skills and understanding. Students hone their skills in diagnosing vehicle problems and proper automotive repair procedures. Classroom and lab experiences ensure that all proper safety and operational techniques are covered. As well, students are enrolled in core curriculum including Elementary Technical Writing, Introduction to Technical Mathematics, and Communicating in a Dynamic Workplace. These core classes are paramount in giving the student a well-rounded knowledge base to be able to fulfill the planning and reporting requirements involved in automotive repair industry.

The list of classes required for the degrees are as follows:

Related Instruction Courses

- **COMX 106 Communicating in a Dynamic Workplace**: Students enhance communication skillsets through their study of human behavior and personality, self-management, self-development, and elementary business psychology. Additionally, students develop written communication skills by preparing resumes and cover letters.
- **WRIT 108 Elementary Technical Writing**: Technical Writing for the Trades is designed to prepare the student for job-related writing. Students learn to communicate information that is new to someone who needs to know the information in order to do a job or make a decision. Topics include adapting messages to audiences, organizing paragraphs, revising for style, summarizing information, weighing ethical issues, creating appropriate page layout for everyday communications situations, and explaining a process. Specific applications are individualized according to students' career plans and are chosen from several categories including effective memo/letter writing, short report writing, and proposal writing.
- **M100 Introduction to Technical Mathematics**: This course is designed to provide a mathematical background necessary for success in the industrial areas and to meet the math requirement for the automotive, heavy equipment and building trades certificate programs at Miles Community College.

Automotive Technology Curriculum

- **AST 104 - Driveline & Rear Axle** This course is an intense study of driveline and drive axle components as well as rear drive axles. Topics covered include driveline and rear axle theory, construction, diagnosis, and repair.
- **AST 105 - Driveline & Rear Axle Lab** This course is an intense study of driveline and drive axle components as well as rear drive axles. Topics covered include driveline and rear axle theory, construction, diagnosis, and repair.
- **AST 106 - Automotive Manual Drive Train and Axles** This course is designed to prepare students to properly diagnose and repair automotive clutches, manual transmissions, and transaxles utilizing both theory and service operations and overhaul.
- **AST 107 - Automotive Manual Drive Train and Axles Lab** This course is designed to prepare students to properly diagnose and repair automotive clutches, manual transmissions, and transaxles utilizing both theory and service operations and overhaul.

- **AST 112 - Automotive Braking Systems** This course is a complete study of hydraulic brake systems, including theory of operation, diagnosis, and repair of all hydraulic and friction items.
- **AST 113 - Automotive Braking Systems Lab** Students will work with a hydraulic brake system to diagnose and repair all hydraulic and friction items.
- **AST 120 - Wheel Alignment & Balance** This course is a complete study of wheel alignment principles, settings, and adjustment procedures. Tire and wheel construction and balancing will be covered.
- **AST 121 - Wheel Alignment & Balance Lab** This course is a complete study of wheel alignment principles, settings, and adjustment procedures. Tire and wheel construction and balancing will be covered.
- **AST 122 - Foundations of Automotive Suspension & Steering Systems** This course is a complete study of the operation, construction, diagnosis, and repair of automotive suspension and steering systems.
- **AST 123 - Foundations of Automotive Suspension & Steering Systems Lab** This course is a complete study of the operation, construction, diagnosis, and repair of automotive suspension and steering systems.
- **AST 132 - Charging & Starting Systems** This course is a complete study of the principles, operation, testing, and repair of charging and starting systems. Class meets days 19-26 of the first semester.
- **AST 133 - Charging & Starting Systems Lab** Students will use instrumentation and troubleshooting skills to test and repair charging and starting systems. Class meets days 19-26 of the first semester.
- **AST 134 - Basic Automotive Electrical, Battery, Wiring & Lighting** This course is a complete study of electrical principles, battery operation (rating and types), the fundamentals of operation of automotive lighting and wiring, and the use of electrical meters and test instruments.
- **AST 135 - Basic Automotive Electrical, Battery, Wiring & Lighting Lab** Students will use electrical meters and test instruments to monitor battery operation, and repair automotive lighting and wiring.
- **AST 150 - Ignition Systems** This course is a complete study of the function and operation of point, electronic, and computer ignition systems. The servicing and testing of ignition components and operation of oscilloscopes and other ignition test equipment will be included.
- **AST 151 - Ignition Systems Lab** Students will use oscilloscopes and other ignition test equipment to repair electronic and computer ignition systems.
- **AST 152 - Fuel Systems** This course is designed to prepare students to properly diagnose and repair all types of automotive fuel systems utilizing both theory and service procedures used in the industry.
- **AST 153 - Fuel Systems Lab** Using theory and service procedures students will diagnose and repair all types of automotive fuel systems.
- **AST 154 - Engine Tune-Up** This course is designed to prepare students to properly diagnose, test, and repair problems with the engine, fuel, ignition, and emissions systems that can cause high emissions, poor fuel economy, and/or poor drivability.
- **AST 155 - Engine Tune-Up Lab** Students will properly diagnose, test and repair problems with the engine, fuel, ignition, and emissions systems that can cause high emissions, poor fuel economy, and/or poor drivability.

- **AST 156 - Automotive Emissions** This course will provide students with the information needed to diagnose and repair emission control systems.
- **AST 157 - Automotive Emissions Lab** This course will provide students with the information needed to diagnose and repair emission control systems
- **AST 158 - Automotive Diagnostic Equipment I** This course is an intense study of electrical and electronic theory, systems, and components. Students participate in troubleshooting techniques and repair of electrical and electronic components.
- **AST 159 - Automotive Diagnostic Equipment II** This course is a continuation of study of electrical and electronic theory, systems, and components. Prerequisite: AST 158 Automotive Diagnostic Equipment I.
- **AST 160 - Automotive Engine Repair** This course is a complete study of the operation, construction, diagnosis, and repair of the internal combustion engine.
- **AST 161 - Automotive Engine Repair Lab** Using tools, instrumentation and the diagnostic skills learned in the theory portion of the class, students will diagnose and repair an internal combustion engine.
- **AST 170 - Automotive Air Conditioning** This course is a complete study of the operation, service, and repair of heating and air conditioning systems. The operation of detailed state-of-the-art equipment for diagnosing and repairing these systems without endangering the environment will be covered.
- **AST 171 - Automotive Air Conditioning Lab** This course is a complete study of the operation, service, and repair of heating and air conditioning systems. The operation of detailed state-of-the-art equipment for diagnosing and repairing these systems without endangering the environment will be covered.
- **AST 268 - High Performance Engine Modifications** This course will provide the student with the principles and techniques to successfully build and modify automotive engines for high performance usage.
- **AST 270 - Automatic Transmissions and Transaxles** This course is a complete study of operation, construction, diagnosis, and repair of automatic transmissions and transaxles
- **AST 271 - Automatic Transmissions and Transaxles Lab** This course is a complete study of operation, construction, diagnosis, and repair of automatic transmissions and transaxles.
- **AST 285 - ASE Exam Prep: Section One** This course is designed to update students on the most important areas of vehicle service and to help prepare students for the ASE Automotive Technicians Certification tests.
- **AST 291 - Special Topics** This course presents advanced and continued training in specialized areas of automotive technology. Students complete work orders for actual customers.
- **AST 298 - Automotive Internship** This course is a planned and supervised work learning experience in the field of automotive mechanics.
- **WLDG 235 - Oxy-Acetylene Welding** This course presents basic oxyacetylene welding principles, techniques, theories, and practical applications. The care and use of welding equipment, generators, regulators, torches, tanks, and manifolds will be covered. The oxyacetylene welding of sheet metal and mild steel, cutting, brazing, and soldering are also covered.
- **WLDG 240 - Electric Arc Welding** This course presents the fundamentals of arc welding in flat and horizontal positions. Areas covered include basic welding techniques, joints, fundamental welds, electrode classification, metal identification, welding symbols,

and control of expansion and contraction. Students will have the opportunity to use AC-DC, MIG, and TIG welders.

- **CAPP 120 - Introduction to Computers** This course emphasizes the practical aspects of today's computing environment. Instruction includes the basic computer architecture and operation, hardware, operating systems, network communication, ethical issues associated with computers, and aspects of integrated software with an emphasis on business applications.
- **CAPP 120A - Introduction to Computer Applications** This course emphasizes the practical aspects of today's computing environment. Instruction includes the basic computer architecture and operation, hardware, operating systems, network communication, ethical issues associated with computers, and aspects of integrated software with an emphasis on business applications.
- **ACTG 101 - Accounting Procedures** This course provides fundamental instruction on financial record keeping and basic bookkeeping methods. Topics include implementing the basic accounting equation; using T accounts; preparing and posting journal entries; reversing entries, and closing entries; payroll reporting; compiling income statements, balance sheets, and statements of owner's equity. This course satisfies a core requirement for the AAS degree in Auto Mechanics or Building Technology. In addition, it is an excellent class to prepare students for the Principles of Accounting series.

Course Assessment

Students complete written examinations for each classroom module within the program. These examinations are essay and multiple choice which follow guidelines set by ASE (Automotive Service Excellence). These performance evaluators are utilized by MCC's automotive technology instructor to insure that industry standard performance levels are met. Performance levels are also measured within the lab portion using a check-off sheet of repairs and diagnostic checks that will be completed and graded for each module.

Program Assessment

Each year, the Automotive Technology Advisory Board meets to discuss the program and insure industry direction and needs are met. This Board consists of full time automotive technicians, dealership owners and managers, MCC's administrative personnel, automotive technology instructor and at least one automotive technology student. Any program changes or improvements deemed necessary by the Board are noted and if such changes are viable and achievable, the program will reflect the advice of the Board.

The employment rate for students in the Career & Technical programs is 98%.

4.B.2 Results of assessment of student learning inform planning and practices to enhance student learning achievements. Results of learning assessments are communicated to appropriate constituencies. (Recommendation 5)

Evaluation of Assessment Processes

The assessment process currently used appears to be a good process and there doesn't need to be any changes made. The program has maintained and employers have given positive feedback as to the quality of students graduating from the course.

Improvement

Changes have been made with varying requests from dealerships and private repair shops. For example, the automotive electrical module was changed from a two-week module to a four-week module in order to ensure the students were given ample time to learn the more complicated electronic systems in the modern automobile.

BUSINESS

4.A.2 Evaluation of programs and services to achieve program goals. Primary role of faculty in evaluating educational programs and services. (Recommendation 6)
4.A.3 Systematic assessment of student achievement of course, program, and degree learning outcomes. Primary role of faculty in evaluating student achievement of learning outcomes. (Recommendation 4)
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. (Recommendation 4)

Introduction

The business programming provides different options for students:
1. AAS-Small Business Management
2. AAS-Office Administration and Technology
3. Certificate-Accounting
4. Certificate-Customer Relations
5. Certificate-Entrepreneurship
6. Certificate-Fundamentals of Business
7. Certificate-Sales and Marketing

The majority of the students entering the business program pursue the AAS-Small Business Management.
Program outcomes for the AAS-Small Business Management include:

1. Demonstrate knowledge of communication, organizational and managerial skills;
2. Demonstrate an ability to market and promote products;
3. Demonstrate working knowledge of application software used in the field of small business;
4. Demonstrate an understanding of the elements of the accounting cycle and general financial statements;
5. Demonstrate an understanding of the global economy and its impact on and opportunity for small business.

- **Demonstrate knowledge of communication, organizational and managerial skills;**
    a. COMX 111 Public Speaking: Students develop skills in speaking, organizing thoughts and listening.
    b. COMX 106 Communicating in a Dynamic Workplace: Students enhance communication skillsets through their study of human behavior and personality, self-management, self-development, and elementary business psychology. Additionally, students develop written communication skills by preparing resumes and cover letters.
    c. Writing (WRIT 100 level course): The writing process is taught in these courses and how to apply the writing to the target audience.
    d. BMGT 235 Management: Students learn the core managerial functions of planning, organizing, directing, and coordinating and are able to apply these skills to the managerial role of the business setting.
- **Demonstrate an ability to market and promote products;**
    a. BMKT 210 Sales, Merchandising & Retailing: This course discusses the retailing environment including merchandise management and relationship retailing.
    b. BMKT 225 Marketing: Students learn the full scope of marketing to the consumer including the marketing mix, target markets, marketing research and writing the marketing plan.
- **Demonstrate working knowledge of application software used in the field of small business;**
    a. CAPP 120 Intro to Computers: Students learn basic computer architecture and operation, hardware, operating systems, and network communication.
    b. CAPP 151 MS Office: Students are taught about the Windows Operating system and Microsoft software at an intermediate level.
    c. CAPP 156 MS Excel: Students learn to operate excel as a tool for business use.
- **Demonstrate an understanding of the elements of the accounting cycle and general financial statements;**
    a. ACTG 201 Principles of Financial Accounting: The fundamental principles of accounting including the accounting cycle are taught in this course.
    b. ACTG 201 Principles of Managerial Accounting: This course focuses on the management side of the accounting process along with an emphasis on corporations.
    c. BFIN 205 Personal Finance: Through course content, students learn about money management, consumer credit, insurance, investing and consumer purchasing strategy.
- **Demonstrate an understanding of the global economy and its impact on and opportunity for small business.**
    a. BMKT 210 – Small Business Entrepreneurship: Students learn about the startup process for a small business and the role entrepreneurial ventures play in the domestic and global economy.
    b. ECNS 201 Principles of Microeconomics: Students learn about economic systems nationally and internationally.

Course Assessment:

Students in the business curriculum are assessed in multiple formats, depending on the course. In courses such as Marketing and Management, students are assessed through essay style tests, group project presentations and papers, and essay style assignments that link directly to course material. In courses such as Accounting and Finance, students are assessed in a more direct format through in class tests and quizzes that allow them to demonstrate their understanding of the material in a problem format. In addition, assignments link to the chapter material and are used as a guide to see if the student is understanding the material. Each form of assessment is applied to the appropriate course to facilitate student comprehension of content while allowing the instructor to identify and assess the link between student understanding of course content and the course outcomes.

Program Assessment:

- The Advisory Committee for the Business program meets every two years. Each meeting allows the program administrator to understand the current landscape of the business arena in Miles City and the surrounding communities. In addition, business needs are discussed and how MCC could best serve the business community through student knowledge base and skill level. Finally, through this process, suggestions are discussed regarding course content revisions/additions to aid student and ultimately the business community success.
- The employment rate for students in the Career & Technical programs is 98%.

4.B.2 Results of assessment of student learning inform planning and practices to enhance student learning achievements. Results of learning assessments are communicated to appropriate constituencies. (Recommendation 5)

Evaluation of Assessment Processes and Improvement

At this point, the assessment process within the business program is working and aligns with the business needs according to the most recent advisory committee meeting.

In the past three years, changes have been made to the business course assessment process to reflect the strong desire of local businesses for a process based approach to learning while maintaining strong communication skills. Essay style take home tests allow the students to read, think, process, and finally write a response. Through this progression, students are able to align course content with the test question and they learn how to communicate their thoughts in writing; an important skill for the workplace. In addition, based off of advisory committee feedback, it is critical to businesses that they employ individuals that understand the importance of teamwork. To enhance this understanding, students in the business curriculum not only complete a final group project and paper, they also now work intensely in teams while in the classroom setting. Through group discussions they are able to share ideas as they pertain to course content.

EQUINE STUDIES

4.A.2 Evaluation of programs and services to achieve program goals. Primary role of faculty in evaluating educational programs and services. (Recommendation 6)
4.A.3 Systematic assessment of student achievement of course, program, and degree learning outcomes. Primary role of faculty in evaluating student achievement of learning outcomes. (Recommendation 4)
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. (Recommendation 4)

Introduction

Associate of Applied Science in Equine Studies

This two year degree is designed to give students a foundation in natural horsemanship and how to apply that knowledge in a practical manner to train working ranch versatility horses. Graduates will be prepared for a career in equine business and management, colt starting, assistant trainer and facilities management, or allied industries such as feed, tack and equipment sales. The program is designed to give a broad base for any equine field. Internships are encouraged and will be available from all the different disciplines. The objectives of the Equine Studies A.A.S degree are as follows:

1. Demonstrate how to communicate effectively with their horse and train them to work with livestock.
2. Start a colt from the ground up.
3. Evaluate correct and incorrect information pertaining to the equine industry.
4. Understand basic marketing concepts for a variety of horses.
5. Demonstrate basic horse care and nutrition.
6. Demonstrate how to control all parts of the horse to give the horse a solid foundation to go into any discipline, such as reining, reined cow horse, cutting, ranch horse versatility, roping, and trail horses.

Alignment of Course Outcomes with Program Outcomes

- **Demonstrate how to communicate effectively with their horse and train them to work with livestock**:
    - **EQUH 165 Livestock Handling and Ranch Roping** discusses the principles of how to read and handle livestock in a low stress approach.
    - **EQUH 256 Developing the Young Horse** uses positive communication techniques throughout the process of preparing a colt for a ranch horse versatility sale at the end of the students second year. (Livestock is used for instruction and encouraged to be used to teach the horse in all riding classes.)

- **Start a colt from the ground up:**
  - **EQUH 253 Starting Colts** entails working with colts starting with groundwork and continuing to the use of a saddle. Students learn how to read different attitudes in horses and prepares them to start horses in a realistic situation.
  - **EQUH 256 Developing the Young Horse** continues to develop the skills of handling, gentling, saddling, driving, and riding a young horse. Students design, implement, review, and discuss their horse training program. Positive communication techniques are used throughout the process.

- **Evaluate correct and incorrect information pertaining to the equine industry:**
  - **EQUH 101 Introduction to Equine Studies** takes a look at changing horse industry issues.
  - **AGSC 101 Introduction to Ag and Environmental Resources** entails visits with various businesses and people in the ag industry and find out what some of their biggest concerns are.
  - **COMX 106 Communicating in a Dynamic Workplace** develops skills to prepare resumes, cover letters, and other communications involved in obtaining a job.

- **Understand basic marketing concepts for a variety of horses:**
  - **ANSC 100 Animal Science** covers the basics of animal practices from across the United States.
  - Writing (WRIT 100 level course) teaches the writing process and how to apply one's writing to the target audience.
  - **M 108 Business Math** is a study of math and terminology used by business and industry.
  - **ACTG 101 Accounting Procedures** 1 provides fundamental instruction on financial record keeping and basic bookkeeping methods.
  - **COMX 106 Communicating in a Dynamic Workplace** develops skills to prepare resumes, cover letters, and other communications involved in obtaining a job.
  - **AGBE 232 Equine Sales & Marketing** teaches students how to prepare a horse for a sale. They will also study how to market horses in different venues (production sale, catalog sale, internet, etc.)
  - **EQUH 256 Developing the Young Horse** covers the process of preparing a colt for a ranch horse versatility sale at the end of the students second year.

- **Demonstrate basic horse care and nutrition:**
  - **EQUH 101 Introduction to Equine Studies** gives the student an overview of equine health that will provide a basis for subsequent more practical and scientifically based courses.
  - **EQUH 130 Hoof Care Science** prepares students interested in doing light barefoot maintenance or trimming on their own horses. Basic anatomy , biomechanics, as well as how to evaluate the horse's movement and gait for proper training are also discussed.
  - **EQUH 102 Horse Conformation and Selection** covers basic conformation while stressing the importance of form to desired function.
  - **BIO 101 Discover Biology** examines fundamental principles concerning plant and animal life.

- o **ANSC 100 Animal Science** covers the basics of animal practices from across the United States.
  - o **ANSC 202 Livestock Feeding and Nutrition** teaches the principles of feeding livestock.
  - o **ANSC 265 Functional Anatomy of Domestic Animals** is designed to be an overview of the form and function of the normal body of common domestic animals.

- **Demonstrate how to control all parts of the horse to give the horse a solid foundation to go into any discipline, such as reining, reined cow horse, cutting, ranch horse versatility, roping, and trail horses:**
  - o **EQUH 155 Introduction to Natural Horsemanship** examines the basic concepts of horsemanship first in groundwork, and then riding. Moving all five parts of the horse is stressed.
  - o **EQUH 252 Natural Horsemanship: Building a Relationship** takes the student to a new level of communication with the horse by obtaining responses to the slightest pressure without resistance.
  - o **EQUH 254 Natural Horsemanship: Harmony with Your Horse 1**: covers impulsion programs and the different patterns of different gaits. Students also learn about the importance of seat connection while riding. Controlling the speed and direction of the horse is discussed.
  - o **EQUH 255 Natural Horsemanship: Harmony with Your Horse 2:** The student should have a thorough understanding of horsemanship and competence both on the ground and in the saddle. The student will advance the skills, confidence, and respect gained and create a stronger connection with the horse.

Course Assessment

Students within the Equine Studies program are assessed in several ways:
- Research essays about current topics relating to the topic of the class.
- Tests: fill in the blank, multiple choice, short answer, and essay. This testing format uses several different question types to encourage critical thinking and apply the information given in the class.
- Quizzes are also given in classes to measure how well the students are comprehending the subject between tests.
- Oral presentations about a topic of the students' choosing. This allows the students to gather more information about what they have an interest in and present it in an understandable way.
- Peer assessment of oral presentations and riding exams.

Program Assessment

- The advisory council for the equine program meets every 2 years to gather information about what is needed in the horse industry in Eastern Montana. Also we look at ways for MCC to help meet some of the needs of the community by offering classes that relate to Agriculture.
- Stay in touch with former graduates of MCC students see what are program's strengths and weaknesses are once they start to pursue a career in agriculture.
- Professional critiques from the industry leaders which also promotes good contacts.

- The employment rate for students in the Career and Technical programs is 98%

4.B.2 Results of assessment of student learning inform planning and practices to enhance student learning achievements. Results of learning assessments are communicated to appropriate constituencies. (Recommendation 5)

Evaluation of Assessment Processes and Improvement

When the Equine Advisory Council met, we looked at viable horse sale options in the area. MCC has been invited to participate in the University of Montana Western horse sale beginning in 2017. EQUH 256 Developing the Young Horse ties in very nicely with the sale as our capstone course.   This sale will take a colt start to finish to compete against other colleges in a team concept in Ranch Horse Versatility. Ranch Horse Versatility is what the Advisory Council helped to decide to focus on in our area. Students will also meet important AQHA contacts at this sale. There is also an academic competition.
Students are also encouraged to have their midterms and finals filmed and sent to top professionals for critique and evaluation.
Students also day work in the area with local ranchers when opportunity allows.
In 2013 MCC averaged $2,200 per head at the Top of the West colt sale and competition. Second behind UMW and ahead of MSU.

A high percentage of students go back to the family ranch to apply their skills to their own breeding programs. Students enjoy the freedom to design the Equine Studies class to meet their needs for learning and information that can be taken back to the farm or ranch. Within the classroom the students appreciate the hands-on learning that is given in the class and the opportunity to meet with local equine businesses and ranches around the Miles City area.

HEAVY EQUIPMENT OPERATIONS/ CDL

4.A.2 Evaluation of programs and services to achieve program goals. Primary role of faculty in evaluating educational programs and services. (Recommendation 6)
4.A.3 Systematic assessment of student achievement of course, program, and degree learning outcomes. Primary role of faculty in evaluating student achievement of learning outcomes. (Recommendation 4)
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. (Recommendation 4)

Introduction

The purpose of this program is to provide students with practical skills for enhanced employment opportunities in heavy equipment operations, such as mining, construction, oil fields, etc. Students receive classroom training as well as many hours of instruction in the field operating a variety of heavy equipment.

Students not only receive MCC's C.A.S. Heavy Equipment Operations upon completion of the program, but receive certification from the National Center for Construction Education and

Research (NCCER). The NCCER is a nationally recognized competency-based curriculum built upon industry standards.

Upon completion of this program, students will:

- Demonstrate the ability to operate a variety of heavy equipment in a safe manner.
- Demonstrate the basic knowledge of heavy equipment efficient operation.
- Demonstrate a working knowledge of earthmoving procedures and systems.
- Demonstrate the ability to plan and calculate earthmoving projects as well as finalize reports to verify project costs.
- Obtain NCCER Certification
- Obtain a Montana Class A Commercial Driver's License.

Alignment of Course Outcomes with Program Outcomes

Through various earthmoving projects which allow for "hands on" instruction and equipment experience, students are given the opportunity to hone their skills and understanding in equipment operation. Classroom and lab experiences insure all proper safety and operational techniques are covered. Individual safety and equipment modules are presented in a uniform manner to insure all program requirements are met in a systematic manner. As well, students are enrolled in core curriculum including Elementary Technical Writing, Introduction to Technical Mathematics, and Communicating in a Dynamic Workplace. These core classes are paramount in giving the student a well-rounded knowledge base to be able to fulfill the planning and reporting requirements involved in earthmoving construction projects. The list of classes are as follows:

1. **COMX 106 Communicating in a Dynamic Workplace**: Students enhance communication skillsets through their study of human behavior and personality, self-management, self-development, and elementary business psychology. Additionally, students develop written communication skills by preparing resumes and cover letters.
2. **WRIT 108 Elementary Technical Writing**: Technical Writing for the Trades is designed to prepare the student for job-related writing. The student will learn to communicate information that is new to someone who needs to know the information in order to do a job or make a decision. Topics include adapting messages to audiences, organizing paragraphs, revising for style, summarizing information, weighing ethical issues, creating appropriate page layout for everyday communications situations, and explaining a process. Specific applications are individualized according to students' career plans and are chosen from several categories including effective memo/letter writing, short report writing, and proposal writing.
3. **M100 Introduction to Technical Mathematics**: This course is designed to provide a mathematical background necessary for success in the industrial areas and to meet the math requirement for the automotive, heavy equipment and building trades certificate programs at Miles Community College.
4. **EO 100L Core Skills for Heavy Equipment Operation Lab**: Students identify civil, architectural, structural, mechanical, plumbing/piping, and electrical blueprint schematics. Utilizing blueprint drawings students interpret the dimensions. In addition, students will utilize basic rigging such as ropes, chains and hoists to move items.
5. **EO 101 - Basic Construction Safety**: Explains the safety obligations of workers, supervisors, and managers to ensure a safe workplace. Discusses the causes and results of

accidents and the dangers of rationalizing risk. Reviews the role of company policies and OSHA regulations in maintaining a safe workplace. Introduces common job-site hazards and protections such as lockout/tagout, personal protective equipment (PPE), and HazCom.

6. **EO 103 - Introduction to Hand and Power Tools**: Introduces trainees to hand and power tools that are widely used in the construction industry. Explains the specific applications of each tool and shows how to use them properly. Also discusses important safety and maintenance issues related to hand and power tools.

7. **EO 110 - Heavy Equipment Operations I**: Students begin an overview of heavy equipment operation, operator responsibilities, and career opportunities. They study OSHA and NIOSH requirements, identify the ten most used pieces of heavy equipment and describe the functional operation and uses for each piece of equipment. Preventive maintenance responsibilities of the operator are covered with emphasis on dump trucks and tractors. Students are introduced to soil composition and characteristics and preparing graded surfaces using heavy equipment.

8. **EO 110L - Heavy Equipment Operations I Lab**: Students identify and don protective clothing and safely drive equipment. They will complete equipment preventive maintenance checks. Students will identify construction stakes and interpret marks on each type of stake as well as describe the process for grading slopes.

9. **EO 113 - Introduction to Earth Moving and Safety**: This course provides a broad introduction to the process of planning and executing earth moving activities on various types of construction projects. The uses of heavy equipment such as bulldozers, scrapers, excavators, and loaders are explained. Students further study OSHA safety requirements for operating heavy equipment.

10. **EO 120 - Heavy Equipment Operations II**: Intermediate study of the heavy equipment trades to include specific safety training in the operation of scrapers, bulldozers, backhoes, and front end loaders. Students will also describe basic soil classificaiton methods, detail factors affecting classification, and soil density and compaction requirements. The student is also taught how to read and interpret construction plans to determine grading requirements.

11. **EO 120L - Heavy Equipment Operations II Lab**: Students will learn: the operation and maintenance of scrapers and scraper techniques; bulldozer operating techniques and bulldozer attachments and their uses; safe operating techniques of the backhoe and front bucket tractor; use of the backhoe for trenching and digging foundations; and review the different types of loaders and the various attachments available. The student will also present proper practices for setting grades of bench marks and demonstrate methods for setting grades using various types of levels.

12. **EO 121 - CDL Operations**: The study of the operation, maintenance and basic components of the semi truck and trailer. Topics include but are not limited to: driving skills, backing skills, maintaining log books, road/weather conditions and safety practices for the professional driver. Students will be required to be enrolled in an MCC contracted random drug and alcohol testing pool. At the conclusion of this course, students are prepared to sit for the written CDL licensure examination.

13. **EO 121L - CDL Operations Lab**: Students will utilize the MCC truck to practice safety inspections before driving, driving skills, backing skills with mirrors, utilizing a spotter for blind spots while backing up, and other over the road skill requirements.

Course Assessment

Students complete written examinations for each classroom heavy equipment module within the program. These examinations use the standard NCCER criteria which does not vary nationwide. As well, NCCER lists a set of performance standards for each lab module of the heavy equipment program. These performance evaluators are utilized by MCC heavy equipment instructors to insure industry standard performance levels are met.

Other methods of course assessment include written exams within CDL, Writing, Math, and Communications. Performance levels are also measured within the field portion of the CDL sections and successful passage of the MT CDL skills exam demonstrates a positive course assessment for that portion.

Program Assessment

- Each year, the Heavy Equipment Advisory Board meets to discuss the program and insure industry needs are being met. This Board consists of construction and mining industry leaders, a MT Job service representative, MCC administrative personnel, Heavy Equipment Program faculty, and at least one Heavy Equipment Program student. Any program changes or improvements deemed necessary by the Board are noted and if such changes are viable and achievable, the program will reflect the advice of the Board.
- The HEO instructors are in the process of developing a drug testing requirement on the basis of feedback received at the spring 2016 Advisory Board meeting. That requirement will presented to the Academic Standards and Curriculum Committee for approval. Pending approval by that committee, the Vice President of Academic Affairs will then present it to the MCC Board of Trustees for approval as part of the Academic Affairs Consent Agenda.
- The employment rate for students in the Career & Technical programs is 98%.

4.B.2 Results of assessment of student learning inform planning and practices to enhance student learning achievements. Results of learning assessments are communicated to appropriate constituencies. (Recommendation 5)

Evaluation of Assessment Processes and Improvement

The assessment process currently used appears to be a good process and there doesn't need to be any changes made. The program has grown and employers have given positive feedback as to the quality of students graduating from the course.

Changes in the type of work projects have been evolving with varying requests from business. A big example is the change from the internship requirement to the CDL requirement. Advisory Board members felt the CDL was a much higher demand than an internship. To date, we have used contemporary assessment methods for students, however the lab portion of the program assessment has been somewhat subjective on behalf of the instructor. We have made changes to the assessment strategy within the HEO / CDL program lab sections, but have never been totally satisfied with it, simply because of the subjectivity. With MCC's equipment and truck simulators which have been approved by our Advisory Board, field work assessment will be much more qualitative and be able to show very definite performance ratings of students in a printed format.

INFORMATION TECHNOLOGY

4.A.2 Evaluation of programs and services to achieve program goals. Primary role of faculty in evaluating educational programs and services. (Recommendation 6)
4.A.3 Systematic assessment of student achievement of course, program, and degree learning outcomes. Primary role of faculty in evaluating student achievement of learning outcomes. (Recommendation 4)
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. (Recommendation 4)

Introduction

The information technology programming provides different options for students:
- AAS-Information Technology--Graphic and Web Design
- AAS-Information Technology—Networking & PC Maintenance

The majority of the students entering the information technology program pursue Networking & PC Maintenance:

- Troubleshoot hardware problems;
- Install, upgrade, and configure software;
- Install, configure, and maintain LANs;
- Provide preventive maintenance, component installations, and repair services;
- Identify and resolve network connectivity issues;
- Configure routers, firewalls, and switches;
- Understand ethical responsibilities linked to networking, software licensing, and maintenance issues

Alignment of Course Outcomes with Program Outcomes

- **Troubleshoot hardware problems;**
    a. **IT231 CompTIA ®A+:** Students learn how to build, configure and troubleshoot a personal computer.
    b. **IT241 Internship**: Students work in the business community in a supervised environment applying the knowledge and skills learned in the classroom.
- **Install, upgrade, and configure software;**
    a. **IT150 Operating Systems**: Students learn to customize the operating environment, install and configure both system and application software, implement maintenance and backup procedures, and apply and update virus protection.
    b. **CAPP120 Introduction to Computers**: Students learn aspects of integrated software with an emphasis on the business applications included in the Microsoft Office Suite.
    c. **CAPP151 MS Office**: Students are taught about the Windows operating system and Microsoft Office software at an intermediate level.
    d. **CAPP 156 MS Excel**: Students learn to operate Excel as a tool for business use.

e. **CAPP 158 MS Access**: Students learn computerized database management and design with an emphasis on the relational concepts.
- **Install, configure, and maintain LANs;**
    a. **ITS140 Introduction to Networks**: Students will learn networking fundamentals including the OSI model, design topologies, routed and routing protocols, IP addressing, subnets and network troubleshooting.
- **Provide preventive maintenance, component installations, and repair services;**
    a. **Writing (WRIT 100 level course)**: The writing process is taught in these courses and students can implement these skills to communicate with clients.
    b. **IT231 CompTIA ®A+**: Students install and configure input/output devices and peripherals. Batch and script files, device drivers and other troubleshooting and maintenance tools are included in this course.
    c. **M108 Business Math**: The study of business math and terminology taught in this course can be applied to repair and upgrade decisions.
- **Identify and resolve network connectivity issues;**
    a. **ITS140 Introduction to Networks**: Students develop skills identify and resolve connectivity issues in a local area network.
    b. **ITS142 Routing & Switching Essentials**: Students develop skills identify and resolve connectivity issues with router and switch configurations.
    c. **COMX 111 Public Speaking**: Students develop skills in speaking, organizing thoughts and listening to the clients and understanding their connectivity issues.
    d. **CSCI 110 Programming with Visual Basic and CSCI 210 Programming with Java**: Problem-solving techniques, syntax implementation and debugging procedures are applied in both programming languages.
- **Configure routers, firewalls, and switches;**
    a. **ITS142 Routing & Switching Essentials**: Students learn how to configure firewalls, routers, and switches for basic functionality. This configuration includes virtual LANs, switch trunks, access control lists and inter-VLAN routing using both IPv4 and IPv6 networks.
- **Understand ethical responsibilities linked to networking, software licensing, and maintenance issues**
    a. **COMX 106 Communicating in a Dynamic Workplace**: Students enhance communication skill sets through their study of human behavior and personality, self-management, self-development, and elementary business psychology. Additionally, students develop written communication skills by preparing resumes and cover letters.
    b. **CAPP 120 Intro to Computers**: Students learn basic computer architecture and operation, hardware, operating systems, and network communication. Software licensing and piracy issues are included in the course.
    c. **IT250 Internet & Web Page Development**: Ethical responsibility, identity theft, security issues, and vulnerabilities from Internet usage and social media are presented to students.
    d. Due to the importance of ethical issues in today's computing environment, moral principles are embedded into all courses required for this program.

Course Assessment

Students in the information technology curriculum are assessed in multiple formats, depending on the course. The networking curriculum is a web-based curriculum called NetSpace offered

through the Cisco Networking Academy. The courses include assessment using on-line exams, Packet Tracer labs (simulations) and hands-on labs that test successful configuration on actual hardware. Cisco Networking Academy creates the curriculum and evaluates the exams. Successful completion of these courses indicate students are meeting national standards. The PC maintenance (hardware) and Operating Systems (software) courses focus on the CompTIA A+ curriculum. Assessment in these courses include written exams, research papers, and numerous hands-on labs. The high price of the CompTIA A+ exam deters students from actually taking the certification exam. However, one student did take the exam and successfully attained CompTIA A+ certification. In the courses related to the Microsoft Office software suite such as Introduction to Computers and MS Office, students are assessed through multiple choice exams, projects, and essay style assignments that link directly to course material. Many of these IT courses use a hands-on form of assessment that is applied to real-world situations that facilitate student comprehension of content and troubleshooting of IT issues. This type of assessment allows the instructor to identify and assess the link between student understanding of course content and actually applying the skills included in the course outcomes.

Program Assessment

- The Advisory Committee for the Information Technology program meets every two years. Technology is constantly changing; therefore, the student knowledge base and the skill levels must change with the needs of the business community. The discussions during these meetings help the instructors to understand the current demands of the businesses in Miles City and the surrounding communities. Through this process, suggestions are discussed regarding course content revisions/additions to help students and ultimately the community.
- Student internships require considerable communication between the businesses, student interns, and the faculty supervisor. This communication enhances discussion regarding business needs and student readiness regarding maintenance, networking and technology support. Each internship requires completion of the Post-Internship-Evaluation of Student by the employer. During the past four years, all interns have either evaluated with "Meets Expectations" or "Exceeds Expectations" in every category of the evaluation. Four of these students are currently working for the businesses where they performed their internships. Students also evaluate the employer on the Internship Evaluation of the Work Site form. These internship evaluations have been extremely favorable.
- The employment rate for students in the Career & Technical programs is 98%.

4.B.2 Results of assessment of student learning inform planning and practices to enhance student learning achievements. Results of learning assessments are communicated to appropriate constituencies. (Recommendation 5)

Evaluation of Assessment Processes and Improvement

According to feedback at the most recent advisory committee meeting, the assessment process within the information technology program is working and aligns with the technology needs of business.

During the past several semesters, changes have been made to the information technology assessment process to reflect the requests from local businesses. Based on advisory committee

feedback, virtual environments are implemented in many area businesses and exposure to these virtual processes are a necessity. Even though entire virtual systems are cost prohibitive, virtual LAN's and virtual PC implementations have been included in several courses. Through this change, students are able to take exposure to these processes and transfer that knowledge to learn the actual virtual systems in business.

Also, employers found that aptitude, willingness to learn and desire for promotion were extremely important. To enhance this understanding, students in the IT curriculum are presented customer service guidelines, importance of on-the-job training, and interview techniques. Actual employment interviews are required for several of the IT internships. The IT internships provide experience in "real world" business situations.

Several curriculum adjustments are being implemented per the request of IT advisory board and review of other IT/Computer Science programs. A server component is being developed to add to the IT—PC Maintenance & Networking option. Also, the IT—Graphic & Web Design curriculum is expanding to include mobile applications.

PHLEBOTOMY

4.A.2 Evaluation of programs and services to achieve program goals. Primary role of faculty in evaluating educational programs and services. (Recommendation 6)
4.A.3 Systematic assessment of student achievement of course, program, and degree learning outcomes. Primary role of faculty in evaluating student achievement of learning outcomes. (Recommendation 4)
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. (Recommendation 4)

Introduction

The Certificate in Phlebotomy is designed to help students learn how to collect and prepare and process blood and other specimens for testing. This program lasts two semesters and includes course work and an internship off-site at a clinical facility. Students who successfully complete the program are prepared to sit for the American Society for Clinical Pathology Phlebotomy Technician certification examination.

The phlebotomy program is approved by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Upon completion of the certificate, graduates will be proficient in:
- Collecting, transporting, handling, and processing blood specimens for analysis;
- Recognizing the importance of specimen collection in the overall patient care system;
- Relating the anatomy and physiology of body systems and anatomic terminology to the major areas of the clinical laboratory, and to general pathologic conditions associated with body systems;
- Identifying and selecting equipment, supplies, and additives used in blood collection;
- Recognizing factors that affect specimen collection procedures and test results, and taking appropriate actions within predetermined limits;

- Recognizing and adhering to infection control and safety policies and procedures and monitoring quality control within predetermined limits;
- Recognizing the responsibilities of other laboratory and health care personnel and interacting with them with respect for their jobs and patient care;
- Demonstrating professional conduct, interpersonal communication skills with patients, peers, and other health care personnel, and with the public;
- Demonstrating an understanding of requisitioning and the legal implications of their work environment.

Alignment of Course Outcomes with Program Outcomes

What follows is a list of the courses currently required for the Phlebotomy certificate and the program outlines with which they align:

- MLS 103 Phlebotomy Fundamentals
- MLS 104 Phlebotomy Fundamentals Lab
  - Collecting, transporting, handling, and processing blood specimens for analysis;
  - Recognizing the importance of specimen collection in the overall patient care system;
  - Identifying and selecting equipment, supplies, and additives used in blood collection;
  - Recognizing factors that affect specimen collection procedures and test results, and taking appropriate actions within predetermined limits;
  - Recognizing and adhering to infection control and safety policies and procedures and monitoring quality control within predetermined limits;
  - Recognizing the responsibilities of other laboratory and health care personnel and interacting with them with respect for their jobs and patient care;
  - Demonstrating an understanding of requisitioning and the legal implications of their work environment.
- AHMS 144 Medical Terminology I
  - Relating the anatomy and physiology of body systems and anatomic terminology to the major areas of the clinical laboratory, and to general pathologic conditions associated with body systems;
- M 100 Introduction to Technical Math
  - Satisfy the NWCCU Related Instruction Requirement: Computation
- WRIT 101 College Writing I
  - Satisfy the NWCCU Related Instruction Requirement: Communication
- COMX 106 Communicating in a Dynamic Workplace
  - Recognizing the responsibilities of other laboratory and health care personnel and interacting with them with respect for their jobs and patient care;
  - Demonstrating professional conduct, interpersonal communication skills with patients, peers, and other health care personnel, and with the public;
  - Satisfy the NWCCU Related Instruction Requirement: Human Relations
- MLS 105 Phlebotomy Internship
  - Collecting, transporting, handling, and processing blood specimens for analysis;
  - Recognizing the importance of specimen collection in the overall patient care system;
  - Identifying and selecting equipment, supplies, and additives used in blood collection;

- Recognizing factors that affect specimen collection procedures and test results, and taking appropriate actions within predetermined limits;
        - Recognizing and adhering to infection control and safety policies and procedures and monitoring quality control within predetermined limits;
        - Recognizing the responsibilities of other laboratory and health care personnel and interacting with them with respect for their jobs and patient care;
        - Demonstrating an understanding of requisitioning and the legal implications of their work environment.
- PHL 221 Intro. to Philosophy & Biomedical Ethics
        - Demonstrating professional conduct, interpersonal communication skills with patients, peers, and other health care personnel, and with the public;
        - Demonstrating an understanding of requisitioning and the legal implications of their work environment.
- BIOH 104 Basic Human Biology
- BIOH 105 Basic Human Biology Lab
        - Relating the anatomy and physiology of body systems and anatomic terminology to the major areas of the clinical laboratory, and to general pathologic conditions associated with body systems;

Course Assessment

Courses in the Phlebotomy program are assessed through variety of methods:
- Written exams
- Skills demonstration
- Oral explanations
- Work ethics assessment

Program Assessment

The primary method for assessing the Phlebotomy program is accomplished by demonstrating adherence to the standards set forth by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The Director of the Phlebotomy program prepares all necessary reports to ensure approval by the NAACLS.

Additionally, students are evaluated on the accomplishment of the following major criteria:
- Phlebotomist Role
- Safety, Infection Control, Isolation, Aseptic Technique, Biohazards, and Methods for Disease Prevention
- Anatomy and Physiology
- Requisition/Reports
- Quality Assurance and Quality Control
- Professionalism, Ethics, and Legalities
- Certification and Licensure

4.B.2 Results of assessment of student learning inform planning and practices to enhance student learning achievements. Results of learning assessments are communicated to appropriate constituencies. (Recommendation 5)

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Improvement

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The following are the two biggest initiatives that have been implemented to improve the Phlebotomy program:

- Enhanced scheduling of the Phlebotomy Internship was recently approved by the Academic Standards and Curriculum Committee so that students are better able to meet the requirements of the participating clinic sites.
- The online Medical Terminology I class, AHMS 144, was recently switched to a part-time nursing instructor, who then revised the course to better meet the needs of prospective phlebotomists.

MOVING FORWARD WITH INSTRUCTIONAL ASSESSMENT

On January 1, 2016, Dr. Rita Kratky began her duties as the new Vice President of Academic Affairs. Dr. Kratky brings new ideas and perspectives on how to revise and enhance assessment of the College's instructional programs. The methodology is called the Program Prioritization Process (P3), which is based on Robert Dickeson's book *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance,* Revised and Updated 2nd Edition. The goal of this process is to prioritize programs in terms of measures and factors regarding its overall status. P3 will give the College and faculty a clear picture on the overall health of programs across the institution and divisions. The process will allow for program review to align with the College's accreditation process in concert with the College's mission, core themes, strategic plan, and budget process. Dr. Kratky will introduce the process in May and will establish a sub-committee to begin working on the process during summer 2016 for implementation in the fall of 2016. As we move toward our Mid-Cycle Evaluation, we will have made sufficient progress on this process so that we can demonstrate our achievements to NWCCU in our Mid-Cycle Self-Evaluation Report.

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Additional Reports that Address Recommendations 4, 5, and 6 to:
- **Assess student learning outcomes (Recommendation # 4),**
- **Inform Planning and Practices (Recommendation # 5), and**
- **Ensure Quality, Effectiveness, & Mission Fulfillment (Recommendation # 6)**

At the Program and Institutional Level

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INSTITUTIONAL STRATEGIC AND TACTICAL PLANNING PROCESSES

As we have explained in our Year One *Mission and Core Theme* Self-Evaluation Report, the Core Themes constitute the foundation and paradigm upon which mission fulfillment is articulated and assessed at Miles Community College; 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 summer planning retreat to review and analyze the accomplishments and challenges of the previous year and to establish priorities based on the Core Themes for the upcoming year.

In addition to the President's Cabinet planning retreats, the President and Board of Trustees meet twice a year to review and discuss the state of the College. The Board of Trustees uses this opportunity to share their vision of the College with the President to guide him in the direction he should lead the College. The President's Cabinet is also invited to attend a part of the Board of Trustees retreat to share plans and reports for their respective areas of responsibility. No action is taken at the Board of Trustees retreats.

In the middle of each fiscal year, the President's Cabinet participates in additional planning retreats to review 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 also a regular topic of discussion during the President's Cabinet and Executive Team meetings.

The planning documents provided in Appendix E for academic years (AY) 16 and AY 17 (in draft form) show that we use the Core Themes as our strategic objectives, which we operationalize through the establishment of tactical objectives. The tactical objectives vary from year to year, depending on the needs of the College and priorities of the Board of Trustees. Once the annual Strategic/Tactical Plan is developed by the President's Cabinet, it is shared at all-employee meetings to receive additional input from faculty and staff.

YEAR ONE SELF-EVALUATION REPORT

Concurrent with the preparation of this Ad Hoc report has been the preparation of the College's Year One *Mission and Core Themes* Self-Evaluation Report. This report will be included in the materials sent to the Ad Hoc peer evaluators to provide them a clear sense of the direction the College is heading with mission fulfillment and core theme assessment.

VISION 2020 LONG-RANGE PLAN

During the latter half of 2015, a committee comprised of a wide cross-section of MCC employees, a member of the Board of Trustees, a student, educational leaders, and business representatives worked for several months to develop the College's Vision 2020 Long-Range Plan. This document will be presented to the Miles Community College Board of Trustees for final approval, after which it will be widely disseminated. (Appendix F.) This document will help in ensuring alignment of planning and allocation of resources between the College's Core Themes and the College's Strategic Plan.

STUDENT ORIENTATION, ADVISING, AND REGISTRATION (SOAR)

During the Year Seven Evaluation in April 2015, it became apparent to Student Services Division leadership that assessment of student learning outcomes was greatly lacking or missing altogether for the majority of non-academic programs. For the most part, student satisfaction surveys were the only form of program evaluation, and no formal learning outcomes existed. Questions from and discussions with Evaluation Team members proved enlightening and educational. The Year Seven Evaluation report states the following concerns and comment:

> "Concern:
> - Formal learning outcomes do not appear to be developed and aligned with the College's core themes for support services such as SOAR and the College's First Year Pioneer course" (p. 10).

"Evaluators noted that students, faculty and staff desire to participate in the co-creation and development of student learning outcomes, comprehensive assessment and evaluation measures to help inform student achievement beyond the current student satisfaction surveys" (p. 11).

"Concern:
- Additional assessment and evaluation components (beyond the Student Satisfaction Survey) are needed to align core themes with student learning outcomes that addressing student success and persistence" (p. 12).

In developing the Year One report for Spring 2016, the objectives and indicators for Core Theme One, Student Success, were revised to include retention and completion rates, in an effort to establish outcomes that provide direct evidence of results. Though retention and completion numbers will certain tell the story of our impact on student success, we know that a number of campus programs have the ability to impact objectives. To that end, though programs such as SOAR (Student Orientation, Advising, and Registration) and student activities were removed from the objectives and indicators, we recognize that they still play an important role in achieving mission fulfillment and must be appropriately assessed and evaluated.

With regard to the inclusion of SOAR as an indicator of Core Theme One: Student Success, the peer-evaluation team expressed the following concerns:

"Concern:
- Although there is strong alignment between the core theme and the larger college strategic priorities and initiatives, the selected indicators at times do not align with or adequately address the expressed objectives. Selection of data indicators does not have a direct supporting relationship to the stated objectives" (p. 22).

"Concern
- The evaluation committee is concerned about the relationship between core theme objectives and the selected indicators (4.A.2, 4.A.3, 4.A.6) (p. 26).

Enrollment, and the roll of retention in strategic enrollment management, is an institutional priority at Miles Community College. We recognize that the orientation process is an important part of retention, as it sets the stage for the student's time at MCC, bridging the student from admission to matriculation.

The Student Orientation, Advising, and Registration (SOAR) program is under significant revision for the 2016-2017 academic year. While SOAR participation for all new students has been mandatory for some time, beginning summer 2016, the program will shift from a one-day program to a more comprehensive two-day model. While Student Services staff had been considering a two-day option before the Year Seven Visit (2015 SOAR dates had already been set at that time), the evaluation report and conversations with Evaluation Team members proved to be the impetus for exploring this option further. Before determining a program schedule for a two-day session, formal program goals and student learning outcomes were established to ensure that all content added would be impactful for students and relevant to our objectives of student success and completion.

The goals and student learning outcomes established for the SOAR program are listed below.

Goals of the Miles Community College SOAR Program:

- Aid new students in making the transition from their previous environment to Miles Community College
- Facilitate initial academic advising, placement testing, course selection, and registration
- Acquaint new students and their families with the mission, programs, and services of Miles Community College
- Introduce students and their families to the campus services and resources that will support their academic success and educational and personal goals
- Acquaint and educate students of their academic and behavioral rights and responsibilities within the MCC campus community
- Emphasize the importance of students being involved on campus and taking responsibility and initiative for their own educational growth and development
- Enhance students' understandings of strategies for success and begin to understand their own potential and challenges
- Enable students to begin to feel connected to the MCC community and feel confident and excited about their college choice

Student Learning Outcomes for the Miles Community College SOAR Program:

Students who attend the MCC SOAR Program will:
- Successfully complete the advising and registration process and have their first semester schedule entered in Self-Service Banner
- Apply knowledge of program scope and sequence and course requirements in their desired program of study (even if they are undecided) to the advising and registration process
- Articulate academic policies and procedures critical to their academic success at Miles Community College
- Be able successfully navigate both Self-Service Banner and the Learning Management System
- Describe expectations for student conduct and behavior, both in the classroom and out
- Be able to name and locate academic, student service, and social resources available to them
- Identify barriers to and potential for college success and develop strategies for managing some of the transitional issues they may encounter

As formal goals and learning outcomes for SOAR were established, it became apparent that our intuition had been correct, and that more time was needed to sufficiently prepare students in all areas deemed key to student success. After receiving feedback from campus stakeholders involved in SOAR, as well as from the faculty who work with the student in the classroom and the advising process, we identified gaps in content and student learning. Student program evaluation data from the past several years was also used to identify areas that student at rates as weak, and to identify content areas that students felt were missing from the program schedule.

As the schedule for the summer 2016 SOAR program is still in development, so are the exact tools we will use for program evaluation and assessment. Plans at the time of this report include a pre-survey for students to complete before arriving for their SOAR program, as well as a post

assessment at the end of the two-day program. General student satisfaction data (Likert scale rates of individual sessions) will still be collected, as we feel that it is valuable to program creation and improvement, and for presenter feedback, especially during a time of program transition. However, we also plan to better use our post assessment to assess students on what they've learned. For example, can they name the general education core areas they will need to take classes from in order to graduate? Can they locate specific departments or resource offices that will aid in their success? Do they understand interest accrual for student loans, and the potential implications of unsatisfactory academic progress on both their academic and financial aid eligibility?

We will also conduct follow up post-matriculation surveys with students as they enter the pre-registration process for the following semester (typically around mid-term of their first term). These will allow us to better demonstrate achievement of student learning outcomes. It is one thing for a student to be able to correctly identify advising procedures immediately after they have learned about them; it is another to be able to apply what they've learned when it comes time to actually make use of those skills. As the application of those skills may not occur until several weeks into their first semester, we believe conducting a survey at that time will greatly inform our knowledge of student learning, and provide opportunities to identify areas for improvement.   We are also considering adding student focus groups to the post-matriculation assessment in order to provide more qualitative data.

Staff in key student resource departments, as well as faculty advisors, will continue to be surveyed annually to identify gaps in student learning. If faculty advisors consistently receive the same kind of questions from students during their pre-registration advising appointments with students, then it is likely that changes need to be made to the way we educate students about the advising process. If the financial aid office continually receive questions about usage of book vouches, than that portion of the financial aid training at SOAR may need to be expanded.

By the time the visit team is on campus in April 2016, it is likely that the schedule of events will have been set, and evaluation tools formally in place.

FIRST-YEAR PIONEER (FYP)

ED 299, First Year Pioneer, is the new-student seminar course. It is currently undergoing substantial revisions since supervision of the program was transferred to another faculty member; at the time of this report submission, a course change proposal, along with related degree change proposals, are under consideration by the Academic Standards and Curriculum Committee.

Those reviewing the course identified several concerns with the course, which currently exists as an eight-week class that is offered each semester. First, the current FYP program is not as expansive as current research into best practices of freshman seminar/college studies/university studies programs suggest it should be. Second, the current numbering system houses the course under the "Reading" rubric, which is misleading and confusing to students. Third, information literacy is not being addressed in a comprehensive enough way across campus.

Under the current change proposal, the First Year Pioneer program will be rebuilt as a yearlong program that encompasses two classes: COLS 101 A&B, Introduction to College Studies ("A" indicates a lecture-based section and "B" indicates a breakout/discussion section), and LSCI 101

A&B, Introduction to Information Literacy. Associate of Arts and Associate of Science students without an emphasis will be required to take both COLS 101 A&B and LSCI 101 A&B.

Ideally, all Associate of Arts and Associate of Science students would also be required to take both of the courses. However, as many emphases programs already have significant required elective coursework, adding additional credits to the total credits required for degree may not be possible.

The name of the program, First Year Pioneer, already implies that it will be of a greater duration than eight weeks. As we consider both our own institutional goals and current research related to retention, student development, academic achievement, and student persistence—we would be remiss not to take advantage of the word year.

According to the Association of American Colleges & Universities, "The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies." Our rebuilt First Year Pioneer program would emphasize these areas.

The current eight weeks of FYP content is solid and should be kept. The second half of COLS 101A will provide students additional time learning to apply research-based study strategies because students have consistently asked for more in-depth study skills practice on FYP course evaluations. During class time students will practice note-taking from lecture and readings, test preparation and test taking, and learn how to use dynamic testing and deliberate practice as study strategies throughout their courses.

Additionally, as evidenced by the outcome of the recent CCSSE survey, the students of Miles Community College are lacking in the area of Career Counseling. With the addition of Tami Glasscock, Director of Career and University Pathways, students are now able to seek assistance when considering continued education and career goals. By embedding this service within the First Year Pioneer experience (the second half of COLS 101B), students are presented methods that will allow them to navigate potential road blocks such as transfer issues between MCC and other institutions, and the general feeling of not having support through career counseling. This will be beneficial to MCC by creating student engagement in this CCSSE area and potentially boosting retention and completion rates, all of which are tracked with the objectives and indicators for our revised core themes 1 and 2.

While some aspects of information literacy are addressed in some courses (primarily writing courses), a comprehensive information literacy curriculum is not currently offered on campus. We are living in the information age, and we will not be adequately developing and preparing our students if we don't intentionally teach information literacy. Students need to be competent consumers of information if they are to succeed at transfer schools and in the workplace. Some colleges and universities across the country already have a long history of requiring information literacy classes, and many of the schools that don't have started to develop them. We cannot maintain our claim of academic excellence if we leave this important topic substantially unaddressed.

These intentional research-based changes will help to strengthen our First Year Pioneer program, which will, in turn, better prepare our students to succeed here and anywhere.

STUDENT LIFE PROGRAM

Miles Community College is reviewing its Student Life Program and also reviewing the Council for the Achievement (CAS) of Standards to develop program outcomes and assessment-based programming.

A Director of Housing and Student Life has been hired as of August 2015. This position is responsible for advising the Associated Students of Miles Community College (ASMCC) as well as running a comprehensive student life and residence life program. Student life remains an integral and critical piece of retention planning and student success, and work is being done to implement an outcomes-based Student Life Program. The Resident Assistants went to Montana State University Billings in January and was part of their mid-year training, which included a session on effective programming in the residence halls. Throughout the 2015-2016 academic year, activities such as the following have been facilitated for student activities by Phi Theta Kappa and ASMCC:

- Bowling
- Movie Nights
- Super Bowl Party
- James Hirsch (musician)
- Homecoming
- Toy Drive for Toys for Tots
- Food Drives for the Custer County Food Bank

A partnership with OneHealth, Miles City's local public health facility, has opened doors for public awareness campaigns about sexual and dating wellness. OneHealth performs HIV/AIDS testing and MCC and OneHealth have developed a campaign and are planning a testing day to be held on campus in late March/early April.

Another significant accomplishment is MCC's partnership with the Custer Network Against Domestic Abuse (CNADA) and Sexual Assault. Miles Community College became the first "Start By Believing" college in Montana. By becoming a Start By Believing campus, MCC is taking a stand against sexual assault and proclaiming that its faculty and staff will "Start By Believing" when a student comes forward and reports a sexual assault. CNADA established the Silent Witness Program in February 2016 to raise awareness to domestic abuse.

To get more students involved with campus initiatives, they have been encouraged to send representation from ASMCC to state-wide summits on sexual assault prevention and suicide prevention. The goal of this is to engage students to lead conversations and activities on campus that bring awareness to the student body about suicide and sexual assault prevention.

During the spring 2016 semester, the Student Satisfaction Inventory (SSI) by Ruffalo Noel Levitz will be used to assess students' satisfaction with their experiences in multiple areas on campus. This will allow constituents on campus to review the results and determine if students are satisfied with services such as advising, student life, campus climate, responsiveness to diverse populations, financial aid, registration, etc. Another independent survey will be given to just the students living in Pioneer Village at the end of the spring 2016 semester to assess living conditions and experiences in Pioneer Village.

The results of the surveys will be reviewed by the Enrollment Action Team, Director of Housing and Student Life, Residence Life Committee, and Institutional Research Committee for further planning for the next academic year.

RESIDENT ASSISTANT PROGRAM

Miles Community College has a Resident Assistant (RA) Program that employs seven to eight RAs throughout the main academic year. The goal of the Resident Assistant Program is to have well-trained peer students who can assist the Director of Housing and Student Life and the Vice President of Enrollment and Student Success with carrying forward initiatives of safety, wellness, and student success in Pioneer Village.

To accomplish this, the RAs are brought in approximately a week and a half before students are allowed to move onto campus for the academic year. During this time frame, the RAs are provided training with the outcomes being the following:

- **Code of Conduct:** Demonstrate knowledge and understanding of Code of Conduct.
- **Residence Life Handbook:** Demonstrate knowledge and understanding of Residence Life Handbook.
- **QPR Training (suicide prevention):** After training, be able to identify the signs of a suicidal student.
- **Sexual Assault:** Demonstrate knowledge and understanding of Sexual Assault Policies and Procedures.
- **Mandatory Reporting:** After training, be able to identify which situations need to be reported to the Title IX Coordinator or Deputy Coordinator for further investigation.
- **Programming:** Develop a programming calendar for the semester based off idea creation that is meaningful for student wellness and success.
- **First Aid:** Demonstrate the skills necessary to be certified.
- **Drug Education:** Southeastern Montana Drug Task Force presents on local drug trends, etc.: After training, students are to be able to identify the different drugs that are locally distributed and know how to respond if students are in possession or under the use of drugs.
- **Situational Training:** Demonstrate knowledge and ability to handle conduct situations such as intoxication, drinking on campus, drugs on campus, noise, as well as other situations that require intervention from the RA staff.

To assess whether or not the RAs are prepared to carry out their duties or if they need further training, a pre- and post- assessment are administered to assess the effectiveness of the fall training. Based on the assessments, if there are areas of weaknesses that are identified by the Director of Housing and Student Life, more training is provided throughout the semester for the RA staff. It is expected that the RA staff are evaluated at mid-year to provide feedback on performance and determine further training needs.

The Residence Life Committee is established and members are utilized to hire RA staff as well as assess the Resident Assistant Program. The Committee is comprised of faculty and staff from offices that interact with the housing program (Café, Maintenance, IT, Athletics, etc.). This committee also reviews the Residence Life Handbook each year for updates and additions.

CONCLUSION

As we believe we have clearly demonstrated in this Ad Hoc Report, Miles Community College has worked assiduously since the Year Seven Peer Evaluation in April 2015 to address the six recommendations that were issued by the Peer Evaluation Team and ratified by the NWCCU Board of Commissioners. We also trust that we have clearly demonstrated that Miles Community College is a vibrant and dynamic higher education institution that is mission centric and committed to serving the needs of southeastern Montana and beyond. We are data informed and use the data we gather to guide us in mission fulfillment, continual improvement, and sustainability. We look forward to the visit by our Ad Hoc Peer Evaluators so that we can verify, clarify, and amplify the information we have provided in this Ad Hoc Report.

Appendix A

President Klippenstein's Responses to NWCCU

- **Letter of June 3, 2015, to Board of Commissioners**
- **Recommendations Planning Report**

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June 3, 2015

Northwest Commission on Colleges and Universities
8060 165th Ave. NE
Suite 100
Redmond, WA 98052

Dear NWCCU Commissioners,

It is with great pleasure I write this response to our recent year-seven accreditation review. The evaluation team, led by Dr. Brandes, was an incredible team to work with and we found the whole experience to be collaborative and engaging. Miles Community College wishes to thank the team for their thorough review and we have accepted their report, commendations, and recommendations with open arms. I believe processes like these only strengthen the institution and helps develop better assessment protocols and evaluative models aimed at producing a clearly defined learning environment.

I am scheduled to appear on June 24 to discuss the recommendations and answer any questions you may have of Miles Community College, identified recommendations, and/or our response. I look forward to this meeting and hope I can provide, via this letter, some preliminary information to assist with the process. The trustees, faculty, staff, and students at Miles Community College are eager to implement changes required to meet the Commissions standards and recommendations. Please accept this information as part of your overall review of our institution.

Recommendations and Miles Community College's Response:

1. 1. It is recommended that the College improve the timeliness and consistency of business processes (Standard 2.F.4. and Standard 2.F.7.)
    a. Miles Community College will review current business processes and evaluate how we utilize Banner to provide timely budget reports, post transactions, and perform balancing procedures. The recent conversion to Banner has caused us to recreate practices to best fit procedures we were once accustomed to prior to implementation of Banner, thus causing a delay in receiving or monitoring budgets and posting transactions in a timely manner.
    b. Miles Community College has hired a new Vice President for Administrative Services and she will be mainly responsible to review all concerns from the report and work with campus leadership, faculty, IT professionals, and staff on formulating solutions regarding business practices and budget management.

2. It is recommended that the College update long range plans for facilities, technology, and equipment replacement (Standard 2.F.5., Standard 2.G.3., Standard 2.G.4., and Standard 2.G.8.)
    a. Miles Community College did begin the long-range planning process for all facilities in 2014. However, the former Vice President for Administrative Services left her position, leading to a delay in our facilities master planning process. We will now re-implement the master planning process, which includes a local architectural firm and a campus committee.
    b. Miles Community College will also begin to establish a long-range master plan for technology and equipment replacement once the new Vice President for Administrative Services arrives on campus. However, preliminary work has already been done with the completion of our LANs project/VOIP phone system upgrades and a review of new projects already identified as priorities. We will build on these initiatives and establish a structured, data-informed, long-range plan.
3. It is recommended that the College centralize institutional research efforts including data collection and analysis (Standard 4.A.2.)
    a. Miles Community College has already begun to discuss plans to centralize institutional research efforts by placing direction and oversight with the Vice President of Academic Affairs. Three professionals, consisting of the VP for Student Affairs, IT Director, and one faculty member from our Math Department, will begin to meet on a regular basis and will formulate an institutional research plan that will encompass course and academic program learning outcomes; student life, training and orientation learning outcomes; student satisfaction; CCSSE and SSI (Student Satisfaction Inventory) results; Core Theme indicators; all enrollment and retention data, including all Student Success Measures; employee satisfaction; and prepare bi-annual reports. These three professionals, with guidance from the Vice President for Academic Affairs, will meet bi-weekly to discuss research plans, timelines, guidelines, results, evaluation, and all data required to effectively monitor each Core Themes. The three professionals will provide recommendations to the President and the President's Cabinet for review and approval.
4. It is recommended that the College systematically assess student learning outcomes at the course, program, and institutional level (Standard 4.A.3. and Standard 4.A.6.)
    a. Miles Community College has been extremely committed to adhere to Standard 4.A.3. and Standard 4.A.6. and will make all necessary adjustments to systematically assess student learning outcomes at a course, program and institutional level. It was apparent we need to assess and evaluate learning outcomes of many programs and services offered to our students. As an example, we are now implementing new learning outcomes for our summer orientation program (SOAR) as identified as a need during the accreditation review process. This is one example of how we will assess and evaluate outcomes at an institutional level.

5. It is recommended that the College use the results of its assessment of student learning to inform planning and practices in all areas of the College (Standard 4.B.2.)
   a. Similar to recommendation #4, Miles Community College is committed to use results to inform planning and practices in all areas of the College. As identified during the accreditation visit, indicators identified for each Core Theme are utilized to determine mission fulfillment. However, it is now recognized that not all indicators align with general Core Theme purpose and mission fulfillment. We will evaluate each Core Theme for alignment with the mission of the College and identify indicators that will provide us the best results for reform and/or the achievement of mission fulfillment as well as provide information necessary to make programmatic and Core Theme changes. Based on the report, we have identified a potential elimination of Core Theme #3, Resource Management, and a restructure of objectives identified with Core Theme #2, Academic Excellence.
6. It is recommended that the College engage in a system of evaluation of its programs and services in order to make determinations of quality, effectiveness, and mission fulfillment (Standard 1.B.2, Standard 4.A.2., and Standard 5.A.2.)
   a. Miles Community College will review Standard 1.B.2., Standard 4.A.2., and Standard 5.A.2. to implement new evaluative strategies to assess programs and services for quality, effectiveness, and mission fulfillment. We will review the use of Council for the Advancement of Standards, or other similar models, as tools to assess and evaluate various services and programs.

During the meeting on June 24, I will have additional materials for your review, which will provide more detail of the various action items listed above and more. Again, I hope this information is helpful to your review process. If you have any questions prior to our meeting on June 24, please contact me at 406 874-6158. I wish you continued success.

Sincerely,

Stacy Klippenstein, EdD
President

Northwest Commission on Colleges and Universities

Miles Community College

Recommendations Planning Report

NWCCU Seven - Year Recommendation	Supporting Statements	Strategy Implementation	Responsible Person	Timeline	Status Report
1. It is recommended that the College improve the timeliness and consistency of business processes (Standard 2.F.4. and Standard 2.F.7.)	NWCCU Year-Seven Peer Evaluation Report addressed two concerns related to Recommendation #1 **Concern**: *Individual departments are not yet capable of generating their budget reports on demand but do so through a request to the Business Office.* **Concern**: *While audits for 2011 and 2012 were eventually completed the lack of timeliness of information limited its relevance and usefulness.*	MCC recognizes that the conversation to Banner has resulted in programmatic delays and inabilities to produce monthly reports. **Rectifying Strategies:** 1. Miles Community College has hired a new Vice President for Administrative Services and she will be responsible to review all concerns from the report and work with campus leadership, faculty, IT professionals, and staff on formulating solutions regarding business practices, audits, budget management, and building timely and accessible monthly budget reports (as recommended on page 17). 2. Miles Community College will review current Banner import and export abilities and assess adding new Banner upgrades and support products designed to provide timely budget reports, post transactions, and perform balancing procedures. 3. MCC is now exploring the need to hire/assign a part-time or full-time Banner Coordinator to assist with upgrades, building reports, and rectifying limitations as identified in the Year-Seven Report.	President VP of Administrative Services Budget Director	Fall 2015 and status report Spring 2016	1. Miles Community College will host a one-day Banner analysis summit on campus with representatives from the Montana Office of the Commissioner of Higher Education in July, 2015. This will allow MCC Banner users to discuss needs to improve internal processes and procedures and find identify resolutions.

2. It is recommended that the College update long range plans for facilities, technology, and equipment replacement (Standard 2.F.5., Standard 2.G.3., Standard 2.G.4., and Standard 2.G.8.)	NWCCU Year-Seven Peer Evaluation Report addressed a concern related to Recommendation #2 **Concern**: *The evaluators noted in the Year Three Report that the College intended to update its facilities master plan and attendant capital plan in FY2013. This update still has not taken place and remains in the preliminary planning phase.* Noted during the Year-Seven Peer Evaluation visit, facilities and technology master planning has been following a year to year model instead of a visionary 5 year model.	MCC recognizes that the facilities master planning process has been delayed and there is a lack of evidence regarding a long-range plan for technology and equipment replacement. **Rectifying Strategies:** 1. Miles Community College did begin the long-range planning process for all facilities in 2014. However, the former Vice President for Administrative Services left her position, leading to a delay in our facilities master planning process. We will now re-implement the master planning process, which includes a local architectural firm and a campus committee. 2. Miles Community College will also begin to establish a long-range master plan for technology and equipment replacement once the new Vice President for Administrative Services arrives on campus. However, preliminary work has already been done with the completion of our LANs project/VOIP phone system upgrades. Also, a schedule for replacing CDL and heavy equipment machinery is currently being created. Future plans include: a. Pioneer Hall Village replacement schedule b. Schedule created for replacing IT equipment in classrooms c. Schedule created for replacing equipment in the Centra d. The creation of an Inventory Contol process, which will be updated and analyzed yearly.	President, VP for Administrative Services, Budget Director, Director of IT, Director of Facilities	Facilities master planning process will begin Fall 2015.	
3. It is recommended that the College centralize institutional research efforts including data collection and analysis (Standard 4.A.2.)		Institutional Research Committee	VP of Academic Affairs		

4. It is recommended that the College systematically assess student learning outcomes at the course, program, and institutional level (Standard 4.A.3. and Standard 4.A.6.)	The Peer Evaluation Report stated the following concern on page 10: "The lack of assessment for learning outcomes combined with no apparent clear mapping between course, program, and institutional assessment is a cause for concern. Campus interviews found little or no evidence of consistent use of assessment for continued quality instructional improvement."	**Rectifying Strategies:** **Course Level:** Each fall, since 2001, all faculty members have received a detailed set of guidelines and expectations for course syllabi, with particular emphasis on course outcomes and assessment of outcomes. Going forward, the VPAA, Associate Dean of Academic Affairs, and Division Chairs will review and expand outcomes assessment outcomes and benchmarks to be implemented beginning Fall 2016. **Program Level:** For CTE programs: Develop program review process that encompasses Standards 4.A.3, 4.A.6, and 4.B.2. In addition, for Recommendations 4 & 5, we will revamp Core Theme 2 Academic Excellence to ensure that Objectives and Indicators encompass (1) Developmental Education, (2) Gen Ed Transfer Education, and (3) Professional-Technical Education. **Institutional Level:** As a group, the President's Cabinet will review institutional goals, objectives, and benchmarks to ensure alignment with the College's Mission Statement. The President's Cabinet will also set new and expanded expectations of our assessment process. SOAR/FYP Training RA's,	VP of Academic Affairs, Associate Dean of Academic Affairs, Division Chairs, Faculty, VP of Enrollment & Student Success	The Core Themes, Objectives, and Indicators will be revised by March 2016 for submission with MCC's Year One Report to NWCCU.	

5. It is recommended that the College use the results of its assessement of student learning to inform planning and practices in all areas of the College (Standard 4.B.2.)	Course Level: Program Level: Institutional Level:	**Rectifying strategies:** **Course Level:** The VPAA, Associate Dean, Division Chairs, Dean of Enrollment Management and Student Success, and IR Team will determine the data that need to be collected at the course level, set a regular schedule for collection of the data, and assign responsibility for charting and disseminating the data. **Program Level:** The VPAA, Associate Dean, Dean of Enrollment Management and Student Success, Division Chairs, and IR Team will determine the data that need to be collected at the program level, set a regular schedule for collection of the data, and assign responsibility for charting and disseminating the data. **Institutional Level:** The President's Cabinet will determine the data that need to be collected at the institutional level, set a regular schedule for collection of the data, and assign responsibility for charting and disseminating the data.	VP of Academic Affairs, Associate Dean of Academic Affairs, Division Chairs, Faculty, VP of Enrollment & Student Success		
6. It is recommended that the College engage in a system of evaluation of its programs and services in order to make determinations of quality, effectiveness, and mission fulfillment (Standard 1.B.2, Standard 4.A.2., and Standard 5.A.2.)	Mission fulfilment and are there verifiable indicators of achievement Review mission and four core themes as a true measurable core theme with indicators Connecting indicators to measures of success Ensure data is appropriate to the core them, reflects accurate comparisons where warranted, and leads to the documentation of core theme progress and areas of improvement	Mission fulfilment and are there verfiable indicators of achievement Review mission and four core themes as a true measurable core theme with indicators Connecting indicators to measures of success Ensure data is appropriate to the core them, reflects accurate comparisons where warranted, and leads to the documentation of core theme progress and areas of improvement Review 70% threshold and take a closer look at indicators to align with core themes	President's Cabinet		

Appendix B

Facility and Technology Plans

- **Transmittal from Stevenson Design, Inc.**
- **Carpet and Paint Schedule**
- **Vehicles and Equipment Schedule**
- **HVAC Maintenance Schedule**
- **Technology Plan (Draft)**

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TRANSMITTAL

February 19, 2016

Lisa Smith, VP of Admin
MILES COMMUNITY COLLEGE ENDOWMENT
2715 DICKINSON ST
MILES CITY MT 59301

RE: 1444-MCC Master Plan, Preliminary Facilities Report

Lisa:

Per your request, I am attaching our initial architectural building survey worksheets along with a plan of the campus and surrounding neighborhoods including properties for possible future expansion. Also attached are worksheets from Con'eer Engineering covering the Mechanical/Electrical/Life Safety systems for these buildings.

For the most part, your campus buildings are in good shape and well maintained.   Potential capital expenditures beyond normal maintenance that we observed on this first pass:

- Centra: New HC public restrooms& general access upgrades, thermal upgrades; replacement of the fire alarm system and installation of emergency egress lighting .
- Café: Kitchen Remodel & Expansion.
- Auditorium & Library: New roof and roof insulation. New windows & Panel 15 replacement; Replacement of the Auditorium Air Conditioning Unit.
- New Connector: Enclosed walkway between Centra & Auditorium; Installation of dedicated HVAC unit for connector, Bookstore and Dining vestibule area. Completion of fire alarm system to space between Dining and Centra..
- Classrooms: Roof Coating
- Quads: Shingle roof replacement
- Vo-Tech: New roofing, insulation & fascia/soffits (currently contracted); new windows, HC toilet remodel, garage doors, wall insulation, possible storage/welding additions; Modifications to the ventilation system in the shop and classroom spaces
- Armory: HC toilet remodel, second floor access, windows, wall insulation, new interior finishes, possibly fire sprinklers and other items identified in the PAR, M&E upgrades.
- Site: Lighting and safety improvements, event parking & access.

The worksheets offer a broader scope of items identified as needing attention on a building by building basis. Our final summary will expand the descriptions and divide the items into a timeline and may include general costs for the work. We will continue to work on the planning project and to further develop the comprehensive plan as we move forward. Please feel free to inquire if you need further information.

Sincerely,

Mike Stevenson, AIA

ITEM	COMMENT
Handicap Access	Limited to main entry, no other spaces fully comply, most are non-compliant.
Sidewalks	Some settling and heaving, uneven edges pose trip hazards and limimt accessibility. Concrete is in fair condition overall, but with areas that are cracked and uneven walks should be replaced.
Site Drainage	Site needs to be cut down and graded to slope away from building all the way around. North sidew lawns have grown above the floor level in areas. Gravel storage yards should be cut to drain away, and an on site holding pond should be developed. City uses adjacent land to pile snow, this makes it quite wet when it melts.
Basement Access	N/A
Roof Access	By Ladder only. An access hatch from inside the building would be advised from the second floor.
Exterior Walls	Uninsulated CMU block and brick masonry with steel columns. CMU has been coated with some sort of high build coating that is beginning to fail. Building does not appear to be settling, Exterior walls need to be prepped and recoated- Sugeest an EIFS to add insualtion and cover and seal the exterior walls. N & S CMU walls have had steel strongbacks added, they look to be in line with the GL bents inside- this is likely supplemental reinforcing to connect the block to the bents to stiffen the walls- connections should be checked.
Windows	Single pane aluminum windows. Many are stuck shut, many do not operate, They're junk by today's standards & need replacement. Fixed glazing on the north side is poor, set with wood trim and caulk- also need to be replaced or just infilled.
Roof	60 mil EPDM was installed in 1997 over th old built up roof. Rooof has no insulation. Membrane is in fair condition and life could be extended by applying a fluid coating. When replaced the roof should have a substantial layer of insulation added and an access hatch. Gutters need to be added to the lower roof to stop ongoing damage to the north fascia and eaves- glue lam beams are being damaged where exposed.
Exterior Doors	Main entry is AEF and is good condition. Other doors are HM. All could use new weather seals, thresholds, and hardware for accessibility.
Thermal Envelope	Poor. No insulation in walls or roof, exposed single wqythe masonry construction. Windows are obsolete. Foundation has no perimeter insulation.
Interior Floors	Concrete in work bay is in good condition. Floors with flooring are dated and worn, may have ACM's in some tile. Restrooms and showers are in poor shape.
Interior Walls	Generally good shape.
Ceilings	Classroom dropped ceilings are missing tiles and some are damaged. Same in the lower level spaces. Need to be replaced overall
Interior Doors	Ok, but most are non accessible, some too small to be accessible, with no clearances on pull/push sides. Open passages are to small and confining around restroom/showers/lockers.

Exiting	Exiting is ample, though if the spaces are developed into classrooms additional exits may be needed. Single stair to and from upper floor may need to be augmented with another exit stair.

MCC ARMORY
February 2016

Roof Structure	GL Bents with steel reinforcing & double 2x8 purlins, 3" acoustic deck- appears to be in good condition. Note the bents do ont appear to have been tied to the wall structure per the original 1956 drawings; it may be advisable to make connections to reinforce the structure and provide more rigidity. The decking should be closely examined to determine the overall condition.
Floor Structure	Ok. Main floor is all slab on grade. Upper floor is concrete on metal deck.
Foundation	Foundation is concrete footings with stem walls; enlarged at structral bents and columns. Has no insulation, but otherwise looks to be in good condition. Unable to observe the condition of the subgrade concrete.
HC Toilets	None.
HC Doors/Paths	See comments above for exterior and interior doors. Hardware is wrong, clearances are missing or lacking, some doors too small, Paths are limited as well.
Site	Lawns have grown up above finished floor levels in areas, grading needs to be addressed. Garage concrete apron is too small and should be extended. Exit doors need exterior landings and walks. Lighting is minimal. Have been told that the sewer main running NW then W clogs or plugs frequently, may be due to roots. It runs under the south sidewalk on Main Street to Winchester tie in- that route could be problematic for servicing. Lack of a lawn sprinkler sytem means is has to be done manually. Landscaping against the building is moslty weeds and downspouts need extensions to get water away from the foundation. Some sucker trees need to be removed. Parking wheel stops are loose and move when hit- need to be anchored.
OTHER	Lighting, mechanical and electrical are all archaic and minimal, need to be upgraded. Ventilation is lacking throughout. No service ventilation in the amin garage bay. No data connection to the main campus. Building and site are kitty corner to the track on campus and isolated by street ROW. Kitchen is outdated, poorly laid out, and generally out of compliance with NSF standards.

MCC AUDITORIUM
February 2016

ITEM	COMMENT
Handicap Access	Ok
Sidewalks	Bad settlement of a section on E. side over Fire Sprinkler line trench. Slab at S. entry has settled over 1" at NW corner causing threshold problems for doors. Both these sections need replacement.
Site Drainage	Ok, but eaves are lacking gutters.
Basement Access	N/A
Roof Access	By Ladder, single story.

Exterior Walls	Brick in good shape. Panel 15 plywood over windows is delaminating and in need of replacement.
Windows	Original 1/4" airspace clad wood windows. Seals broken on some. Recommend replacing at some point.
Roof	Un-reinforced EPDM roof installed in early 90's. Needs replacement in next five years.
Exterior Doors	E. side exit doors are wood oak doors. Recommend replacing with insulated metal. Alum. Entries at S. & N. ends are original and servicable. S. doors have alignment issues in real cold weather.
Thermal Envelope	Good for age: 6" R-19 walls and roof. Roof insulation has batts stapled to bottom of roof trusses with gaps. Recommend adding insulation when re-roofing.
Interior Floors	Ok.
Interior Walls	Generally good shape.
Ceilings	New ceilings in three auditorium spaces. Rest is original.
Interior Doors	Ok, but are equipped with fire closers, not tied to Fire Alarm system.
Exiting	Missing exit signs on Auditorium doors. There is a set of fire doors in N. corridor that is not needed from a code standpoint.
Roof Structure	Ok
Floor Structure	Ok
Foundation	Foundation is grade-beam on timber piles with slab floating.
HC Toilets	Yes in Café Lobby or in Classroom building.
HC Doors/Paths	Ok
Site	
OTHER	

MCC BOOKSTORE
February 2016

ITEM	COMMENT
Handicap Access	Ok
Sidewalks	Heaved walks on W. side. Enclosing covered entry would help. Walks on E. side heaving @ doors causing problems. Replacement with frost insulated walks is recommended.
Site Drainage	Ok on W. side, walks along E. side tipping in to building. Recommend replacement with frost insulated walks.
Basement Access	N/A

Roof Access	By Ladder, single story.
Exterior Walls	New cement board siding in last ten years in good shape. Rest is brick.
Windows	New windows in last ten years.
Roof	New EPDM roof and insulation within ten years.
Exterior Doors	W. exit door needs adjustment & weatherstripping.
Thermal Envelope	Good for age: 6" R-19 walls, new windows & new roof with added insulation.
Interior Floors	Ok.
Interior Walls	Generally good shape.
Ceilings	New ceilings in last ten years.
Interior Doors	Ok.
Exiting	Ok.
Roof Structure	Ok
Floor Structure	Ok
Foundation	Foundation is grade-beam on timber piles with slab floating. Foundation is good, floors settled some around perimeter.
HC Toilets	Yes in Café Lobby.
HC Doors/Paths	Ok
Site	
OTHER	

MCC CAFE
February 2016

ITEM	COMMENT
Handicap Access	Ok
Sidewalks	Heaved walks on W. side. Enclosing covered entry would help. Walks on E. side heaving @ doors causing problems. Replacement with frost insulated walks is recommended.
Site Drainage	Ok on W. side, walks along E. side tipping in to building. Recommend replacement with frost insulated walks.

Basement Access	N/A
Roof Access	By Ladder, single story.
Exterior Walls	New cement board siding in last ten years in good shape. Rest is brick.
Windows	New windows in last ten years.
Roof	New EPDM roof and insulation within ten years.
Exterior Doors	Original Alum. Entry doors on W. side have single glass and getting worn out. Lobby is cold. Kitchen door needs hinge adjustment and weatherstripping. Hangs up on frost-heaved walk.
Thermal Envelope	Good for age: 6" R-19 walls, new windows & new roof with added insulation.
Interior Floors	Settlement along E. side of Kitchen over grade beam backfill - recommend mud-jacking. 12x12 Tile has shrunk slightly and areas are coming up, probably due to moisture in the slab affecting glue.
Interior Walls	Generally good shape. NW & SE corner of Kitchen shows settlement.
Ceilings	New in Café. Old in Kitchen as well as being low (8') instead of normal 9' for a Kitchent. Hood hangs down to 6'.
Interior Doors	N. door of Café needs hinges adjusted to square things up.
Exiting	Good.
Roof Structure	Ok
Floor Structure	Ok
Foundation	Foundation is grade-beam on timber piles with slab floating. Foundation is good, floors settled some around perimeter.
HC Toilets	Yes.
HC Doors/Paths	Ok
Site	
OTHER	Kitchen: Has not been up-graded since it was built and hood is dangerously low. Freezer, Cooler, Dry Storage and Office space are lacking. A major up-grade and addition is recommended sometime in the next 5 to 10 years.

MCC CENTRA
February 2016

ITEM	COMMENT

Handicap Access	Bldg. needs improvements at exterior doors due to lips and elevation changes. Clearances at sides of doors are out of compliance in a few places. No access to upper level gym & offices- elevator needed. Restrooms and team locker rooms are not accessible. Entries to racquetball courts and those modified are not compliant. Need ADA/Braille signage throughout.
Sidewalks	Most walks in fair shape, some landings outside of doors have moved (heaved or settled) and should be replaced. Main (north) walk is uneven in a few places, but concrete is in fair condition
Site Drainage	N side should be worked on, include roof gutters and downspout discharges
Basement Access	n/a - no basement.
Roof Access	Hatch from crows nest, which has limited access.
Exterior Walls	Fair shape for age. Block walls should be silane sealed. Several penetrations need to be sealed up.
Windows	Out of date;glazing is low quality and not energy efficient; aluminum frames are poor as they conduct heat/cold. Should be replaced with modern unts.
Roof	Roof was worked on recently and is serviceable for several more years. Needs new gutters & downspouts on N side, additionof snow guards. Downspouts need frost protection/heat tape.
Exterior Doors	Most are in good condition, seals should be checked and replaced as needed. Some need lever handles.
Thermal Envelope	Building has vinyl faced metal bldg. insualtion pkg.- that should be upgraded, at least at the roof. Several of the masonry walls are uninsulated and should be upgraded. Windows need to be replaced and upgraded.
Interior Floors	Gym floor was recently refinished & is in very good condition. Carpetted areas are looking worn. Ceramic tile floors look good. Bare concrete floors in service areas should be cleaned and sealed. Rubber matts in weight areas will neeed occasional reaplacement as they wear out.
Interior Walls	Good condition. Note some rooms/walls/partitions have been built that obstruct fire sprinklers- this neds to be corrected.
Ceilings	Most are in good condition, some areas with suspended tile could use replacement tiles. Gym looks good.
Interior Doors	Several need lever type hardware, some are too small to be accessible, location of several does not permit accessibility.
Exiting	Improved airlocks are needed at the entry lobby & busy side entry. Door locations are suitable.
Roof Structure	Structure appears to be sound, steel frames with purlins.
Floor Structure	Appears to be sound, slab on grade.
Foundation	What is visible is in good condition, but the insulation has been lost & needs to be replaced. No signs of settling.
HC Toilets	Not enough, not accessible.

MCC CENTRA
February 2016

HC Doors/Paths	Several need lever type hardware, some are too small to be accessible, location of several does not permit accessibility.
Site	Paving on east side needs to be crack sealed and coated. Access to track and outdoor areas is limited on the north side, restroom access needed from track.
OTHER	Did not observe Crows Nest, though it does not appear to meet building codes or ADA for access/exiting/construction. Access to main floor mechanical rooms is through the team locker rooms.

ITEM	COMMENT
Handicap Access	Good access throughout facilities from parking to inside. Some exterior sidewalks need fixing.
Sidewalks	Badly settled section @ NW exit needs replacement w/ frost-insulated slab. Otherwise not bad.
Site Drainage	Roofs drain to eaves. Some have gutters and some don't. Tunnel along N. side gets water in it during heavy rains.
Basement Access	Concrete pipe tunnels around perimeter.
Roof Access	Ladder to Roof Hatch in Maintenance. Provides access to all adjacent one story roofs.
Exterior Walls	Brick in good shape. Stucco panels above windows in good shape.
Windows	New windows in last ten years.
Roof	Granular surfaced single ply asphalt installed in 1997 showing it's age. Due for a coating in next five years to extend life.
Exterior Doors	Alum. Entries are all original and could use replacement if funds allowed. Some doors have wire glass, which we would recommend changing to insulated tempered safety.
Thermal Envelope	Roof was insulated with re-roof in '97 and new windows recently. Exterior walls are block with zonolite in cores. Not great, but classrooms are comfortable and walls don't feel too cold in winter. Recommend insulating walls when remodeling rooms.
Interior Floors	Newer carpet in halls. Various carpets in offices and some classrooms. Some classrooms have original 9x9 VAT tile.
Interior Walls	Painted block in good shape.
Ceilings	Original ceilings throughout. Some showing age.
Interior Doors	Solid wood in ok shape for age. Doors all have louvers to allow room air to be drawn thru corridors to exhaust ventilators.
Exiting	Ok.
Roof Structure	Ok
Floor Structure	Slab-on-grade in good shape.
Foundation	Foundation is 5' deep grade-beam on timber piles with slab on grade. There is a perimeter pipe tunnel also on piles.
HC Toilets	Two sets of public toilets in this facility. Women's have HC stalls meeting dimension requirements. Men's have modified HC stalls that are about 6" short in each direction. I think there's room to install a complying stall in these.
HC Doors/Paths	Note that all entry doors and toilet doors have operators, which is above requirements, but helps with use.
Site	

OTHER	

MCC DORMS
February 2016

ITEM	COMMENT
Handicap Access	Good access throughout facilities from parking to inside. Some exterior sidewalks need fixing. Has an elevator to second floor.
Sidewalks	One section between Dorms entry and Commons needs replacement due to settling.
Site Drainage	Eave gutters to downspouts, which surface drain to several drywells which back up under some conditions and results in water in the E. wing crawl space. Recommend an injection well that gets down into gravel to drain the drywells. Downspouts are missing leaders and draining against foundation.
Basement Access	There is a crawl space under the first floor with good access. Crawl was dry and low humidity. Looks in good shape.
Roof Access	Ladder access to roof. Since this is two story, would recommend adding a roof hatch with access from attic.
Exterior Walls	Brick in good shape, although sprinkler system is spraying on it and should be adjusted. Painted cement board lap siding above brick will probably need painting in next five years.
Windows	Clad wood Marvin windows in good shape.
Roof	Malarkey dimensional shingle in good shape.
Exterior Doors	Aluminum entry doors in good shape.
Thermal Envelope	Good thermal envelope built in 2002.
Interior Floors	Rubber tile in halls in good shape. Bare concrete in rooms.
Interior Walls	Painted block in good shape.
Ceilings	Original ceilings throughout.
Interior Doors	Solid wood in HM frames in good shape.
Exiting	Ok.
Roof Structure	Ok
Floor Structure	Elevated concrete slabs on steel deck and bar joists in good shape.
Foundation	Foundation is spread footings on engineered gravel. Looks in good shape.
HC Toilets	HC dorm rooms with roll-in showers meets code.

HC Doors/Paths	Note that main entry doors have operators.
Site	No issues with site other than drainage noted above.

MCC QUADS
February 2016

ITEM	COMMENT
Handicap Access	Good access throughout facilities from parking to inside. Some exterior sidewalks need fixing.
Sidewalks	One section between Dorms entry and Commons needs replacement due to settling.
Site Drainage	Eave gutters to downspouts, which surface drain. Downspouts are missing leaders and draining against foundation.
Basement Access	There is a crawl space under the first floor with good access from outside. Crawl was dry and low humidity. Looks in good shape.
Roof Access	Ladder access to roofs.
Exterior Walls	Brick in good shape, although sprinkler system is spraying on it and should be adjusted. Painted masonite board lap siding above brick will probably need painting in next five years.
Windows	Clad wood Marvin windows in good shape.
Roof	Tamko 3-Tab asphalt that is 20 years old. Will need replacement in next five years.
Exterior Doors	Insulated steel doors. Get a lot of abuse and some have had to be replaced, but otherwise in good shape.
Thermal Envelope	Good thermal envelope built in 1997.
Interior Floors	VCT over concrete in good shape.
Interior Walls	Painted gyp board that probably requires annual repairs in this use.
Ceilings	Gyp board ceilings in good shape.
Interior Doors	Solid wood in HM frames in good shape.
Exiting	Ok.
Roof Structure	Wood framed trusses & plywood deck in good shape.
Floor Structure	Elevated concrete slabs with floor heat over wood I-joists in good shape.
Foundation	Foundation is spread footings on engineered gravel. Looks in good shape.
HC Toilets	HC dorm rooms with roll-in showers meets code.
HC Doors/Paths	Ok.

Site	
OTHER	

MCC LIBRARY
February 2016

ITEM	COMMENT
Handicap Access	Ok
Sidewalks	Need replacement at SW exit, badly deteriorated due to gutter leaking.
Site Drainage	Gutter downspout @ SW exit needs replaced with oversized pipe w/o sharp bends. Inside corner @ NW connection to Classrooms is a low spot.
Basement Access	N/A
Roof Access	By Ladder, single story.
Exterior Walls	Brick in good shape. Panel 15 plywood over windows is delaminating and in need of replacement.
Windows	Original 1/4" airspace clad wood windows. Seals broken on some. Recommend replacing at some point.
Roof	Un-reinforced EPDM roof installed in early 90's. Needs replacement in next five years.
Exterior Doors	SW exit aluminum entry is serviceable.
Thermal Envelope	Good for age: 6" R-19 walls and roof. Roof insulation has batts stapled to bottom of roof trusses with gaps. Recommend adding insulation when re-roofing.
Interior Floors	Ok. Library about due for new carpet.
Interior Walls	Generally good shape.
Ceilings	Original ceilings throughout. Some showing age.
Interior Doors	Ok, these door closers are tied to F.A. system while Auditorium are not.
Exiting	Ok.
Roof Structure	Ok
Floor Structure	Ok
Foundation	Foundation is grade-beam on timber piles with slab floating.
HC Toilets	Yes in adjacent Classroom building.

HC Doors/Paths	Ok
Site	
OTHER	

MCC VO-TECH
February 2016

ITEM	COMMENT
Handicap Access	Main entry on north side has ramp and door operators, rest of building is very limited or non-accessible.
Sidewalks	In good condition
Site Drainage	N. side of buidling needs to be re-graded, ground slopes to building in several places. Existing sprinklers need to be removed or modified in rock covered landscape areas. Switching to drip for remaining trees and shrubs is advised.
Basement Access	N/A
Roof Access	By Ladder, single story. Adding a roof hatch from one of the interior mezzanines advised to service mechanical equipment.
Exterior Walls	In good condition, occasional painting will be needed.
Windows	Original 1/2" airspace aluminum frame casement windows. Seals broken on some. Some glass broken, some non-operable. Advise replacing soon for function/efficiency/emergency egress.
Roof	Roof is shot. It's currently under contract to be replaced this spring, work will include replacing soffits, fascia, soffit lighting.
Exterior Doors	Most walk doors need new seals/gaskets. Overhead doors need new seals & a mjor overhaul or replacement; door openers have no safety sensors. Hardware on walk doors is broken or missing in places, and non-accessible all but main entry. Power operator at main entry opens both the interior and exterior doors of the airlock at one time, this makes the airlovk ineffective.
Thermal Envelope	Minimal insulation at exterior CMU walls; insulation should be added to the perimeter walls. Roof is poorly insulated (3" of poly-iso to be added during re-roof). Windows poor.
Interior Floors	Vary depending on the area. The auto shop needs to have control joints cleaned and filled & floor needs to be cleaned and sealed. Classrooms and offices vary from 12x12 to sheet goods. Some needs repair and/or completion of improper installation. Overall in good condition.
Interior Walls	Generally good shape. Shop areas need to be cleaned & painted just to reflect light. Several fire walls need to be re-taped at the ceiling intersections.
Ceilings	Suspended ceilings in fair shape, missing tiles should be replaced. Drywall ceilings in shop areas need to be sealed and painted to reflect light, some have turned black from soot and smoke.
Interior Doors	Most in fair shape, could stand to be re-painted. Hardware should be changed from knobs and odd pulls to lever sets. Door on the west mechanical room needs to be changed to a rated door- it's currently a hollow core wood door. Closers need to be

Exiting	Missing or damaged exit signs on a couple of doors. djt d/ l d i f l t d d h ld t b d ith d
Roof Structure	Ok
Floor Structure	Some minor movement in the slab, but overall in fair condition.
Foundation	Foundation is grade-beam on timber piles with slab floating.

MCC VO-TECH
February 2016

HC Toilets	None
HC Doors/Paths	Main (north entry) only.
Site	Asphalt on S & E sides needs to be cleaned, crack sealed, coated or chip sealed. Overall site around building is in good shape, some minor regrading is needed on N side.
OTHER	Several M&E defficencies, ventilation and exhaust air in auto shop and wwelding areas is not used or lacking inperformance. Lighting needs to be upgraded. Emergency and alarm systems should be improved. Mezzanines should have permanent stairs, not portable stairs or 2x4 ladders.

MCC Review by Con'eer Engineering, Inc.
February 18, 2016

BUILDING SURVEY CHECKLIST
ARMORY
February 2016

Armory Building

ITEM	COMMENT
Mechanical	
HVAC	(2) gas fired furnaces - (1) 80%, (1) 92%. Gas unit heaters in the shop, roof mounted exhaust fans - fair condition. Neither furnace equipped with ventilation air. Shop area fans cause downdrafting in water heater and furnaces. Kitchen hood does not meet current code for suppression requirements.
Boilers	Not Applicable
Air Conditioning	80% furnace equipped with dx cooling, air cooled condensing unit.
Controls	Seven day programmable thermostat
Plumbing	
Fixtures	Fixtures in good condition with no reported operational issues. Service line to city main has reported back-up issues.
Drinking Fountains	Not Applicable
Water Heaters	Storage tank in fair condition, thermostatic mixing valve not listed for application, installed 1998
Electrical	
Lighting	Manual controls. Fluorescent lighting.
Service Capacity	Adequate for function with space available. 120/240 service 400A single phase service.
Exit Sign	No exterior egress fixture
Exterior Lighting	Fixtures in fair condition. Control issues.
Life Safety	
Fire Alarm	No fire alarm system installed at this time
Fire Suppression	No system installed at this time

ITEM	COMMENT
Mechanical	
HVAC	Older equipment with recent control upgrade. Equipment operational but reaching service life.
Boilers	New modular high efficeint boiler plant, In good working order
Air Conditioning	Central Chilled water system approximately 12 years old. Unit installation could be modified to provide more stable platform to extend unit life. Exterior piping insulation need to be repaired
Controls	Digital controls installed as portion of the energy improvement project
Plumbing	
Fixtures	Original to the building, functional, lavatory quantity does not meet current code. Need to relocate janitor closet out of men's locker room
Drinking Fountains	Not ADA compliant
Water Heaters	New unit installed as portion of boiler upgrade project. Thermostatic mixing valve appears to need servicing.
Electrical	
Lighting	Manual controls, Flourescent Lighting, limited emergency egress lighting - additional wall paks required
Service Capacity	Adequate for function with space available, older distribution panels with no spare breakers, Capacity but not significant available breaker space.
Exit Sign	Directional signs required,
Exterior Lighting	Mixed lamps and controls, Fixtures in fair to poor condition, Control issues due to bugs, area lighting in parking lot North of building a concern, Area lighting mix of leased and owned equipment.
Life Safety	
Fire Alarm	Updated front end connected to Admin building system, system not equipped with visual devices, spacing on horns does not meet current code.
Fire Suppression	Not applicable

AUDITORIUM February 2016

ITEM	COMMENT
Mechanical	
HVAC	Older equipment with recent control upgrade. Equipment operational but reaching service life.
Boilers	Connected to Admin boiler plant, base mounted pumps ready to be replaced
Air Conditioning	Issues with electrical system of air cooled condensing unit, unit should be replaced.
Controls	Digital controls installed as portion of recent energy improvement project
Plumbing	
Fixtures	Original to the building, functional, lavatory quantity does not meet current code.
Drinking Fountains	Not ADA compliant
Water Heaters	No domestic hot water in the building
Electrical	
Lighting	No egress lighting, manual controls, Flourescent Lighting
Service Capacity	Adequate for function with space available, older distribution panels with no spare breakers
Exit Sign	Directional signs required,
Exterior Lighting	Mixed lamps and controls, Fixtures in fair to poor condition, Fixtures added to resolve security issues with mixed success, Control issues due to bugs.
Clock/Intercom System	Central system not operational
Life Safety	
Fire Alarm	Updated front end connected to Admin building system, system not equipped with visual devices, spacing on horns does not meet current code.
Fire Suppression	Building equipped with suppression. Majority of corridor heads pendant, several appear to be located tight to surface mounted light fixtures which could be considered obstructions

CENTRA
February 2016

ITEM	COMMENT
Mechanical	
HVAC	Older equipment with recent control upgrade. Equipment operational but reaching service life. A/C unit for second floor has poor ducting
Boilers	Relatively new within 5-7 years good condition no reported problems

Air Conditioning	Only exist on 2nd floor serving rooftop unit, 10+ years old
Controls	Digital controls installed as portion of the boiler replacement project
Plumbing	
Fixtures	Original to the building, functional, lavatory quantity does not meet current code. Need to relocate janitor closet out of men's locker room
Drinking Fountains	Not ADA compliant
Water Heaters	New but thermostatic mixing valve was showing need for service
Electrical	
Lighting	Limited to no egress lighting, manual controls except public toilets and locker rooms, Inadequate lighting in the Women's Locker Room, Flourescent Lighting with HID in Raquetball spaces
Service Capacity	Adequate for function with space available, older distribution panels with no spare breakers
Exit Sign	Directional signs required,
Exterior Lighting	Mixed lamps and controls, Fixtures in fair to poor condition, Fixtures added to resolve security issues with mixed success, Control issues due to bugs.
Life Safety	
Fire Alarm	Older fire alarm system, Notification horn only not compliant for visual notification
Fire Suppression	Older system with fusible link heads reaching age where head testing will be required, coverage needs to be modified for floor plan cahnges.

ITEM	COMMENT
Mechanical	
HVAC	Horizontal funace not equipped with ventilation air. Boiler room combustion air linked to dryer make-up air yet dryer make-up air is blocked off.
Boilers	Lochinvar Efficiency Plus standard efficiency unit. Slab heat with room wall mounted thermostats. Evidence of condensing in boiler stack. No emergency shut-down switch. Electric zone valves (2-position).
Air Conditioning	Air cooled condensing unit 12 SEER. Ceiling exhaust fans reaching end of service life. Water leak around refrigerant piping sleeve through foundation wall.
Controls	Seven day programmable thermostat
Plumbing	
Fixtures	Fixtures in good condition with no reported operational issues
Drinking Fountains	Not Applicable
Water Heaters	Storage tank in fair condition. Thermostatic mixing valve not listed for application.
Electrical	
Lighting	Manual controls. Fluorescent lighting.
Service Capacity	Adequate for function with space available
Exit Sign	No exterior egress fixture
Exterior Lighting	Fixtures in fair to poor condition. Control issues due to bugs.
Life Safety	
Fire Alarm	Residential smoke detector not connected to central system.
Fire Suppression	Not applicable

BUILDING SURVEY CHECKLIST
GYM-DINING CONNECTOR
February 2016

ITEM	COMMENT
Mechanical	
HVAC	Horizontal funace not equipped with ventilation air.
Boilers	Not applicable
Air Conditioning	Not applicable
Controls	seven day programmable thermostat
Plumbing	
Fixtures	Not Applicable
Drinking Fountains	Not Appliciable
Water Heaters	Not Applicable
Electrical	
Lighting	No egress lighting, manual controls, Flourescent Lighting
Service Capacity	Adequate for function with space available, older distribution panels with no spare breakers
Exit Sign	Directional signs required,
Exterior Lighting	Mixed lamps and controls, Fixtures in fair to poor condition, Fixtures added to resolve security issues with mixed success, Control issues due to bugs.
Life Safety	
Fire Alarm	Residential smoke detector not connected to either system
Fire Suppression	Not applicable

BUILDING SURVEY CHECKLIST
DINING-BOOKSTORE
February 2016

ITEM	COMMENT

Mechanical	
HVAC	Rooftop gas fired equipment, Issue in vestibule area served from both directions but not accurately. Newer equipment. Kitchen hood needs conditioned make-up, Need dishwasher hood, Hood mounted lower than code 6'6"AFF,
Boilers	Not applicable
Air Conditioning	From Rooftop Equipment equipped with economizers - good condition, Needed in Kitchen
Controls	Seven day programmable thermostat
Plumbing	
Fixtures	Need grease trap in kitchen, fixtures newer in good condition
Drinking Fountains	Not Appliciable
Water Heaters	In good condition
Electrical	
Lighting	Flourescent Lighting
Service Capacity	Adequate for function with space available, older distribution panels with no spare breakers, newer panels have breaker space (dietary remodel)
Exit Sign	Adequate Coverage
Exterior Lighting	Mixed lamps and controls, Fixtures in fair to poor condition, Fixtures added to resolve security issues with mixed success, Control issues due to bugs.
Life Safety	
Fire Alarm	Newer system from Admin Building system
Fire Suppression	Not applicable

DORMS (2 STORY)
February 2016

ITEM	COMMENT
Mechanical	
HVAC	No Central Ventilation System. Ceiling exhaust fans reaching service life - several not operational. Should consider protection to exterior piping for office ductless split system (review condensate). Clean debris from condenser coil.
Boilers	Lochinvar Efficiency Plus standard efficiency units. Slab Heat with room wall mounted thermostats. Electric zone valves (2-position) would improve boiler room ventilation to reduce overheating. Add boiler controls to campus DDC system for ease of operation.
Air Conditioning	Through-wall A/C units being added to all spaces.
Controls	Non-programmable electric theromstats, No central control.
Plumbing	
Fixtures	Fixtures in good condition with no operational issues reported.
Drinking Fountains	Not Appliciable
Water Heaters	Storage tank gas fired high efficiency in fair condition; thermostatic mixing valve is code compliant.
Electrical	
Lighting	Manual controls. Fluorescent lighting. Need to replace emergency fixture battery packs. Need to add egress emergency fixtures.
Service Capacity	Adequate for function with space available
Exit Sign	No exterior egress fixture
Exterior Lighting	Fixtures in fair condition. Control issues due to bugs or timeclock programming.
Life Safety	
Fire Alarm	Central system front-end nearing required update.
Fire Suppression	No observed concerns

February 2016

ITEM	COMMENT
Mechanical	
HVAC	Ceiling exhaust fans reaching end of service life. No central ventilation.
Boilers	Lochinvar Efficiency Plus standard efficiency unit. Slab heat with room wall mounted thermostats. Evidence of condensing in boiler stack. Missing emergency shut-down switch. Electric zone valves (2-position).
Air Conditioning	Not Applicable
Controls	Wall mounted electric zone valves
Plumbing	
Fixtures	Fixtures in good condition with no reported operational issues
Drinking Fountains	Not Applicable
Water Heaters	Storage tank in fair condition. Thermostatic mixing valve not listed for application.
Electrical	
Lighting	Manual controls. Fluorescent Lighting.
Service Capacity	Adequate for function with space available
Exit Sign	No exterior egress fixture
Exterior Lighting	Fixtures in fair to poor condition. Control issues due to bugs.
Life Safety	
Fire Alarm	Residential smoke detectors not connected to central system.
Fire Suppression	Not applicable

Vo-Tech

VO-TECH
February 2016

ITEM	COMMENT
Mechanical	

HVAC	Building ventialtion systems have been disabled in shop areas. Central area furnace system not equipped with ventilation air. Shop exhaust systems do not meet current program demands. Ventilation required for parts washer. Welding area exhaust system should be updated with general area exhaust added. Exhaust fans should be scheduled for replacement. New ceiling mounted heat pump unit in classroom spaces in good condition.
Space Heating	Wall mounted electric heat in classroom spaces showing age. Shop infrared heat in fair condition. Controls for equipment setback should be considered.
Air Conditioning	No central air conditioning. Ductless split systems should be added to classroom spaces and Heavy Equipment simulator spaces.
Controls	No central controls. Automatic setback controls should be added to systems.
Plumbing	
Fixtures	Original to the building, functional. Lavatory quantity does not meet current code. Wash fountains outside of shop areas in need of replacement. Additional eye wash stations required in shop area.
Drinking Fountains	Not ADA compliant
Water Heaters	Storage tanks in fair condition; code required mixing valve not present.
Electrical	
Lighting	Manual controls. Fluorescent Lighting primarily T-12 with some T-8 lamps retrofitted into existing fixtures.
Service Capacity	Adequate for function with space available. Older distribution panels with no spare breakers. Capacity but not significant available breaker space.
Exit Sign	No exterior egress fixture. Missing several signs in remodel areas of the wood shop area. Lacking significant emergency lighting systems.
Exterior Lighting	Fixtures in fair to poor condition but scheduled to be replaced as portion of roofing project. Control issues.
Life Safety	
Fire Alarm	Updated front end; system not equipped with visual devices. Spacing on horns does not meet current code.
Fire Suppression	Not applicable

	A	B	C	D	E	F
1			CARPET and PAINT SCHEDULE			
2	**Room #**	**Description**	**Paint**	**Flooring**	**Paint used**	**Rejuvenate**
3						
4	101	Classroom	(5/10)	tile 5/2010	SW Dover white	2022
5	102	Science Storage	(5/10)	tile 5/2010	SW Dover white	2022
6	103	Science Lab	Good	tile		2017
7	104	Science Office	new 1/08 1/09gold	new 1/2002	S/W Bakelite Gold	2020
8	105	Dark Room	(1/04)	(1/04)		2017
9	RR	Receiving Room	(5/03)	tile		2020
10	106	First Interstate RM	new 4/2003	new 4/2003	S/W Dover White/ Revel Blue	2016
11	107	First Interstate RM	new 4/2003	new 4/2003	S/W Dover White/ Revel Blue	2016
12	108	Classroom	new 5/2003	new 4/2003	S/W Dover White/ Revel Blue	2016
13	109	Computer Lab	Good	tile		2017
14	110	Distance Learning	Good	new 1/2002		2017
15	111	Nursing Secretary	new 8/2008	new 8/2002	S/W Realist Beige	2023
16	111A	Nursing Office	new 8/2008	new 8/2002	S/W Utterly Beige	2023
17	112	Nursing Lab	new 8/2013	tile 5/2013		2023
18	113	Classroom	(5/03)	tile		2017
19	114	Financial Aid Secretary	new 8/2012	(6/2012)		2024
20	114A	Financial Aid	new 8/2002	(6/2012)		2024
21	114B	Financial Aid	new 2/2002	(6/2015)	S/W Dover White/ Revel Blue	2024
22	114C	Office	new 5/2003	(6/2012)		2024
23	114D	Office	new 8/2002	(6/2012)		2024
24	114E		Good	tile		2024
25	114F		Good	tile		2024
26	115	Student Services	new 1/2008	new 1/2012	S/W Utterly Beige/ Realist Beige	2026
27	115A	Vault	n/a	tile		2026
28	115B	Student Svc Dir.	new 1/2012	new 1/2012		2026
29	116	Boardroom	new 5/2012	Paxsons 05/2008	S/W Navajo White/ Blonde	2016
30	117	Veteran's Lounge	New 2/2014	New 2/2014	S/W Dover White/ Universal Khaki	2026
31	117A	Veteran's Lounge	New 2/2014	New 2/2014	S/W Dover White/ Universal Khaki	2026
32	117B	Veteran's Lounge	New 2/2014	New 2/2014	S/W Dover White/ Universal Khaki	2026
33	201	Janitor's Closet	n/a	n/a		
34	202	Office	new 1/2002	new 1/2002		2017
35	203	Office	new 1/2000	new 7/2000		2017
36	204	Office	new 1/2002	new 1/2002		2017

	A	B	C	D	E	F
1			CARPET and PAINT SCHEDULE			
2	Room #	Description	Paint	Flooring	Paint used	Rejuvenate
3						
37	205	Office	new 3/2010	new 1/2002	S/W Dover white	2017
38	206	Office	new 1/2002	new 1/2002		2017
39	208	Academic Develop.	Good	New 2002		2016
40	208A		Good	New 2002		2016
41	208B		Good	New 2002		2016
42	208C		Good	New 2002		2016
43	208D		Good	New 2002		2016
44	209	Vice Pres Office	7/2015	7/2015	S/W Kilim Beige/ Dried Thyme	2025
45	209A	Vice Pres Office	7/2015	7/2015	S/W Kilim Beige/ Dried Thyme	2025
46	209B	Vice Pres Office	7/2015	7/2015	S/W Kilim Beige/ Dried Thyme	2025
47	209C	Vice Pres Office	7/2015	7/2015	S/W Kilim Beige/ Dried Thyme	2025
48	210	Art Room	new 1/09	new tile 1/09	S/W Dover White & Blonde	2024
49	211	Office	Good	new 1/2002		2018
50	212	Office	Good	new 1/2002		2018
51	213	Office	Good	new 1/2002		2018
52	214	Office	new 12/2009	new 1/2002		2018
53	215	Office	new 1/2003	new 1/2002		2022
54	216	Office	new 3/2010	new 1/2002	S/W Dover White	2022
55	218	Business Office	*****	new 1/2008	S/W Realist Beige/ Utterly Beige	2016
56	218A	President	new 11/2002	new 11/20010	S/W Dover White & Blonde	2016
57	218B	Office	Good	New 2/2003		2016
58	218C	Office	New 2/2003	New 2/2003	S/W Realist Beige/ Utterly Beige	2016
59	218D	Office	(7/03)	new 1/2008		2016
60	219	Storage	n/a	tile		
61	220	Faculty Lounge	new 6/2008	new 1/2015	S/W Dover White	2016
62	221	Offices	new 6/2009	new 6/2009	S/W Dover White	2020
63			*****			
64			*****			
65	South Hallway		Summer 03	new 6/2010	S/W Dover White	
66						
67	East Hallway		Summer 07	new 6/2010	S/W Dover White	
68						
69	West Hallway		Summer 07	new 6/2010	S/W Dover White	

	A	B	C	D	E	F
1			CARPET and PAINT SCHEDULE			
2	**Room #**	**Description**	**Paint**	**Flooring**	**Paint used**	**Rejuvenate**
3						
70						
71	North Hallway		Summer 07	new 6/2010	S/W Dover White	
72						
73	Library Hallway		New 03/2013	new 6/2010	S/W Dover White	
74						
75	North/ South Hall Lib.Add'n		New 03/2013	new 6/2010	S/W Dover White	
76						
77	South Hall Lib. Add'n		New 03/2013	new 6/2010	S/W Dover White	
78						
79	North Hall Lib.Add'n		New 03/2013	new 6/2010	S/W Dover White	
80						
81	301	Library	New 4/2015	New 4/2002	S/W Whole Wheat/ Dried Thyme/ Flower Pot	2018
82	301A	Faculty Work Room	New 4/2002	New 4/2002		2018
83	301B	Library	New 4/2015	New 4/2002	S/W Whole Wheat/ Dried Thyme/ Flower Pot	2018
84	301C	Library	New 4/2015	New 4/2002	S/W Whole Wheat/ Dried Thyme/ Flower Pot	2018
85	301D	Library	New 4/2015	New 4/2002	S/W Whole Wheat/ Dried Thyme/ Flower Pot	2018
86	301E	Library	New 4/2015	New 4/2002	S/W Whole Wheat/ Dried Thyme/ Flower Pot	2018
87	301F	Library	New 4/2015	New 4/2002	S/W Whole Wheat/ Dried Thyme/ Flower Pot	2018
88	301G	Library	New 4/2015	New 4/2002	S/W Whole Wheat/ Dried Thyme/ Flower Pot	2018
89	301H	Library	New 4/2015	New 4/2002	S/W Whole Wheat/ Dried Thyme/ Flower Pot	2018
90	301I	Library	New 4/2015	New 4/2002	S/W Whole Wheat/ Dried Thyme/ Flower Pot	2018
91	302	Office	*****	New 1/2002		2019
92	303	Office	*****	New 1/2002		2019
93	304	Office	*****	New 1/2002		2019
94	305	Office	*****			2019
95	306	Office	new 1/2002	New 1/2002		2019
96	307	Office	new 3/2002	New 1/2002		2019
97	308	Office	*****	New 1/2002		2019
98	309	Office	*****	New 1/2002		2019
99	310	Office	7/08 Dover white	New 1/2002		2019
100	311	Office	*****	New 1/2002		2019
101	312	Office	*****	New 1/2002		2019
102	313	Classroom	New 10/2002	New 10/2002		2017

	A	B	C	D	E	F
1			CARPET and PAINT SCHEDULE			
2	**Room #**	**Description**	**Paint**	**Flooring**	**Paint used**	**Rejuvenate**
3						
103	314	Classroom	New 11/2002	New 11/2002		2019
104	315	Office	summer 04	summer 04		2025
105	316	Classroom	New 06/2014	New 06/2014		2025
106	317	Classroom	New 06/2014	New 06/2014		2025
107	318	MET NET	New 06/2013	New 06/2013		2025
108						
109	319	Music Room	New 06/2013	New 06/2013		2025
110	320	Music Room	summer 04	summer 04		2025
111	321	Custodial Room	n/a	n/a		
112	322	Classroom	New 06/2014	New 06/2014		2025
113	323	Storage/Office	New 06/2010	summer 04		
114	324	Classroom	*****	tile		2018
115	325	Electronics	*****	tile		
116	326	Mechanical Room	n/a	n/a		
117	Centra Hallway		new 7/2012	new 6/2002		2020
118	Mens teamroom		new 7/2012	new 6/2002		2020
119	Mens lockerroom		new 7/2012	new 6/2002		2020
120	Womens teamrm		new 7/2012	new 6/2002		2020
121	Womens lockerrm		new 7/2012	new 6/2002		2020
122	Coaches lockerrm		(7/03)	new 6/2002		2020
123	office		new 7/2012	tile		2021
124	Upstairs hallway		(7/03)	new 6/2002		2021
125	N. upstairs office		new 7/2007	new 6/2001		2021
126	S. upstairs office		*****	summer 04		2021
127	Coach office annex		new 7/2002	new 6/2006 tile		2021
128	annex		new 7/2002	+		2018
129	restrooms		New 5/2010	tile	S/W Whole Wheat	2025
130						
131	**Cafeteria**		New 5/2010	tile	S/W Whole Wheat/ Dried Thyme/ Flower Pot	2022
132	Cafeteria Office		New 5/2013	tile	S/W Dover White	2022
133						
134	**Book Store**		new 5/2010	new 6/2010 layrite	S/W Trusty tan/ Simplify beige	2022
135						

	A	B	C	D	E	F
1			CARPET and PAINT SCHEDULE			
2	**Room #**	**Description**	**Paint**	**Flooring**	**Paint used**	**Rejuvenate**
3						
136	**Vo-tech**					
137		Auto Shop	new 7/2002	refinished annually (Budgeted)		
138		Wood Shop	*****	concrete		
139		Hallway	New 11/2014	tile	S/W Scanda/ Dover White	2023
140						
141	**Commons**		New 2/2016	New 06/2014	S/W Lazy Gray	2024
142						
143	**Quads**		as needed	tile refinished annually	all units new paint S/W Dover white summer 2009	
144						
145						
146						
147			***** = Occupied offices that will be done when needed of if occupancy changes.			

VEHICLES and EQUIPMENT

VEHICLE	PRIMARY USER
1994 Chevrolet 1/2 ton Pickup	Campus Services
2013 Polaris Ranger	Campus Services
2007 Acur Enclosed Trailer	Campus Services
2007 Acur Enclosed Trailer	Campus Services
2001 Wells Utility Trailer	Campus Services
1988 MCI Passenger Coach	Group Transportation
1977 Ford 3/4 ton Pickup	Rodeo / Equine
1980 Dugan Stock Trailer	Rodeo / Equine
2012 Duralite Stock Trailer	Rodeo / Equine
2011 Chevrolet 1 ton Pickup	HE / CDL
2014 Finish Line 20' Trailer	HE / CDL
2014 Wells Cargo 28' Trailer	HE / CDL
1983 Muvall Lowboy Trailer	HE / CDL
1993 Load King Bottom Dump Trailer	HE / CDL
1995 Fontaine Drop Deck Trailer	HE / CDL
2010 Flatbed Trailer	HE / CDL
2002 Wanderer Travel Trailer	HE / CDL
1987 Ford Van	HE / CDL
1998 Peterbilt Semi Tractor	HE / CDL
2001 Peterbilt Semi Tractor	HE / CDL
1998 Peterbilt End Dump	HE / CDL
1972 Kenworth C500	HE / CDL
1983 Case 580D Backhoe	HE / CDL
1988 JD 644E Front End Loader	HE / CDL
1994 JD 490E Excavator	HE / CDL
1994 Cat D$CXL Crawler Dozer	HE / CDL
1986 JD 670B Motor Grader	HE / CDL
2001 Bobcat 763G Skidsteer	HE / CDL
1984 Cat 613B Motor Scraper	HE / CDL
2007 JD 410J Backhoe	HE / CDL
2002 Ford F250 Pickup	Fleet
2001 Dodge Ram Van	Fleet
2009 Mercury Sable	Fleet
2012 Chevrolet Equinox	Fleet
2013 Ford Edge	Fleet
2003 Ford Mini Bus	Fleet
2013 Ford Edge	Presidents Car

			HVAC MAINTENANCE SCHEDULE				
LOCATION	**UNIT**	**FILTER SIZE**	**BELT SIZE**	**INSPECT**	**DUE DATE**	**DATE**	**SIGNED**
				CLEAN		**COMPLETED**	
				LUBE			
Room 101	UV-55a	14x20-(2) 14x24-(1)	Direct Drive	^	March		
Room 102	RP-	Radiant Panels	N/A	^	March		
Room 102b	RP-	Radiant Panels	N/A	^	March		
Room 103	UV-57a	14x24-(2) 14x30-(1)	Direct Drive	^	March		
Room 104	RP-58	Radiant Panels	N/A	^	March		
Room 106	UV-73a	14x24-(2) 14x30-(1)	Direct Drive	^	March		
Room 107	UV72a	14x24-(2) 14x30-(1)	Direct Drive	^	March		
Room 108	UV71a	14x24-(2) 14x30-(1)	Direct Drive	^	March		
Room 109	UV70a	14x24-(2) 14x30-(1)	Direct Drive	^	March		
Room 110	UV69a	14x24-(2) 14x30-(1)	Direct Drive	^	March		
Room 111	UV26a	8 3/4x33 1/2-(1)	Direct Drive	^	March		
Room 112	UV25a	14x24-(1) 14x30-(1)	Direct Drive	^	March		
Room 112	UV25b	14x24-(1) 14x30-(1)	Direct Drive	^	March		
Room 112	UV25c	14x24-(1) 14x30-(1)	Direct Drive	^	March		
Room 113	UV24a	14x24-(1) 14x20-(2)	Direct Drive	^	March		
Room 114	HV-2	16x25x2 (2)	4L440	^	March		
Room 117	HV-1	16x25x2 (2)	4L440	^	March		
Room 202	FC49a	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Room 203	FC50a	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Room 204	FC52a	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Room 205	FC53a	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Room 206	FC54a	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Room 208	UV66a	14x24-(1) 14x30-(1)	Direct Drive	^	March		
Room 208	UV66b	14x24-(1) 14x30-(1)	Direct Drive	^	March		
Room 208a	FC66c	8 3/4 x 33 1/2-(1)	Direcr Drive	^	March		
Room 209	UV67	14x24-(1) 14x30-(1)	Direct Drive	^	March		
Room 209	FC66D	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Room 209	FC67a	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Room 210	UV68a	14x24-(2) 14x30-(1)	Direct Drive	^	March		
Room 211	FC33a	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Room 212	FC34a	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Room 213	FC35a	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Room 214	FC37a	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Room 215	FC38a	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Room 216	FC39a	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Business Office	FC40a	8 3/4 x 42 1/4-(1)	Direct Drive	^	March		

		HVAC MAINTENANCE SCHEDULE					
LOCATION	**UNIT**	**FILTER SIZE**	**BELT SIZE**	**INSPECT**	**DUE DATE**	**DATE**	**SIGNED**
				CLEAN		**COMPLETED**	
				LUBE			
Business Office	FC41b	8 3/4x33 1/2-(1)	Direct Drive	^	March		
Business Office	FC41c	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Business Office	FC41d	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Faculty Lounge	FC42a	8 3/4 x 42 1/4-(1)	Direct Drive	^	March		
Room 221	FC45a	8 3/4 x 42 1/4-(1)	Direct Drive	^	March		
Entry by Room 106	CH64a	8 3/4x33 1/2-(1)	Direct Drive	^	March		
West entry to courtyard	CH51a	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Main Entry by Room 101	CH1a	8 3/4 x 24-(1)	Direct Drive	^	March		
Main Entry by Room 101	CH1b	8 3/4 x 24-(1)	Direct Drive	^	March		
Main Entry by Room 113	CH2a	8 3/4 x 24-(1)	Direct Drive	^	March		
Main Entry by Room 113	CH2b	8 3/4 x 24-(1)	Direct Drive	^	March		
East entry to courtyard	CH36a	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Directly across from Room110	CH64b	8 3/4x33 1/2-(1)	Direct Drive	^	March		
Entry between Main and Library	CH118	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
South entry of Library	CH127	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
North entry of Library	CH126	8 3/4 x 19 1/4-(1)	Direct Drive	^	March		
Receiving Room Entry	CH74a	8 3/4 x 24-(1)	Direct Drive	^	March		
Room 326	AHU 1	20x20x2 (12)	B-75 (2)	^	March		
Room 326	AHU 1	20x25x2 (8)		^	March		
	CAFETERIA						
Cafeteria Roof Top	HVAC-1	18x18x2 (6)	B-51 (1)	^	March		
	Café Refrig Units						
Café	Serving Line			^	March		
Café	Coffee Bar			^	March		
Café	Prep Table			^	March		
Café	Store Room			^	March		
Café	Walk in Cooler			^	March		
Café	Walk in Freezer			^	March		
Café	Mobile Units			^	March		
	BOOKSTORE						
Bookstore Roof Top	HVAC-2	16x25x2 (4)	A-61 (2)	^	March		
	CENTRA						

LOCATION	UNIT	FILTER SIZE	BELT SIZE	INSPECT CLEAN LUBE	DUE DATE	DATE COMPLETED	SIGNED
HVAC MAINTENANCE SCHEDULE							

LOCATION	UNIT	FILTER SIZE	BELT SIZE	INSPECT CLEAN LUBE	DUE DATE	DATE COMPLETED	SIGNED
Gym North	AHU-1	20x25x2 (12)	B-58 (2)	^	March		
Gym South	AHU-2	20x25x2 (12)	B-58 (2)	^	March		
Training Area	AHU-3	16x25x2 (8)	B-37 (1)	^	March		
Racquetball Courts	AHU-4	16x25x2 (2)	A-60 (1)	^	March		
Loft Area	AHU-5	16x16x2 (2)	4L-440 (1)	^	March		
South Centra Hallway ceiling	AHU-6	10x45x1 (2)	Direct Drive	^	March		
North Centra Hallway ceiling	AHU-7	10x45x1 (2)	Direct Drive	^	March		
Centra Hallway South	CEH-1	8x31.5x1 (1)	Direct Drive	^	March		
Centra Hallway North	CEH-2	8x31.5x1 (1)	Direct Drive	^	March		
Centra by Public restrooms	CEH-3	8x31.5x1 (1)	Direct Drive	^	March		
Gym South floor	CEH-4	8x31.5x1 (1)	Direct Drive	^	March		
Centra Roof	Roof Top AC	18x24(3) 18x18(3)	N/A		March		
	VO-TECH						
Auto Shop	Reclaimer	20x25x2 (6)	A-64 (4)	^	March		
Wood Shop	Reclaimer	16x25x2 (4)	A-48 (1)	^	March		
Vo-tech hallway storage	Furnace	18x22x1 (1)	Direct Drive	^	March		
	COMMONS						
Commons Office	Air Conditioner		Direct Drive	^	March		
	EXHAUST UNITS						
	Vo-Tech						
N. end of wood shop (RM)	#1		3L-210	^	March		
W. side of wood shop (RM)	#2		3L-210	^	March		
Above Men's restroom (RM)	#3		3L-230	^	March		
Above air Compressor (RM)	#4		3L-210	^	March		
Welding room (Suspended)	#5			^	March		
N. Side auto shop (Suspended)	#6			^	March		
S. Side auto shop (Suspended)	#7			^	March		
Wood Shop Storage (RM)	#8		3L-200	^	March		
	Sub						

LOCATION	UNIT	FILTER SIZE	BELT SIZE	INSPECT CLEAN LUBE	DUE DATE	DATE COMPLETED	SIGNED
Kitchen Range (RM)	#1		4L-430	^	March		
Dishwasher (RM)	#2		Direct Drive	^	March		
Restrooms (RM)	#3		Direct Drive	^	March		
	Library/Aud						
Air handler rom 326 (RM)	#1		3L-230	^	March		
Storage 321,320 (RM)	#2		3L-230	^	March		
Projection Room 323 (RM)	#3		Direct Drive	^	March		
Tina's office (RM)	#4		Direct Drive	^	March		
Larry's office (RM)	#5		Direct Drive	^	March		
Don and Garth's office (RM)	#6		3L-230	^	March		
Study rooms in Library (RM)	#7		3L-230	^	March		
Reading room in Library (RM)	#8		3L-230	^	March		
	Centra						
Women's team room	#1		4L-540	^	March		
Men's team room	#2		4L-540	^	March		
NE corner of Gym	#3		4L-440	^	March		
S end of Gym	#4		4L-440	^	March		
	Main Building						
West restrooms (RM)	#1		4L-300	^	March		
East restrooms (RM)	#2		4L-300	^	March		
Faculty Lounge (RM)	#3		Direct Drive	^	March		
W. Faculty offices (RM)	#4		Direct Drive	^	March		
E. faculty offices (RM)	#5		Direct Drive	^	March		
Chemistry Lab (RM)	#6		4L-300	^	March		
Ardie's Office (RM)	#7		4L-300	^	March		
N. hall/corridor (RM)	#8		4L-300	^	March		
W. Hall/corridor (RM)	#9		4L-300	^	March		
E. Hall/corridor (RM)	#10		4L-300	^	March		
Never installed	#11		Removed	^	March		
Computer center removed	#12		Removed	^	March		
Chem lab portable hood	#13		Direct Drive	^	March		
Room 106 add -on not oem	#14		Direct Drive	^	March		

HVAC MAINTENANCE SCHEDULE

Miles Community College

TECHNOLOGY PLAN

2016-2021

Drafted 2016

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Table of Contents

Preface

The Miles Community College (MCC) Technology Plan was reviewed and modified by the Technology Committee consisting of the following members:

Name	Discipline
• Carla Cummins	Information Technology Support Specialist
• Don Warner	Information Technology Director (Chair)
• Donna Faber	Full-Time Instructor – Communications
• Janet Hartmann	Distance Education and Community Outreach Director
• Jay Wiebers	Information Technology Support Specialist
• Jeff Brabant	Instructor – Information Technology; Baseball Coach
• Lisa Smith	Vice President of Administrative Services
• Mike Mintz	Marketing and Enrollment Specialist
• Nancy Swope	Full-Time Instructor – Information Technology
• Rita Kratky	Vice President of Academic Affairs
• Sarah Pett	Developmental Reading and Writing Instructor
• Tim Bouchard	Full-Time Student

Purpose

The purpose of this document is to provide a comprehensive overview of the technology in use at MCC and generate a process for full lifecycle evaluation from concept to retirement. This is a five-year technology plan that will be reviewed and updated annually.

Vision

We seek to create a technology-driven environment that consistently responds to the needs of MCC's core mission of student success and lifelong learning. Fiscal responsibility to the student and community is crucial for our success. We will leverage our current technology assets and provide employee development opportunities that maximize the use of existing assets. Our students, faculty, and staff will find our systems dependable, accessible, available, and efficient. Through this document, we are proposing the implementation of a number of new technologies and the enhancement of old ones. It is vital that our systems be dependable, that they accomplish the tasks at hand, are capable of growing with the advent of new technologies and solutions, and that they best serve those who use them as tools to achieve the goals at hand.

Executive Summary

The purpose of this plan is to provide a regimented and detailed structure for MCC to plan and implement future technology that will provide short-term and long-term paybacks to students, employees and the community. The team was established and began its activities in February 2016.

The Review Process

The annual review process will begin in January of each year through 2021, with an initial meeting of the Technology Team members. This revision of the Technology Plan is a result of the compilation of information derived from the team's input, feedback and research activity. The revision completion dates will be listed here.

- Document drafted January 2016

Hardware

This section outlines a process of providing technology hardware tools to students and staff to provide them with access to the most current technologies. The plan establishes a service lifecycle that identifies a "trickle down" hardware replacement process. This involves moving what was once considered high end hardware from a heavy user down to a moderate user and hardware from a moderate user to a light user.

One of the primary goals of MCC is to provide a quality education for our students. In order to both accomplish this goal and to remain competitive we must be able to provide access to current technologies for our students. Establishing lifecycles for our technology will help us to determine what equipment is becoming obsolete or nearing the end of its service life and therefore requires replacement. A comprehensive technology lifecycle policy will enable us to predict costs and make more efficient use of Information Technology (IT) funds.

There are seven main technologies at MCC that need to have lifecycles defined.

- Workstations
- Servers
- Monitors
- Printers
- Telephone equipment
- Cellular phones
- Network switches/routers
- Electronic Instructional Equipment

In order to define a lifecycle for a given piece of technology, both the service life and the useful life of the technology must be considered.
- Service life is the amount of time that the technology typically lasts before requiring maintenance and repairs beyond its value. Service life is a relatively fixed value, determined by the equipment's reliability, how well maintenance was performed and the overall operating environment.
- Useful life of the technology is the amount of time before the technology is rendered obsolete by advances in that technology. Useful life, unlike service life, is a floating value determined primarily by the user's needs.

Because the useful life of technology is determined by the user's needs, equipment that is no longer useful to a user with heavy demands may be useful to another user with lesser demands. This means it is possible to recycle technology that is obsolete into other roles where it is still useful. By recycling old technology, significant cost savings can be realized.

Historically, two computer labs are replaced annually at a cost ranging from $30,000 to $40,000. With the addition of mobile labs, initially grant-funded, that are now included in the replacement cycle, the three-year cycle has not been a reality.

This table is intended to be a general lifecycle guideline for technology on campus. Funding sources are generally enrollment driven so when enrollment is down, budgets will also be down, effecting the technology renewal process. Classroom technology is generally the most current technology on campus.

Technology	Service Life	Useful Life	Lifecycle Rotation
Laptops, Workstations & Monitors	3 years	6 years	After three years in the lab, the workstations are distributed to: 1. Classrooms, 2. Faculty or staff based on need.
Servers	5 years	8 years	New servers are used for high level critical applications, the oldest server is retired.
Network Printers	5 years	8 years	New printers are placed accordingly: 1. High volume departments and offices, 2. Lower volume areas such as labs and small offices.
Telephone Equipment	10 years	Until technology changes warrant replacement.	The entire telephone system will be upgraded at one time.
Cellular phones	2 years	4 years	Stored for backup use.
Network Switchers/Routers	5 years	Until technology changes warrant replacement.	Newer equipment on main campus, older switches in the dorms.
Electronic Instructional Equipment	5 years	Until technology changes warrant replacement.	Old equipment is retired.

Several equipment disposal options are available to recoup monetary value: used equipment can be sold for parts, sold as scrap, or donated to individuals and organizations that are not financially able to afford new equipment. Computers, monitors and other electronic equipment are generally toxic to the environment. Therefore, efforts are made to reuse them as much as possible before they are sent to a landfill.

Computers

Based on long standing success, quality, and IT staff experience Dell is the preferred vendor for servers, desktop, and laptops.

Network

Because of the long standing success, quality, and IT staff experience Cisco is the preferred vendor for network hardware.

Phone/Voicemail System

The current phone/voicemail system is an onsite Private Branch Exchange (PBX) that is at the end of its lifecycle. To accommodate the upcoming campus additions of the Armory and soon the Ag Advancement Center, MCC will be moving to an onsite Voice over Internet Protocol (VOIP) based PBX. The replacement PBX will need to support analog devices like fax machines, alarm systems, conference phone, and analog dorm room phones.

Software

All requests for new software or software upgrades should be presented to the IT planning committee before January of the academic year preceding the implementation. The request must include software/hardware specifications, cost analysis, and rationale for the software. The IT planning committee will then evaluate the purchase based on the information submitted, current industry standards and budgetary needs of the college.

MCC has adopted Microsoft products as their desktop management and productivity software of choice. The accounting system and the student management system used at MCC is Banner by Ellucian, which resides on the campus of University of Montana (UM). Both have annual maintenance fees associated with them.

Classroom

Interactive Television (ITV)

Currently ITV is installed in three rooms:

Room 101

Room 101 is a science lab with ITV equipment that uses the campus network connection to the outside world controlled by MCC's firewall. For ease of use and consistency in ITV room control equipment, upgrades should be considered to have the control system replicate the update that occurred in ITV room 110 in Spring 2016.

Room 108

Room 108 is a classroom with ITV equipment that uses a dedicated T1 connection to a Midrivers controlled network to access other systems in the network. To access the outside world requires Midrivers involvement. The possibility of moving this connection to the campus network needs to be researched for possible cost savings and expanded usage. For ease of use and consistency in ITV room control equipment, upgrades should be considered to have the control system replicate the update that occurred in ITV room 110 in Spring 2016.

Room 110

Room 110 is a classroom with ITV equipment that uses a dedicated T1 connection to a Midrivers controlled network to access other systems in the network. To access the outside world requires Midrivers involvement. The possibility of moving this connection to the campus network needs to be researched for possible cost savings and expanded usage. The ITV equipment was upgraded in Fall 2015 and because of control system issues the control equipment was replaced in Spring 2016. The new control system greatly simplifies usage and should be considered to both room 101 and 108.

Regular Classrooms

All classrooms with the exception of ITV rooms 101, 108 and 110 are outfitted with a Computer, LCD Projector, Screen, and Internet. For a complete inventory of software and hardware available by classroom please see "H:\ITDepartment\Inventory\DeviceInventoryFrontEnd.accdb."

Learning Management System (LMS)

The current LMS is eCollege and is under committee review to be replaced with a product that better serves the needs of students, faculty, and administration.

Staff Development

The Information Technology Director will work collaboratively with the Director of Human Resources to develop individual professional development plans for all IT staff, within the campus-wide employee evaluation system.

In the course of performing technical support for MCC faculty and staff, IT staff will identify areas of needed technology training. IT staff will counsel faculty and staff to obtain individual training by taking advantage of technology courses offered through Distance Education and Community Outreach. In the event of significant campus-wide changes to technology (i.e., new operating system, new student data system, etc.), the Information Technology Director in conjunction with the Distance Education and Community Outreach department will develop campus-wide training sessions.

Website

The current website is administered by the IT Support Staff with the assistance of the Website Committee. Employees may request any changes that need to be made to the

website by submitting a help desk request. Departments are responsible for their areas of the website and are expected to work with the Website Committee to keep their web pages up to date.

Campus Point of Sale (POS)

Bookstore

The Bookstore uses Cougar Mountain, a retail store POS, that doesn't have any automated processes for importing students or books into the system. The POS is scheduled to be replaced before Summer 2016 semester.

Café

The Café uses Maitred, a retail restaurant POS, that requires a manual process to input meal plans at the beginning and end of each semester. The POS is scheduled to be replaced before Summer 2016 semester.

Centra

The Centra uses RecPro, a retail system, to manage memberships and facility usage.

Total Computing Solutions (TCS)

The TCS POS is scheduled to replace both the POS systems in the Bookstore and Café before Summer 2016 semester. TCS will interface with Banner to replace many of the manual processes required; thus streamlining the start of each semester for both the Bookstore and the Café. Also included with TCS will be a website for online sales.

Policies/Procedures

The policies/procedures have been moved to the Board Policy Handbook: "H:\Policies and Procedures\BoardPolicyHandbook\Current Board Policy manual\Board Policy Current.docx"

Network

Campus Network

The physical campus network is only for use by college-owned network hardware. The college IT Department will ensure a reliable and efficient network, making upgrades as needed. The college prefers Cisco hardware for its routers, switches, and firewall.

During the 2014/2015 school year, the IT Department upgraded the campus network backbone to 10 GB fiber and replaced key network switches with Power over Ethernet (POE) switches in preparation for implementing POE devices such as IP phones and IP security cameras.

The college has near full wireless coverage for both the campus and public/dorm networks. Additional coverage will be implemented as the budget allows.

Extended Campus Network

The campus network will need to be extended to the Armory building and the Ag Advancement Center in the near future.

Pubic/Dorm Network

The pubic/dorm network is provided with a 20Mb Internet connection and is currently under review to provide more adequate bandwidth through the Midrivers internet connection. The IT staff provides connectivity support for students. Information Technology staff are not responsible for tech support of student- or guest-owned computers; however, as time allows, IT staff will help diagnose computer issues.

Data Extraction

Banner data – Microsoft Access

By using Open Database Connectivity (ODBC) to the back end of Banner, many data pulls, data checks, and reports have been designed. The IT Director is the main contact for this information.

Banner data – UM InfoGriz

The UM support team have and continue to develop custom data extracts from Banner using their web-based interface. The MCC Banner Admin group and the UM support team are the main contacts for this information.

OCHE data – Microsoft Access

By using ODBC to the back end of the OCHE data warehouse, many data pulls, data checks, and reports have been designed. The IT Director is the main contact for this information.

OCHE data – Tableau

By using ODBC to the back end of the OCHE data warehouse, many data pulls, data checks, and reports have been designed. The Financial Aid Director is the main contact for this information.

Other data – Tableau

Tableau has the ability to use Excel files, Access files, and OBDC to build reports and summary data. The Financial Aid Director is the main contact for building Tableau reports, and the IT Director will assist in data layout in prepping data for reporting.

Security

Network

Network security on campus uses Microsoft Active Directory for user authentication. The campus Internet is on the state network, and a WatchGuard firewall is between the campus and the state. MCC uses 128 bit encryption for areas that require sensitive data transmission on the network.

Cameras

Security cameras are also in use on campus and may be installed in places to enhance security of either equipment or people. Currently four camera systems are on campus.
- Café – 8 cameras
- Campus – 10 cameras
- Centra – 16 cameras
- Dorm – 64 cameras

Hardware/Software Room Audit

A listing of hardware and software in every classroom and meeting room is located at "H:\ITDepartment\Inventory\DeviceInventoryFrontEnd.accdb".

Data Backup

General Backup Information is located at "H:\Policies and Procedures\Procedures\IT\DataBackup.doc".

Appendix C

Appendix C: **Sample Institutional Research Documents**

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Strategic Enrolment Plan
Revenue & Expense Template

Plan #: 001

Action Plan/Strategy Title: Offer AAS Small Business Management completely online

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
REVENUE:							
Expected Number of Total Incremental FTE Annualized Students:	4.5	6.5	8.5	10.5	12.5	14.5	
Ave. Gross Tuition/Fees Rev. per Student:	$ 5,085	$ 5,207	$ 5,332	$ 5,460	$ 5,591	$ 5,725	? 15 credits with online fees $35 per credit
State Allocation per MT FTE	$ 1,600	$ 10,400	$ 13,600	$ 16,800	$ 20,000	$ 23,200	
Total Revenue:	$ 22,883	$ 44,245.76	$ 58,922.08	$ 74,129.76	$ 89,887.71	$ 106,215.41	

OPERATING EXPENSE:							
Salaries:	$0	$0	$0	$0	$0	$0	
Benefits @ 28%:	$0	$0	$0	$0	$0	$0	
Adjunct Faculty or Part-Time Staff:				$1,800	$1,800	$1,800	
Financial Aid*:		$0	$0	$0	$0	$0	
Office Expense:		$100	$100	$100	$100	$100	
Travel/Confernces/Conventions:		$500	$500	$500	$500	$500	
Printing/postage for collateral materials:		$0	$0	$0	$0	$0	
Hospitality Expenses:							
Miscellaneous:		$100	$100	$100	$100	$100	
Total Operating Expense:	$0	$ 700.00	$ 700.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	

CAPITAL EXPENSE:							
Equipment:							
Other (describe):							
Total Capital Expense:	$ -	$ -	$ -	$ -	$ -	$ -	

Total Expense:	$ -	$ 700.00	$ 700.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	

Net Income (loss):	$ 22,882.50	$ 43,545.76	$ 58,222.08	$ 71,629.76	$ 87,387.71	$ 103,715.41	
Net Income per incremental student:	$ 5,085.00	$ 6,699.35	$ 6,849.66	$ 6,821.88	$ 6,991.02	$ 7,152.79	
Cumulative Gross revenue:	$ 22,882.50	$ 66,428.26	$ 124,650.34	$ 196,280.10	$ 283,667.80	$ 387,383.22	

* In addition to average entering student financial aid

Plan #:	1.1

Action Plan Title: Grow Enrollment in the Pioneer Express Program

Goal: MCC will offer tuition waivers to CCDHS students taking classes at MCC while still in high school. Students who commit to the full program will also be eligible for a $1,000 tuition waiver ($500 per semester) during their first year at MCC.

Overarching Strategy: The Pioneer Express Program is a 4+1 partnership program with CCDHS. High School students, either through summer classes, dual enrollment courses, online courses, or release time for face-to-face classes at MCC, can earn a year's worth of college credits while still in high school, leaving them with only 1 year at MCC after their high school graduation to complete an Associate's degree. Allowing ANY CCDHS student to take classes tuition-free while in high school will grow interest and enrollment in the Pioneer Express program, while also just drumming up general interest in MCC in an effort to grow our overall CCDHS numbers. Students will hopefully see what a benefit MCC is, and choose to enroll here after graduation, either for one year through Pioneer Express, or for a full two years. Students who make application for the Pioneer Express Program while still in high school, and commit to the program by taking at least one MCC class per semester while in high school, will receive a $500 tuition waiver for each semester of their first year at MCC, provided they meet SAP requirements. MCC staff will work closely with the high school administration and counseling staff to offer courses that are attractive to high school students, at times that work well for them.   MCC and CCDHS staff will also collaborate on marketing strategies for CCDHS students and families.

Implementation Schedule/Timetable

Steps	Responsibility	Cost	Completion Date
Examine fall 2016 class schedule for opportunities to accommodate CCDHS schedules	Dean Niedge, VP Kratky, Division Chairs Atwood and Dickie	$ -	1-Mar-16
Survey CCDHS students regarding specific class interests	Erin Niedge, CCDHS Principal Beez Lucero	$ 10	Mar-16
Arrange for open house event with CCDHS students and parents, particularly sophomores and juniors	Erin Niedge, Janie Rayback	$ 250	Apr-16
Develop/print/record marketing materials and advertisements for the program	Erin Niedge, Mike Mintz, Jessie Dufner	$ 300	Apr-16

Rationale for Estimated Enrollment Impact: To increase the number of CCDHS students choosing MCC after graduation. To grow interest in Jump Start and dual enrollment by CCDHS students. While dual enrollment offerings are often taken by honors students at CCDHS, this opens up college course offerings to other CCDHS students. Increase awareness of MCC by CCDHS students and parents, and by CCDHS administrators, teachers, and counselors.

Erin Niedge - Dean of Enrollment Management, Mike Mintz - Marketing and Enrollment Specialist, Jessie Dufner - VP for Enrollment and Student Success, Janie Rayback - Admissions Rep, Val Hyatt - Enrollment Specialist

Budget Impact/ROI: If 18 new students enrolled Fall 2016, it is projected to net approximately $78,126.72 in tuition and fees for FY17.

Evaluation/Control: Analyze Fall 2016 enrollment of both students still in high school and those entering MCC, retention to spring 2017 and ultimately completion. Continue for each academic year. Satisfaction surveys, other feedback from CCDHS adminstration and counselors.

Miles Community College SEP - Volleyball Action Plan

Strategic Enrolment Plan
Revenue & Expense Template

Plan #: 002

Action Plan/Strategy Title:

	2015-16	2016-17	2017-18	2018-19
REVENUE:				
Expected Number of Total Incremental FTE				
Annualized Students:	0	0	14	15
Average Gross Revenue per Student:	$ 5,085	$ 5,207	$ 5,332	$ 5,460
State Allocation per MT FTE:		$ 1,600	$ 22,400	$ 23,440
Total Revenue:	$ -	$ -	$ 97,048	$ 103,429

OPERATING EXPENSE:

	2015-16	2016-17	2017-18	2018-19
Salaries:		$16,000	$16,000	$16,100
Benefits @ 35%:	$0	$5,600	$5,600	$5,635
Assistant Coach			$4,000	$4,000
Benefits @ 18%:			$72	$72
Adjunct Faculty or Part-Time Staff:				
Financial Aid*/Waivers:			$64,000	$64,000
State Appropriations:			$49,000	$49,000
State Appropriations for AD budget:			$15,000	$15,000
Office Expense:			$5,000	$5,000
Travel/Confernces/Conventions:			$9,000	$9,000
Printing/postage for collateral materials:			$500	$500
Hospitality Expenses:				
Miscellaneous:				
Total Operating Expense:	$0	$ 21,600	$ 168,172	$ 168,307

CAPITAL EXPENSE:				
Equipment:				
Other (describe):				
Total Capital Expense:	$ -	$ -	$ -	$ -
REVENUE:				
Total Sport Specific Revenue:			$ 7,000.00	$ 7,000.00
Total Expense Minus Revenue:	$ -	$ 21,600	$ 161,172	$ 161,307

	2015-16	2016-17	2017-18	2018-19
Net Income (loss):	$ -	$ (21,600)	$ (64,124)	$ (57,878)
Net Income per incremental student:	#DIV/0!	#DIV/0!	$ (4,580)	$ (3,951)
Cumulative net revenue:	$ -	$ (21,600)	$ (85,724)	$ (143,602)

* In addition to average entering student financial aid

2019-20	2020-21
14	14
$ 5,591	$ 5,725
$ 21,680	$ 22,760
$ 97,438	$ 104,201
$16,200	$16,200
$5,670	$5,670
$4,000	$4,000
$72	$72
$64,000	$64,000
$50,000	$50,000
$15,000	$15,000
$5,000	$5,000
$10,000	$10,000
$500	$500
$ 170,442	$ 170,442
$ -	$ -
$ 8,000.00	$ 8,000.00
$ 162,442	$ 162,442
$ (65,004)	$ (58,241)
$ (4,797)	$ (4,094)
$ (208,606)	$ (266,847)

Appendix D

General Education Faculty Action Plans

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FACULTY RESPONSE TO

GENERAL EDUCATION ASSESSMENTS

SPRING 2010

COMMUNICATION: ORAL

The purpose of General Education Assessment is to demonstrate that the College "engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data— quantitative and/or qualitative, as appropriate to its indicators of achievement" (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College "documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes," and that "[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes" (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College "uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements" (4.B.2).

General Education Core Area: Communication: Oral

Names of faculty member: Garth Sleight

Semester and year of review of assessments and establishment of goals: Fall 2009 and Spring 2010

Action Plan to be implemented in order to enhance student learning achievements:

1. In my Public Speaking syllabus, I emphasize the importance of listening, and I even include "respectful listening" as a course outcome. However, one of the reviewers of the Summative Portfolio for Public Speaking pointed out that I had no plan for assessing the students in that particular outcome. As a result, I have developed a listening evaluation instrument. I piloted the instrument during the spring 2009 semester, and I went to full implementation of the instrument for the fall 2009 semester.

2. As a result of the training that we have received on CATs (Classroom Assessment Techniques), I have my students in Interpersonal Communication class do a CAT in which they self-report their greatest strength and greatest weakness as an interpersonal communicator. At the end of the semester, I administer a follow-up CAT to determine how well they feel they have progressed, particularly in developing their weaknesses.

3. After the first test during the spring 2010 semester, I administered a CAT to ascertain how I could help the students be more prepared for the next text. The feedback I received suggested I send the students the study notes right after we have covered the material in class instead of waiting until two days before the test. I heeded this feedback. The average percentage for the first test was 77.64%. The average percentage for the second test was 85.79%.

Signatures of Faculty Member: _____

Date: _13 April 10_

FACULTY RESPONSE TO

GENERAL EDUCATION ASSESSMENTS

ORAL COMMUNICATION

The purpose of General Education Assessment is to demonstrate that the College "engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement" (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College "documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes," and that "[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes" (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College "uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements" (4.B.2).

General Education Core Area: Oral Communication

Names of faculty members: Garth Sleight

Semester and year of review of assessments and establishment of goals: Spring 2013

Action Plan to be implemented in order to enhance student learning achievements:

1. Based on feedback received by the reviewer for the Interpersonal Communication Summative Case Study Portfolio, the instructor will provide more opportunities for students to provide written responses interpersonal communication situations to provide them more enhanced opportunities to demonstrate their mastery and application of material they learn in class.

2. Based on positive feedback that has been provided by focus group participants regarding the value they have derived from their public speaking class for when they have had to make presentations in other settings beyond public speaking class, the instructor will add a question to the anxiety post-self-assessment instrument to ask students to report on the value the class had for them in other public speaking opportunities outside of the class and to solicit suggestions on what might have helped them to have a better experience.

Signatures of Faculty Members: _____

Date: _____

FACULTY RESPONSE TO

GENERAL EDUCATION ASSESSMENTS

SPRING 2010

<u>COMMUNICATION: WRITTEN</u>

The purpose of General Education Assessment is to demonstrate that the College "engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement" (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College "documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes," and that "[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes" (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College "uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements" (4.B.2).

General Education Core Area: Written Communication

Names of faculty members: George Dickie, Donna Faber, and Garth Sleight

Semester and year of review of assessments and establishment of goals: 2008 - 2010

Action Plan to be implemented in order to enhance student learning achievements:

- The writing instructors have implemented detailed rubrics so that the evaluation of essays and the feedback given to the students give a clear idea of what the strengths of the essays are and of what weaknesses need to be improved upon.

- In order to enhance the writing process, the instructors require students to polish an excerpt of the papers they have turned in to show that they have learned from the corrective feedback they have received. These excerpts are included in the students' writing portfolio.

- At the end of each paper, the student will be required to select a focal point of improvement for the next paper, based on the corrective feedback they have received from the instructor.

Signatures of Faculty Members: _Donna J Faber, Geo. Dixie Harst Clegg_

Date: _13 April 2010_

FACULTY RESPONSE TO

GENERAL EDUCATION ASSESSMENTS

SPRING 2013

<u>COMMUNICATION: WRITTEN</u>

The purpose of General Education Assessment is to demonstrate that the College "engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data— quantitative and/or qualitative, as appropriate to its indicators of achievement" (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College "documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes," and that "[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes" (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College "uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements" (4.B.2).

General Education Core Area: Written Communication

Names of faculty members: George Dickie, Donna Faber, Sarah Pett, and Garth Sleight

Semester and year of review of assessments and establishment of goals: 2010 - 2013

Action Plan to be implemented in order to enhance student learning achievements:

- The Written Communication faculty received the following Commendation as a part of the College's Year Three Peer Evaluation that took place in the spring of 2012: "3. The evaluators commend the Writing faculty and the Librarian for partnering to provide instructional resources for students in a rich and accessible learning environment by systematically integrating Information Literacy instruction into the learning process." Based on the Commendation, the Written Communication faculty will continue to foster the relationship between the Librarian and Written Communication faculty.
- The Business Writing and Technical Writing instructors will continue to emphasize audience-appropriate format for business and technical communication based on the influence of modern technology.
- The Written Communication faculty will continue to implement the action items identified in 2010: (1) detailed rubrics, (2) emphasis on revision, and (3) required reflection.

Signatures of Faculty Members: _Les. Dickie_

Date: 22 April 2013

FACULTY RESPONSE TO

GENERAL EDUCATION ASSESSMENTS

SPRING 2010

HUMANITIES AND FINE ARTS

The purpose of General Education Assessment is to demonstrate that the College "engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement" (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College "documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes," and that "[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes" (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College "uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements" (4.B.2).

General Education Core Area: Humanities and Fine Arts

Names of faculty members: George Dickie, Donna Faber, Garth Sleight, Stacie Miller

Semester and year of review of assessments and establishment of goals: 2008 - 2010

Action Plan to be implemented in order to enhance student learning achievements:

- In considering the applicability and assessability of the General Outcomes, the faculty intend to modify the General Outcomes as follows:

    o Students will:

    - Recognize contributions of literature, music, theater, language, philosophy, culture, or art in the development of insight into human endeavors.
    - ~~Demonstrate skills in the practice or interpretation of humanities and fine arts.~~
    - Relate connections between the humanities and cultural/historical events.
    - Acknowledge, learn about, and learn from different cultural and social perspectives.

- In the Humanities and Fine Arts classes the students will create an end-product or portfolio that represents what they have accomplished during the semester. The description and assessment of this project/product will be detailed in the syllabi.

Signatures of Faculty Members: _[signatures: Garth Hallett, George Dickie, Donna Faber]_

Date: 20 Apr 10

FACULTY RESPONSE TO

GENERAL EDUCATION ASSESSMENTS

SPRING 2013

HUMANITIES AND FINE ARTS

The purpose of General Education Assessment is to demonstrate that the College "engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement" (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College "documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes," and that "[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes" (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College "uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements" (4.B.2).

General Education Core Area: Humanities and Fine Arts

Names of faculty members: George Dickie, Donna Faber, Garth Sleight

Semester and year of review of assessments and establishment of goals: 2008 - 2010

Action Plan to be implemented in order to enhance student learning achievements:

- In the Humanities and Fine Arts classes the students will continue to create an end-product or portfolio that represents what they have accomplished during the semester. An overview for this project/product will be provided in the syllabi.
- In response to feedback from students in the focus groups, instructors will continue to engage students in discussions and activities that foster their awareness of the diversity of multiple cultures.
- In the hands-on art classes, the students will develop and solve visual problems using multiple strategies for idea generation.

Signatures of Faculty Members: *George Dickie Donna J Faber Garth Sleight*

Date: *9 May 2013*

FACULTY RESPONSE TO

GENERAL EDUCATION ASSESSMENTS

SPRING 2010

HISTORY AND SOCIAL SCIENCE

The purpose of General Education Assessment is to demonstrate that the College "engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement" (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College "documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes," and that "[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes" (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College "uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements" (4.B.2).

General Education Core Area: History and Social Science

Names of faculty members: Michael Durnam, Stacie Miller

Semester and year of review of assessments and establishment of goals: 2008- 2010

Action Plan to be implemented in order to enhance student learning achievements:

- Students have indicated that project-based learning is an effective and engaging way of learning social science and history. The instructors will continue to develop opportunities to engage in project-based learning and will reflect this modality of learning in their syllabi in the sections on course activities and course assessment.

- In response to the concern that there is some disconnect between the lecture notes and the tests, the instructors will post PowerPoint presentations that the students can reference to aid in their study. The instructors will also provide additional orientation on study strategies and resources. The syllabi will reflect the instructors' guidance to the students to facilitate more effective study skills in the social sciences. This might include specific assignments, in addition to information on the resources that are available to students.

- In order to further enhance teaching and learning, the instructors will incorporate Classroom Assessment Techniques (CATs) into their classes so that they can address

student learning needs in a timely manner. The use of the CATs will be reflected in the course syllabi and instructors will maintain a log of the CATs they have administered and of the changes they have implemented as a result of the CATs.

Signatures of Faculty Members: _____

Date:_ 12 April 2010_____

FACULTY RESPONSE TO

GENERAL EDUCATION ASSESSMENTS

SPRING 2010

<u>MATHEMATICS</u>

The purpose of General Education Assessment is to demonstrate that the College "engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data— quantitative and/or qualitative, as appropriate to its indicators of achievement" (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College "documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes," and that "[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes" (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College "uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements" (4.B.2).

General Education Core Area: Mathematics

Names of faculty members: Stan Taylor and Mike Hardy

Semesters and year(s) of review of assessments and establishment of goals: 2008 - 2010

Action Plan to be implemented in order to enhance student learning achievements:

- Students have expressed the opinion that graded homework may be helpful to their success in learning math. The instructors examined and addressed their reservations about giving graded homework and developed a process for assigning graded homework as part of their courses.

- The instructors are going to implement the software "My Math Lab" starting Summer '10 term to guide students in the productive use of time outside of class for learning. The software provides a record of how much time students have spent outside of class on the assignments, provides instruction on missed problems and provides video instruction on several example problems. It will help instructors diagnose problems where students are spending too little time outside of class and help them point students to potential sources of support that they have not tried. This should increase the amount and quality of time that students spend on math outside of class and increase student success.

- Students expressed concerns that reviews were not provided just before tests. The instructors already provide explicit guidance on what will be expected of students on tests. Because of this, we believe some students are simply not aware of where the guidance is provided. Therefore, instructors will increase efforts to be explicit in letting students know what they will be held accountable for and where they can find the resources to help them prepare for their tests.

Signatures of Faculty Members: _____ , _____

Date: 9 April 2010

FACULTY RESPONSE TO

GENERAL EDUCATION ASSESSMENTS

MATHEMATICS

The purpose of General Education Assessment is to demonstrate that the College "engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data— quantitative and/or qualitative, as appropriate to its indicators of achievement" (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College "documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes," and that "[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes" (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College "uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements" (4.B.2).

General Education Core Area: Mathematics

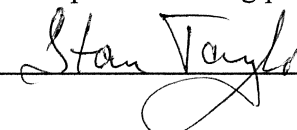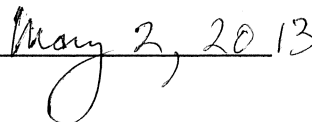**Names of faculty members:** Stan Taylor and Mike Hardy

Semester and year of review of assessments and establishment of goals: 2010 - 2013

Action Plan to be implemented in order to enhance student learning achievements:

- To supplement the positive feedback that has been received in the Student Focus Groups regarding MyMathLab, Stan Taylor has developed video solutions and posted them on YouTube ("Miles Community College, College Algebra, Stanley Taylor").

- Notes and review problems are thoroughly covered in class and are posted online to facilitate comprehensive concept mastery.

- Tests are given frequently in order to maximize their pedagogical value. Students who receive less than a C- receive a Student At Risk Notice as a means of encouraging them to increase their efforts and seek additional help, if necessary.

- There will be a more direct attempt of assessing practical application of material covered.

Signatures of Faculty Members: _Stan Taylor   Mike Hardy_

Date: _May 2, 2013_

FACULTY RESPONSE TO

GENERAL EDUCATION ASSESSMENTS

SPRING 2010

<u>SCIENCE</u>

The purpose of General Education Assessment is to demonstrate that the College "engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data— quantitative and/or qualitative, as appropriate to its indicators of achievement" (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College "documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes," and that "[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes" (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College "uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements" (4.B.2).

General Education Core Area: Science

Names of faculty members: Liz Lawrence, Josh Stroh, and Kristin Gustad

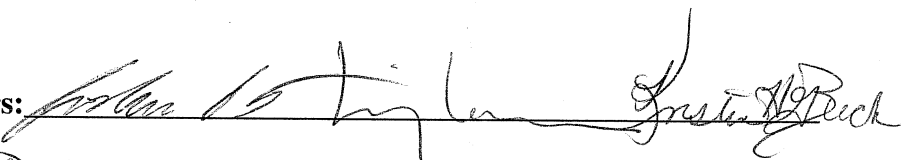**Semester and year of review of assessments and establishment of goals:** 2008 – 2010

Action Plan to be implemented in order to enhance student learning achievements:

- In response to the feedback provided in the Summative Portfolio that General Outcome # 2 was too discipline-specific, the outcome is going to be changed to the following: "Students will identify and solve problems using methods of the discipline." This change will be reflected in all science course syllabi. This modification will enhance teaching and learning by providing a focused linkage between knowledge of the material and its application.

- The College has engaged in program development that has required the addition of science classes. In order to have general outcomes that are relevant to all science classes, the instructors have also proposed modifying General Outcome # 3 to the following: "Students will demonstrate scientific awareness of the interrelationships of the laws that govern the natural world."

- In response to feedback that the non-major science classes are not challenging enough, a two-semester College Chemistry class has been developed and approved for implementation fall 2010.

- In response to the feedback regarding the lack of critical thinking in entry-level science courses, the instructors have implemented problem-based labs and/or lab questions.

Signatures of Faculty Members:

Date: 15 April 2010

FACULTY RESPONSE TO

GENERAL EDUCATION ASSESSMENTS

SPRING 2013

SCIENCE

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General Education Core Area: Science

Names of faculty members: Liz Lawrence, Kristin Buck, Cathy Hanek, Sharon O'Meara, Kim Gibbs

Semester and year of review of assessments and establishment of goals: 2010 – 2013

Action Plan to be implemented in order to enhance student learning achievements:

- In response to feedback that the non-major science classes are not challenging enough, the Science faculty continues to offer a two-semester College Chemistry class that was developed and approved for implementation fall 2010. The science faculty has also added Principles of Living Systems and Principles of Biological Diversity to enhance the offerings of the biological sciences.

- The science faculty has also added human biology, plant science, and ecology classes to accommodate the curricula of the technical health sciences and agriculture.

- In response to feedback regarding critical thinking in entry-level science courses, the instructors continue to implement problem-based labs and/or lab questions, as well as case studies. Critical thinking skills are also enhanced in the lab set-up and outcomes.

Some faculty also use role playing activities. Faculty will also explain to their students what constitutes critical thinking and indicate when they are engaging in critical thinking.

- Science instructors who teach the lecture portion of a class are sensing a disconnect between the lectures and the labs. Efforts will be implemented to remedy this challenge.

Signatures of Faculty Members: _Kimberly Debbs_   _Sharon O'Meara_

Date: _May 2, 2013_

FACULTY RESPONSE TO

GENERAL EDUCATION ASSESSMENTS

SPRING 2010

INFORMATION TECHNOLOGY

The purpose of General Education Assessment is to demonstrate that the College "engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data— quantitative and/or qualitative, as appropriate to its indicators of achievement" (4.A.1) of the stated General Education Outcomes. Additionally, through General Education Assessment, the College "documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes," and that "[f]aculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes" (4.A.3). In order to make assessment activities meaningful, this faculty response form enables the faculty members from each core area to close the loop in order to ensure that the College "uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements" (4.B.2).

General Education Core Area: Information Technology

Names of faculty members: Nancy Swope and Jeff Brabant
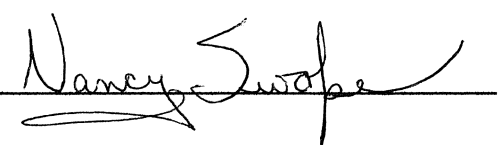
Semester and year of review of assessments and establishment of goals: 2008 - 2010

Action Plan to be implemented in order to enhance student learning achievements:

- In light of the rapid changes that are taking place in the world of information technology, the instructors have incorporated Web 2.0 applications such as blogs, wikis, podcasting and Google Docs. The inclusion of these applications is indicated in the course schedule of the syllabus.

- Today's technology encourages and facilitates collaboration therefore, instructors implemented group projects using wikis. This project is reflected in the student's assessment in the class.

Signatures of Faculty Members:

Date: 13 Apr 2010

Appendix E

Strategic Plans: 2015 – 2016

& 2016 – 2017 (Draft)

NOTE: THESE DOCUMENTS ARE 8.5" X 14", SO THEY ARE INCLUDED SEPARATE FROM THIS DOCUMENT.

Appendix F

Draft of Vision 2020 Strategic Plan

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Vision 2020 Team

Sarah Pett, Co-Chair
Kylene Phipps, Co-Chair
Keith Campbell
Mike Coryell
Paula DeMars
George Dickie
Jessie Dufner
Jerry Forman
Jenna Janshen
Rita Kratky
Ross Lawrence
Karla Lund
Sterling Silver
Mike Mintz
Erin Niedge
Bert Pezzarossi
Garth Sleight
Lisa Smith
Sue Stanton
Chase Tait
Don Warner
Jackie Muri, Facilitator

Team statement

being drafted

drafted

Mission

Miles Community College prepares students for success and provides opportunities for lifelong learning through quality programs, community outreach, and partnerships.

Core Themes

1. Student Success
2. Academic Achievement
3. Workforce Training and Partnerships
4. Community Outreach and Lifelong Learning

Miles Community College: Current State

- After several semesters of decreasing or flat enrollment, Miles Community College has worked to achieve an enrollment increase of 14.3% from Fall 2014 to Fall 2015.

- Unlike many two-year colleges in the state, MCC offers a more comprehensive college experience by providing both an athletics program of 101 students and campus housing for 175 students.

- MCC has made significant progress towards redesigning developmental education pathways using nationally recognized best practices.

- MCC recognizes the value of data informed decision making and has created an Institutional Research team to lead campus data collection.

- The college offers flexible learning environments including face-to-face, online, ITV, and field experiences. Currently 51% of students take either all or some courses online.

Visioning the Future

In early 2015, a dynamic group was brought together to formulate a clear vision for Miles Community College. This document summarizes twelve months of high-value work completed by the MCC Vision 2020 Team comprised of internal stakeholders: students, faculty, staff, administration, and governing board members as well as vested community champions including business, government, education and economic leaders, alumni, and potential students.

The team that analyzed the current state of the institution, surveyed community perceptions, and researched emerging trends and national best practices in higher education in order to create the key strategies that will guide Miles Community College's visionary focus and growth through 2021.

As a regional academic leader, Miles Community College already creates value in many ways. The college provides exceptional educational opportunities, enables students to have fulfilling and prosperous careers, and provides a highly skilled workforce to the regional business community. All three of MCC's major stakeholder groups—students, society, and taxpayers benefit from the presence of the college as demonstrated by an economic impact analysis completed in 2014. The benefits the college brings to the region will only continue to increase in breadth in the future.

Miles Community College's presence in the town, county, and region will grow in substantial, intentional, and sustainable ways in the years ahead. By the end of 2016 the college will have a new main entrance off of Haynes, the Armory will have been refurbished as the new home of the Heavy Equipment Operations and CDL Training Program, and the Ag Advancement Center will be under construction. However, the visual impressiveness of these projects will only begin to tell the story of a growing Miles Community College.

INVESTMENT ANALYSIS RESULTS

As shown, students receive great value for their educational investment. At the same time, the investment made by the state and local taxpayers in the college creates a wide range of benefits to society and returns more to government budgets than it costs.

STUDENT PERSPECTIVE	
$30,959	Benefits (thousands)
$5,611	Costs (thousands)
$25,347	Net present value (thousands)
5.5	Benefit-cost ratio
22.2%	Rate of return*

SOCIAL PERSPECTIVE	
$94,486	Benefits (thousands)
$12,454	Costs (thousands)
$82,032	Net present value (thousands)
7.6	Benefit-cost ratio
17.1%	Rate of return*

TAXPAYER PERSPECTIVE	
$8,667	Benefits (thousands)
$3,859	Costs (thousands)
$4,808	Net present value (thousands)
2.2	Benefit-cost ratio
5.4%	Rate of return*

Student Centered Learning Environment

Miles Community College has a rich history of providing students with quality education that leads to life-enhancing success. As you walk the Miles Community College campus and peruse the stories in the Alumni Hall of Fame, you see celebrated legislators, business executives, community activists, researchers, artists, educators, veterans, and philanthropists.

Student success is central to the great work that takes place at the college daily: in the classroom, on the playing field, and in the community.

Ultimately, students attend college to further themselves and their educational credentials in pursuit of their desired career. In 2013 Miles Community College boasted an impressive job placement rate of 98% among career-tech graduates. Additionally, Miles Community College has been continuously recognized since 2011 as being among the top 10% of community colleges in the country by The Aspen Institute.

Building on the successful programs already established, opportunities exist to further support new students' transitions to college, engage students in new ways, diversify program and degree offerings, and expand remote delivery of education and student support services. The primary focus of the work that lies ahead is to support learning and the total student experience at Miles Community College.

--excerpt from student testimonial

Key Strategies

Optimize Student Transition to College
Engage Students in Academics, Athletics, Student Life, and the Miles City Community
Diversify Program & Degree Offerings
Expand Online and Distance Delivery of Education & Student Support Services
Enhance Counseling & Advising Support Services

Success Metrics

	Current	2021
Student retention rate	58.69%[1]	68%
Student completion rate	38%[2]	48%
Overall Full-time Equivalent count (15 credits = 1FTE)	352.3[3]	545
Overall headcount	506[4]	600
Percent of Students who Complete a College-Level Math Course within 45 Credits	?[5]	?
Percent of Students who Complete a College-Level Writing Course within 30 Credits	?[6]	?
Athletic Enrollment	101[7]	139
Students Organization Enrollment	95[7]	125

Reference: [1]Fall to Fall (three year average, F2012-F2013, F2013-F2014, & F2014-F2015). [2]IPEDS 2011 Cohort. [3,4]Fall 2015 end of term. [5,6]?. [7,8]Fall 2014 to Spring 2015.

THE ASPEN INSTITUTE
ASPEN PRIZE
FOR COMMUNITY COLLEGE EXCELLENCE
TOP 150
2017

MILES
COMMUNITY COLLEGE
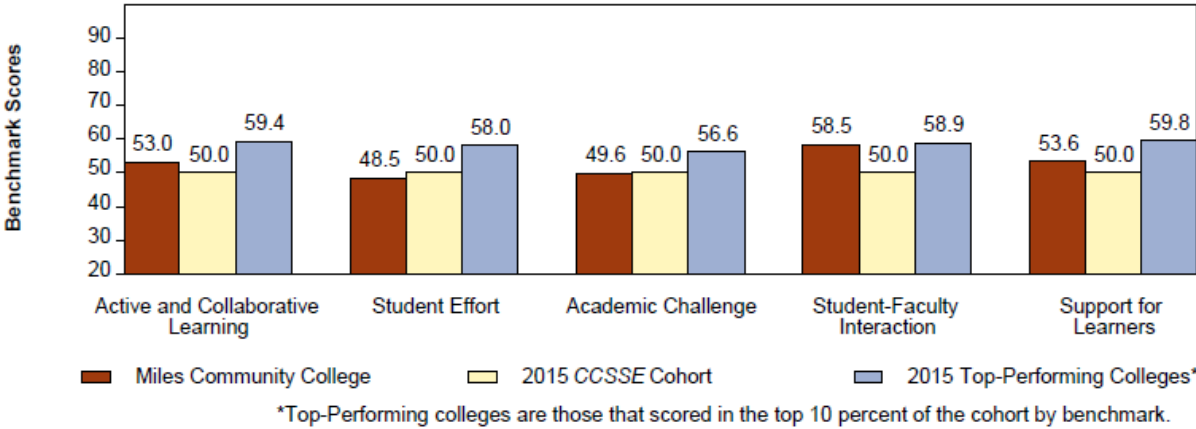
Preparing Tomorrow's Workforce

Academic achievement occurs when high-value education with relevant content is offered by highly engaged and skilled professors to interested and engaged students.

The Women's Basketball team, with a team GPA of 3.59, was recognized as the NJCAA Academic Team of the Year for 2013-2014. During the Fall 2015 semester, 30% of full-time students earned a GPA of 3.59 or higher—placing them on the President's Honor List. Ag students placed third at the 2016 Rangeland Cup Poster Contest at the Society for Range Management's Annual Meeting. Academic achievement and excellence are reached across campus at Miles Community College by fostering an environment where academic rigor and academic support merge.

Miles Community College shares the same core curriculum standards with all accredited Montana institutions of higher learning. However, one of the aspects that differentiates the academic experience at Miles Community College is individualized investment in students that faculty are able to make. MCC's student to faculty ratio of 11:1 is dramatically lower than both the national and the Montana University System averages of 18:1.

MCC's low ratio facilitates greater levels of student-faculty interaction and allows faculty to create high-challenge/high-support learning environments. MCC is committed to maintaining this student to faculty ratio as we continue to grow.

Miles Community College is ready to make every single one of our student's dreams our mission by committing to fostering the continued development of staff and faculty, by enhancing pathways for achievement, by further expanding student learning opportunities, and by becoming the regional leader in quality academic programs.

--use student testimonial to illustrate "*Academic excellence is reached at Miles Community College by fostering an environment where academic rigor and academic support merge.*"

*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Key Strategies

Enhance Pathways for Achievement
Become Regional Leader in Academic Programs
Create Optimal Environment for Student Development
Emphasize Faculty & Staff Development

Success Metrics

	Current	2021
Number of Students Enrolled in Transfer Programs	249[1]	295
Number of Students Enrolled in Career-Technical Programs	160[2]	200
Career-Technical Job Placement Rate	98%[3]	98%
Student: Faculty Ratio	11:1[4]	11:1
CCSSE Active and Collaborative Learning Score	53.0[5]	All CCSSE Benchmark
CCSSE Student Effort Score	48.5[6]	Scores will be equal to
CCSSE Academic Challenge Score	49.6[7]	or higher than the 2021
CCSSE Student-Faculty Interaction Score	58.5[8]	Top-Performing
CCSSE Support for Learners Score	53.6[9]	Colleges

Reference: [1,2] Fall 2014-Spring 2015 Unduplicated Headcount. [3] 2013 graduates. [4] 2014-2015 academic year. [5,6,7,8,9] 2015 CCSSE.

Workforce Training and Partnerships

Collaboration at New Levels

Through workforce training and partnerships, Miles Community College provides services of both a non-credit and credit nature that address local and regional industry needs in workforce training programs, workshops, and courses. Partnerships with local and regional industries also support experiential learning within academic programs through internships, practicums, and clinicals. These services form support and collaboration between the college and area industry needs.

The region's primary industries—agriculture, construction, education, energy, government, healthcare, and transportation—are the focus of the existing partnerships in place with several of the area's largest employers.

Miles Community College has also expanded the region's access to educational degree offerings through collaborative relationships with area colleges and universities.

Looking ahead, MCC is focused on opportunities to build new partnerships and strengthen existing ones to expand embedded student learning opportunities; to increase the technology infrastructure to receive and deliver educational offerings remotely; and to expand formal partnerships with regional employers specific to workforce development, as well as secondary schools, colleges, and universities within the region.

partnership testimonial

partnership testimonial

Regional Industry and Educational Partners

Agriculture	**?**
Business	**?**
Construction	**?**
Education	**?**
Energy	**?**
Financial Institutions	**?**
Government	**?**
Healthcare	**?**
Insurance	**?**
Transportation	**?**

(other categories as determined once the list is compiled)

Key Strategies

Sustain & Enhance Current Industry & Education Partnerships
Establish & Grow New Industry & Education Partnerships
Expand the Opportunities for Embedded Student Learning Experiences
Become Eastern Montana's Center for Workforce Development

Success Metrics

	Current	2021
Number of Industry & Education Partnerships	?[1]	?
Number of Programs Aligned to Third-Party Industry Exam Standards	?[2]	?
Workforce Development Annual Enrollment	?[3]	?
Student Academic Partnerships: Internships, Clinicals, Practicums	168[4]	?
High School Early Start Enrollment	129[5]	150
Articulation Agreements with Colleges and Universities	12[6]	20

Reference: [1]typing MOU list, categorizing, vetting with division chairs [2]pulled list from catalog, vetting with division chairs. [3]2014-2015 & Fall 2015 Educators Conference. [4]2014-2015 academic year, total number of students who participated in academic programs with partners. [5]Fall 2015-Spring 2016 data. [6]Fall 2015.

Growing Opportunities for All Ages

Miles Community College's inclusive, inviting campus exudes a sense of community among its students, faculty, and staff and within the greater Miles City region. The college both provides support to and receives support from the community through a dynamic mutually-beneficial relationship. The college is committed to further growing a philanthropic atmosphere on campus and in the community.

While faculty and staff already bring an array of expertise to both the college and community, MCC is dedicated to further integrating students into the community to enrich their educational experience. Service Learning Projects—such as students in a web design class helping a local business update its website—foster a greater community investment on the part of the students. Their increased investment benefits both the students and the community.

Another part of MCC's mission is to create and coordinate community outreach opportunities and services of a practical nature in the Miles City region. This programing serves a wide range of ages, expertise levels, and interests, and takes various forms such as civic activities, lectures, performances, tours, applied research, wellness opportunities, and demonstration workshops.

The college is committed to further increasing awareness of, access to, and support for the college's programs and services within the region. The college recognizes the value of lifelong learning and seeks to cultivate the continued curiosity of the region.

community outreach student profile/ testimonial

community outreach student profile/ testimonial

Key Strategies

Optimize the Student Experience through Community Involvement
Expand Continuing Education Learning Opportunities
Enhance Community Outreach to Meet the Needs of the Community
Cultivate and Promote a Culture of Lifelong Learning & Sustainability in the Region

Success Metrics

	Current	2021
Community Education Enrollment	244 [1]	300
Student Civic Engagement Hours	2,530 [2]	3,000
Faculty and Staff Civic Engagement Hours	2,538 [3]	3,000
Service Learning Projects	29 [4]	35
Percent of Energy Consumption from Renewable Sources	0	10%

Reference: [1] 2014-2015 academic year . [2] 2014-2015 academic year, total hours students participated in civic/community engagements via student organizations. [3] 2014-2015 academic year, total hours staff and faculty participated in civic/community engagements. [4] Service Learning Projects completed within classes 2014-2015 academic year.

Drafting ideas:

Miles Community College is governed by a supportive Board of Trustees who are dedicated to the advancement of the college.

draft

Jeff Okerman, Chair

Dr. Mark Petersen, Vice Chair

Debbie Morford, Secretary

Sue Stanton

Dr. Garret McFarland

Rusty Irion

Tad Torgerson

photo with better lighting and background that shows part of campus?

Campus Leadership

Dr. Stacy Klippenstein, President

Jessie Dufner, Vice President of Enrollment & Student Services

Dr. Rita Kratky, Vice President of Academic Affairs

Lisa Smith, Vice President of Administrative Services

Erin Niedge, Dean of Enrollment Management & Educational Support Services

Garth Sleight, Associate Dean of Academic Affairs

Kylene Phipps, Executive Director of Human Resources & Compliance

Dr. Mike Hardy, President, Miles Community College Faculty Association

Bert Pezzarossi, Chair, Classified/Exempt Staff Group

Tim Bouchard, President, Associated Students of Miles Community College

MILES
COMMUNITY COLLEGE
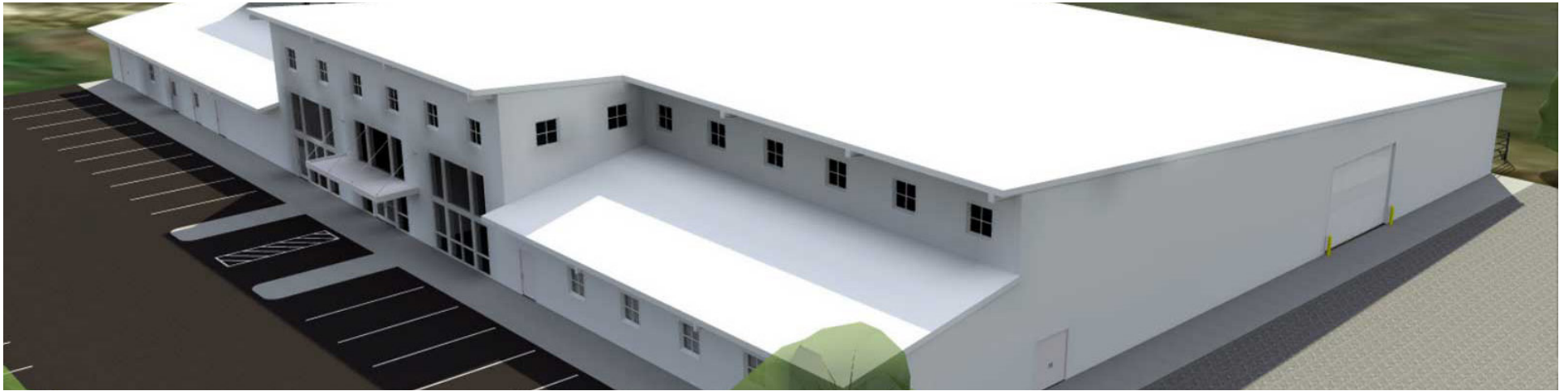
Alumni Hall of Fame

Brett Badgett	2001	James Leslie Graham	2009
Allan Curtis Anderson	2002	George M. Dennison	2010
Randy Holland	2003	Tony Harbaugh	2011
James Lucas	2004	Gary Matthews	2012
Carol M. Hofeldt	2005	Pamela Hurr	2013
Harold Luke	2006	Michael B. Hayworth	2014
Lisa Reid Perry	2007	Wayne M. Hirsch	2015
Donald Hartman	2008	??? ????	2016

draft

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2715 Dickinson Street
Miles City, Montana 59301
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www.milescc.edu

MILES
COMMUNITY COLLEGE