

**Miles Community College**  
**Year One Self-Evaluation Report**  
**Prepared For**  
**The Northwest Commission on Colleges and Universities**  
**February 25, 2016**



**Miles Community College**  
**2715 Dickinson**  
**Miles City, Montana 59301**

**Affirmative Action / Equal Opportunity Institution**



## TABLE OF CONTENTS

<b>TABLE OF CONTENTS.....</b>	<b>i</b>
<b>INSTITUTIONAL OVERVIEW .....</b>	<b>1</b>
<b>PREFACE .....</b>	<b>3</b>
<b>RESPONSE TO A TOPIC PREVIOUSLY REQUESTED BY THE COMMISSION .....</b>	<b>5</b>
<b>CHAPTER ONE – STANDARD ONE: MISSION, CORE THEMES, AND EXPECTATIONS .....</b>	<b>9</b>
<b>Standard 1.A: Mission. ....</b>	<b>9</b>
<b>Standard 1.B: Core Themes .....</b>	<b>11</b>
<b>CONCLUSION.....</b>	<b>19</b>
<b>APPENDICES .....</b>	<b>20</b>
<b>Appendix A: Core Themes Scorecard</b>	
<b>Appendix B: Strategic Plans: 2015 – 2016 &amp; 2016 – 2017 (Draft)</b>	
<b>Appendix C: Draft of Vision 2020 Strategic Plan</b>	
<b>Appendix D: Research Documents from the Montana Office of the Commissioner of Higher Education Regarding the Success of Dual Enrollment Students Within the Montana University System</b>	

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## INSTITUTIONAL OVERVIEW

Miles Community College is located in Miles City, Montana, a rural community of approximately 9,000 people in southeastern Montana. It is one of three community colleges in the state of Montana. In addition, Montana is home to seven two-year colleges that fall under the auspices of either The University of Montana or Montana State University. Seven tribal college also operate in Montana and are completely independent of the Montana University System (MUS); however, the Office of the Commissioner of Higher Education (OCHE) strives to be inclusive of and collaborative with the tribal colleges. The Deputy Commissioner of Academic and Student Affairs facilitates coordination and collaboration among the two-year colleges within the MUS.

Founded in 1939 as Custer County Junior College, Miles Community College operated out of a few rooms in the local public high school for almost 20 years. In 1957 the College moved into the former Milwaukee Railroad Depot building. In June 1967, the College moved into a new building that was constructed after passage of a bond issue by county voters. On April 4, 1970, voters of the district elected the first independent Board of Trustees for the College. In December 1971, Miles Community College was granted regional accreditation by the Northwest Commission on Colleges and Universities.

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

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

Most recently, in December 2015 Miles Community College received \$650,000 from Montana Community Development Block Grants – Economic Development funds to purchase the old National Guard Readiness Center (Armory), which sits adjacent to MCC and has Main Street access. MCC also received \$529,361 in Federal Economic Development funds to refurbish the Armory. This facility adds 8,745 sq. ft. of academic space and 2.63 acres to the MCC inventory. The addition of this facility will allow MCC to enhance the Heavy Equipment Operations and Commercial Driver's License (CDL) programs by providing more space for hands-on training mixed with simulation and classroom learning.

Miles Community College continues to pursue private funds to build the new Ag Advancement Center, which will be the home of all Agriculture and Equine Sciences academic programs and will house a 2,000 sq. ft. arena for classroom, rodeo, and public use. Currently, MCC and the MCC Endowment Board have raised over \$2 million for this \$3.7 million facility and plans are in place to purchase the metal facility and begin construction in spring/summer 2016.

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

The following table summarizes the fall semester 2015 demographics of Miles Community College:

<b>MILES COMMUNITY COLLEGE DEMOGRAPHICS: FALL 2015</b>	
Average Age	27.8
Female	321
Male	185
Total Headcount	506
Degree-seeking Headcount	398
Non-degree-seeking Headcount	108
Degree-seeking Freshmen	252
Degree-seeking Sophomores	146
Full-time Degree-seeking Students	271
Part-Time Degree-seeking Students	235
Enrollment FTE	352.2
Average Student Credit Load	10.4
Total Custer County Students	149
Total Montana Students	436
Total Out-of-State Students	70
Caucasian	441
Native American	23
Hispanic, Asian, African-American	42
Students in Transfer Programs	227 (Excludes non-degree seeking students.)
Students in Career-Technical Programs	136 (Includes ASN) (Excludes non-degree seeking students.)
Degrees Awarded AY 2015	Total Degrees: 119 (Fall 2014, Spring 2015, Summer 2015)

## PREFACE

### **Institutional Changes Since the Spring 2015 Year Seven Self-Evaluation Report**

- **New Vice President of Administrative Services:** On July 1, 2015, Lisa Smith started as the new Vice President of Administrative Services. Prior to her role at Miles Community College, Lisa held the Powell County Treasurer position in Deer Lodge, Montana where she was responsible for generating, collecting and accounting for all revenue received by the Powell County entities. Lisa earned her Bachelor of Science in Business Administration from the University of Montana.
- **New Vice President of Academic Affairs:** On January 1, 2016, Dr. Rita Kratky started as the new Vice President of Academic Affairs after Dr. Ted Hanley vacated this position for a new position in the Houston Community College system. Dr. Rita Kratky served as the Dean of Workforce Development and Continuing Education at Miles Community College from July 2015 – December 2015. As the Dean, Dr. Kratky led the college in developing credit and non-credit workforce training programs and supervises multiple federal and state grants related to workforce training while growing continuing education and community outreach programs that fit the needs of the Miles City community. Prior to Miles Community College, Dr. Kratky held the Interim Dean position at City College (Montana State University-Billings) in Billings, Montana where she provided academic leadership and led City College in its offerings with TAACCCT III/SWAMMEI workforce development, dual and concurrent courses, and outreach to local businesses and schools. Dr. Kratky earned her Ph.D. in Community College Leadership and Master of Arts in Interior Design from Colorado State University in Fort Collins, Colorado.
- **New Position-Director of Career and University Pathways:** Tami Glasscock started as the Director of Career and University Pathways July 2015. This new position is responsible for establishing and directing a comprehensive career and transfer advising program for the College, from entry to graduation as well as progression to successful career and placement and/or university transfer. This position also assists in planning and providing career counseling to incoming and continuing students and their parents to include presentations at Student Orientation, Advising, Registration (SOAR) sessions, First Year Pioneer first year experience courses, and other events scheduled throughout the year tailored for students in specific majors, career pathways and/or transfer pathways.
- **New Position-Director of Workforce Development and Career Pathway Partnerships:** Doug Gaskill started as the Director of Workforce Development and Career Pathway Partnerships positions December 2015. This position is funded by the Big Sky Pathways and Perkins federal grants annually. Doug is responsible for developing workforce education and training opportunities within the outreach area. He also leads the Big Sky Pathways and Perkins grants collaboration efforts to build pathways to CTE programs, workforce trainings, and enrollment growth.

- **Other Personnel Changes:**
  - Anine McCallum, Adult Health Nursing Instructor
  - Aaron Stucker, Director of Housing and Student Life
  - Dolly Ferris, Financial Aid Specialist
  - Vicki Davis, Dining Services Director
  - Carla Cummins, IT Specialist
  - Cori Schock, Dining Services Assistant
- **Transition to Different Learning Management System (LMS):** The College is in the process of switching from its current LMS to a different LMS. The selection and implementation committee is co-chaired by Dr. Rita Kratky, Vice President of Academic Affairs, and Dr. Mike Hardy, mathematics instructor and president of the Miles Community College Faculty Association. Dual leadership of this committee ensures that faculty are involved in this significant process.
- **TAACCCT 4 Update:** The TAACCCT 4 (HealthCARE) grant began fall 2015. Its focus is to create access to rural education in healthcare via training, recruiting, and retaining healthcare professionals in rural and frontier Montana. Miles Community College is participating in this grant primarily in two areas: (1) participating in the new nursing state-wide curriculum and (2) offering on-line CNA training.

MCC's ASN/RN program will begin the transition into the new state-wide curriculum beginning in fall 2016. MCC has also increased its CNA course offerings (5-6 week formats) from four times per year to five times per year. The CNA course is offered online with arranged clinical sites per student location. Additionally, the HealthCARE grant requires each higher educational institution to have a staff member to serve as the Transformational Specialist who works with the campus members to connect with the HealthCARE Career Coaches and Workforce Coordinators at the area APEA Health Education Center (AHEC). Dr. Kratky serves as the MCC Transformation Specialist and works with AHEC Career Coach, Dorie Kenitzer, and Workforce Coordinator, Trudy Winslow, in Miles City. The HealthCARE Montana website is as follows: <http://healthcaremontana.org/>.

- **Community College Survey of Student Engagement (CCSSE):** The College completed the CCSSE during the Spring 2015 semester. Data from this survey will inform the quality of instruction and learning taking place at Miles Community College and provide data sources for core theme assessment. The College will administer the CCSSE on a two-year rotation.
- **Student Satisfaction Inventory (SSI):** The College will administer Ruffalo Noel Levitz's SSI during the Spring 2016 semester and develop a rotation for administering it again in the future for comparison data and use for core theme assessment. This inventory will assess student satisfaction and identify strengths and weaknesses of campus services and experiences. The Enrollment Action Team will utilize this data to develop retention initiatives as well as improve the quality of student life and learning for students enrolled at Miles Community College.

- **Increased Enrollment:** Significant focus on enrollment has been prioritized since President Klippenstein was hired at the College. The Enrollment Action Team has been developed and is working on an updated Strategic Enrollment Plan. Recruitment plans are targeting Montana high schools as well as the local Custer County market, including adult populations. From those efforts, the College experienced a 7.5% increase in its full-time equivalent (FTE) enrollment Fall 2015. This growth was realized primarily within the in-state residency category. The College's Heavy Equipment Program is at capacity and work continues to bolster enrollments in other academic programs.

## RESPONSE TO A TOPIC PREVIOUSLY REQUESTED BY THE COMMISSION

In April 2015 the College underwent its Year Seven *Mission Fulfillment and Sustainability* Evaluation. As a part of that evaluation, the Commission had requested that the College respond to Recommendation 1 of the Spring 2012 Year Three Peer-Evaluation Report, which is as follows:

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

In a letter dated July 17, 2015, Dr. Sandra E. Elman, NWCCU President, advised us that “the Commission determined that its expectations regarding Recommendation 1 of the Spring 2012 Year Three Peer-Evaluation Report have not been met and therefore requests that the College expand its Spring 2016 Year One *Mission and Core Themes* Self-Evaluation Report to again address this Recommendation.”

The requested changes to the objectives and indicators of achievement will be reflected in Section 1.B of this report; however, in this section of our Year One Self-Evaluation Report we will summarize the changes to our objectives and indicators of achievement to confirm that they are outcomes-based and thereby meet the expectations of the Commission as delineated in Recommendation 1 of the Spring 2012 Peer-Evaluation Report. We believe the objectives and indicators of achievement are now articulated in such a way that they inform planning, guide assessment, and ascertain degree of mission fulfillment, all of which have the end objective of ensuring continual improvement.

Another component of Recommendation 1 is the strengthening of the College's “definition of an acceptable threshold of mission fulfillment.” In response to that element of the Recommendation, we stated in our Year Seven Self-Evaluation Report that achievement of 70% of the indicators of achievement is our acceptable threshold for mission fulfillment. The Year Seven Peer Evaluators stated in their report that they concurred with that threshold, but with the following caveat attached to it: “While the structure of determining mission fulfillment by achieving a threshold of at least 70% of the indicators of achievement of the Core Theme Objectives is sound, the quality of the current indicators make it hard to determine quality, effectiveness, and mission fulfillment” (p. 33). By recrafting the objectives and indicators of achievement so that they are assessable, verifiable, and meaningful, we believe that we have met the Commission's expectations of Recommendation 1 from the Year Three Peer-Evaluation Report.

In order to track our annual progress on our Core Theme objectives and indicators of achievement, we have developed a “Core Theme Indicator Scorecard.” This document will be posted to the MCC web site so that all stakeholders have ready access to our areas of strength and areas in need of improvement. A copy of the Scorecard can be found in Appendix A

### **Mission Statement**

Before addressing the revisions to the Core Themes, Objectives, and Indicators of Achievement, we will give a brief explanation of the most recent revision of the College Mission Statement. In the Year Seven Peer-Evaluation Report, the College received the following feedback:

“Measuring mission fulfillment would be easier if the College mission was focused on ends versus a means statement – ‘promotion.’ An end statement such as to increase student’s knowledge and skills through accessible, quality programs, community enrichment and partnerships might help the College set up how the mission is fulfilled and how the core themes are operationalized with objectives, indicators, and thresholds.

“Concern:

“The current mission statement is means focused, which makes measuring mission fulfillment challenging” (p. 33).

In response to this feedback, the Miles Community College Mission Statement has been revised as follows:

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

This revised College Mission Statement contains two explicit end statements: (1) prepare students for success and (2) provide opportunities for lifelong learning. The Mission Statement operationalizes the accomplishment of those ends through the following means: (1) quality programs, (2) community outreach, and (3) partnerships.

### **Core Themes**

The Core Themes have been modified so that they are clearly and intentionally linked to the different elements of the Mission Statement. Preliminary objectives and indicators of achievement were developed by the President’s Cabinet and then discussed in two different all-employee meetings during the Fall 2015 semester. The meeting participants were split into four groups, one group for each Core Theme, and were given the task of vetting the preliminary objectives and indicators of achievement for their respective Core Theme. Prior to the discussion sessions, the meeting participants received the following parameters for the objectives and indicators of achievement:

“We need to develop indicators of achievement that are assessable, verifiable, and meaningful.



“‘Meaningful’ means that they:

- Are well defined;
- Provide direct evidence of results;
- Evaluate institutional performance;
- Inform institutional planning;
- Result in improvement efforts;
- Strengthen the College’s definition of its acceptable threshold of mission fulfillment;
- Incorporate student learning outcomes within its core themes, particularly the Academic Achievement Core Theme.”

### **Core Theme One: Student Success**

The Year Seven Peer-Evaluation Team stated that “the alignment of indicators with the stated objectives [for Core Theme One] is problematic” because “neither indicator addresses actual student achievement data” (p. 26). Accordingly, we have completely re-conceptualized Core Theme One and created new objectives and indicators of achievement that reflect the revised conceptual framework of this core theme. The new objectives and indicators of achievement now focus on (1) persistence and (2) completion. These areas of focus lend themselves well to planning, assessment, verification, and improvement. The data metrics for Core Theme One reflect the current priorities of retention and completion that are being emphasized at the local level (MCC Board of Trustees), state level (Office of the Commissioner of Higher Education, Montana Governor’s Office, Montana State Legislature), and national level (President of the United States, U.S. Legislature, U.S. Department of Education.)

### **Core Theme Two: Academic Achievement**

Previously Core Theme Two was named Academic Excellence. During campus-wide discussions, we determined that the term “excellence” was too esoteric and subjective, thus difficult to define, assess, and verify, either qualitatively or quantitatively. Consequently, Core Theme Two has been changed to Academic Achievement because “achievement” can be defined, assessed, and verified.

One of the challenges the Year Seven Peer-Evaluation Team observed with Core Theme Two was that “some indicators were better than others, and that some indicators were challenging to assess and difficult to use as meaningful data points for program improvement” (p. 22). We have modified the indicators of achievement so that they are assessable, verifiable, and meaningful, thereby informing us on our areas of strength and areas where we are in need of improvement.

Another challenge we experienced with our Spring 2015 peer-evaluation was that our Year Seven Self-Evaluation Report did not adequately address assessment of our instructional programs, which is the overarching priority of the NWCCU Board of Commissioners. To ensure that thorough review of our instructional programs is an integral component of our Core Themes assessment, planning, and improvement processes, we have revised the objectives and indicators of Core Theme Two so that they focus on assessment, quality control, planning, and improvement of our instructional programs, particularly our developmental, general education, and career-technical programs. The objectives and indicators of achievement for Core Theme Two now pertain to (1) providing an active and collaborative learning environment (based on data gathered from a biennial CCSSE assessment), (2)

providing developmental courses that facilitate students' preparation for college-level courses, (3) preparing students for entry into the job market through our career and technical education programs, and (4) preparing our students for transfer to four-year colleges through our General Education program.

**Core Theme Three: Formerly - Resource Management;  
Now – Workforce Training and Partnerships**

The Year Seven Peer-Evaluation Team deemed Core Theme Three: Resource Management as particularly problematic. For example, with regard to core theme planning, the team stated that “the methods of assessment do not appear to align with the described performance indicators of the strategic plan” (p. 23). In the peer evaluators' section on core theme assessment, they noted that the “method of collecting data is not systematic” (p. 27).

Extending beyond the concerns expressed by the Year Seven Peer-Evaluation Team was our own internal concern that “Resource Management,” though an important institutional function, did not manifest any clear connection between our Mission Statement and this Core Theme. Consequently, we have eliminated “Resource Management” as a core theme and have established “Workforce Training and Partnerships” as the new Core Theme Three. Workforce training is an integral component of a comprehensive community college mission, in general. For Miles Community College, specifically, workforce training, including continuing education, fits logically within our mission of “prepar[ing] students for success and provid[ing] opportunities for lifelong learning.”

The “partnerships” component of this core theme is derived explicitly from the Mission Statement and focuses on our commitment to engage in collaborative partnerships with industries, other higher educational institution, and secondary schools in order to expand the scope of our reach and to enhance economies of scale. Assessment for this core theme is quantitative in nature.

**Core Theme Four: Community Outreach and Lifelong Learning**

Previously this core theme was Community Enrichment and Partnerships. With the elimination of Resource Management, we have opted to re-configure Core Themes Three and Four so that Core Theme Three focuses on workforce training, continuing education, and developing partnerships. Core Theme Four: Community Outreach and Lifelong Learning, has one objective and three indicators of achievement that focus on offering lifelong learning and personal enrichment opportunities to members of the community through (1) community education courses, (2) educational trips, and (3) children's learning activities.



## CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

### Executive Summary of Eligibility Requirements 2 and 3

#### Eligibility Requirement 2 – Authority

Miles Community College derives its authority from the State of Montana to grant degrees in accordance with Montana Code Annotated, 2014, Title 20, Chapter 15, which is accessible at the following link: [http://leg.mt.gov/bills/mca\\_toc/20\\_15.htm](http://leg.mt.gov/bills/mca_toc/20_15.htm).

#### Eligibility Requirement 3 – Mission and Core Themes

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

#### Standard 1.A – Mission

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

##### Miles Community College Mission Statement (February 22, 2016)

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

Since December 2005, the Miles Community College Mission Statement has undergone two reviews, which have resulted in slight revisions. December 2005 is used as our point of reference because the Mission Statement was modified at that time so that it would more concisely articulate the vision which the employees, students, and Board of Trustees had for Miles Community College at that time.

On April 4, 2014, the President's Cabinet, led by then-recently appointed president, Dr. Stacy S. Klippenstein, participated in a planning retreat to review the College's current accomplishments, needs, and future vision. During those discussions, the members of the President's Cabinet also reviewed the Mission Statement to determine whether or not it still accurately and adequately articulated the College's Mission. As a result of that discussion, the Mission Statement was slightly revised. This revision was subsequently submitted to the Administrative Council and then to all employees for their input. On April 28, 2014, the Miles Community College Board of Trustees approved and adopted the revised Mission Statement.

In preparation for the Spring 2016 Year One *Mission and Core Themes* Self-Evaluation Report, we have once again reviewed the Mission Statement. It was slightly revised by the President's Cabinet in August 2015. Subsequently, the proposed Mission Statement and revised Core Themes were discussed at multiple all-employee meetings. On February 1, 2016, the Mission Statement and Core Themes were presented to the Student Senate, which is the legislative body that represents the Associated Students of

Miles Community College. The Mission Statement and Core Themes were subsequently presented to and approved by the Miles Community College Board of Trustees on February 22, 2016.

The College's Mission Statement and Core Themes are made public through multiple venues. They are published in the college catalog and student handbook. They appear on the College's web site, as well. Additionally, the Mission Statement and Core Themes are posted prominently throughout the campus.

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

The Core Themes constitute the foundation and paradigm upon which mission fulfillment is articulated and assessed; therefore, all planning and goal-setting take place within the context of the Core Themes. During each summer since 2007, the Leadership Team (now the President's Cabinet) has participated in a planning retreat to review and analyze the accomplishments and challenges of the previous year and to establish priorities based on the Core Themes for the upcoming year. See Appendix B.

In addition, 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 Strategic Plan. This document will be presented to the Miles Community College Board of Trustees during the spring of 2016. Appendix C contains the latest draft of this document as of the printing of this report. 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.

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.

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.

We also note that concurrent with our preparation of our Year One *Mission and Core Themes* Self-Evaluation Report is the preparation of an Ad Hoc Report to address the Recommendations we received in connection with our Year Seven *Mission Fulfillment and Sustainability* Peer Evaluation, which took place in Spring 2015. The preparation of these two reports has given us the opportunity to give close consideration to our overall assessment processes at the course, program, and institutional levels, and to develop a clear sense of our mission and of what constitutes mission fulfillment.

In the end, the threshold of acceptability of the accomplishment of the College's Mission is that at least 70% of the Indicators of Achievement of the Core Theme Objectives have been deemed as accomplished at the stated benchmark. As was stated previously, that information is tracked and recorded on the Core Theme Indicator Scorecard.

## Standard 1.B – Core Themes

### 1.B.1 Essential elements of the collective mission

Since 2010, the Miles Community Core Themes have gone through multiple iterations. The Response to a Topic Previously Requested by the Commission delineates the historical evolution of the College's Core Themes. The Miles Community College Board of Trustees approved the following four Core Themes on February 22, 2016:

#### Core Themes

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

The changes that have been made to the Core Themes ensure that they “individually manifest essential elements of [the College's] mission and collectively encompass [the College's] mission.” As was previously explained, the Mission and Core Themes were refined during multiple all-employee meetings in which employees were split into groups to review and refine the proposed objectives and indicators of achievement.

The Core Themes derive from and are clearly linked to the Mission Statement and represent the essential elements that collectively encompass the College's Mission to “prepare students for success and provide opportunities for lifelong learning through quality programs, community outreach, and partnerships.”

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

The following tables indicate each Core Theme with its Mission Alignment Statement, Objectives, Indicators of Achievement, Rationale for the Indicators, and the data sources for assessing and verifying fulfillment of the Indicators.

<b>CORE THEME #1: STUDENT SUCCESS</b>	
<b><u>Mission Alignment Statement:</u></b>	
<b>Core Theme # 1, Student Success, supports the Miles Community College Mission of preparing students for success by implementing initiatives to engage and retain students so that they can identify and progress toward their educational goal.</b>	
<b>Objective # 1: Increase student persistence at Miles Community College.</b>	
<b>Indicator of Achievement 1.A:</b> Percentage of retention of all students	
<b>Benchmarks:</b>	
<ul style="list-style-type: none"><li>• <b>Goal for Fall to Fall retention: 53%</b></li><li>• <b>Goal for Fall to Spring retention: 82%</b></li></ul>	
<b>Data Sources:</b>	
<ul style="list-style-type: none"><li>• OCHE Banner Warehouse and Student Success Measures</li></ul>	
<b>This benchmark was achieved (True or False):</b>	

<b>Indicator of Achievement 1.B:</b> Percentage of retention of first-time full-time Students
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• <b>Goal for Fall to Fall retention:</b> 58%</li> <li>• <b>Goal for Fall to Spring retention:</b> 80%</li> </ul>
<b>Data Sources:</b> <ul style="list-style-type: none"> <li>• OCHE Banner Warehouse and Student Success Measures</li> </ul>
<b>Rationale for Objective # 1, Indicators 1. A. &amp; 1.B:</b> <ul style="list-style-type: none"> <li>• These indicators are consistent with measures mandated by National and State governing bodies and by the locally elected Board of Trustees.</li> </ul>
<b>This benchmark was achieved (True or False):</b>

<b>Objective #2: Increase student completion of credentials.</b>
<b>Indicator of Achievement 2.A:</b> Graduation rate of first-time freshmen who complete a degree and number of degrees awarded each year.
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• <b>Graduation Rate of First-Time Freshmen:</b> 40%</li> <li>• <b>Goal for completion of academic credentials:</b> 140</li> </ul>
<b>Data Sources:</b> <ul style="list-style-type: none"> <li>• IPEDS 150% Graduation Rate of most recent reported cohort, OCHE Banner Warehouse and Student Success Measures</li> </ul>
<b>Rationale for Objective # 2, Indicator 2.A:</b> <ul style="list-style-type: none"> <li>• This indicator is consistent with measures mandated by National and State governing bodies and by the locally elected Board of Trustees.</li> </ul>
<b>This benchmark was achieved (True or False):</b>

<b>CORE THEME # 2: ACADEMIC ACHIEVEMENT</b>
<b><u>Mission Alignment Statement:</u></b> Core Theme # 2, Academic Achievement, supports the Miles Community College Mission of preparing students for success: first, by engaging in effective educational practices; second, by assessing the entering students' level of academic preparation; third, by placing them in courses appropriately; fourth, by preparing them as needed to enroll in college-level courses; and finally, by providing quality academic programs that prepare students for entry into the job market or for transfer to a four-year college.
<b>Objective #1: Engage in effective educational practices, as identified in the Community College Survey of Student Engagement (CCSSE).</b>
<b>Indicator of Achievement 1.A: Provide an active and collaborative learning environment.</b>
<b>Benchmark:</b> Miles Community College's score is equal to or greater than the score of the CCSSE Cohort.
<b>Data Sources:</b> <ul style="list-style-type: none"> <li>• CCSSE Key Findings document.</li> </ul>
<b>This benchmark was achieved (True or False):</b>

<b>Indicator of Achievement 1.B: Provide adequate academic challenge.</b>
<b>Benchmark:</b> Miles Community College's score is equal to or greater than the score of the CCSSE Cohort.
<b>Data Sources:</b> <ul style="list-style-type: none"> <li>• CCSSE Key Findings document.</li> </ul>
<b>This benchmark was achieved (True or False):</b>
<b>Indicator of Achievement 1.C: Provide a learning environment in which student-faculty interaction takes place.</b>
<b>Benchmark:</b> Miles Community College's score is equal to or greater than the score of the CCSSE Cohort.
<b>Data Sources:</b> <ul style="list-style-type: none"> <li>• CCSSE Key Findings document.</li> </ul>
<b>This benchmark was achieved (True or False):</b>
<b>Indicator of Achievement 1.D: Provide support for learners.</b>
<b>Benchmark:</b> Miles Community College's score is equal to or greater than the score of the CCSSE Cohort.
<b>Data Sources:</b> <ul style="list-style-type: none"> <li>• CCSSE Key Findings document.</li> </ul>
<b>Rationale for Objective # 1, Indicators 1.A – 1.D:</b> According to the CCSSE Key Findings document, "[These] benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work." For further information about CCSSE benchmarks, please visit the Center for Community College Student Engagement web page at <a href="http://www.cccse.org">www.cccse.org</a> .
<b>This benchmark was achieved (True or False):</b>
<b>Objective # 2: Provide developmental courses that facilitate students' preparation for college-level courses.</b>
<b>Indicator of Achievement 2.A:</b> Percentage of students who successfully complete developmental courses and earn a C- or higher in subsequent entry-level 100 series courses within one year.
<b>Benchmark:</b> 70% of the students who pass developmental courses then complete entry-level 100 series courses achieving a C- or higher.
<b>Data Sources:</b> <ul style="list-style-type: none"> <li>• Percentage of students who advance from WRIT 097 to 100-level writing course and pass with a C- or higher.</li> <li>• Percentage of students who advance from M 090 (Introductory Algebra) to M 105 (Contemporary Math); or from M 095 (Intermediate Algebra) to M 121 (College Algebra) or STAT 216 within one year of starting the successful semester of the prerequisite course, and pass with a C- or higher.</li> </ul>

<p><b>Rationale for Indicator of Objective # 2, Indicator 2.A:</b> Students who can pass entry-level 100 series classes validate the rigor of developmental courses and therefore have a greater chance of progressing through courses needed for degree completion. Nationally published research further corroborates the importance of mandatory placement in developmental classes, e.g. <a href="http://ncde.appstate.edu/sites/ncde.appstate.edu/files/RiDE%2020-4.pdf">http://ncde.appstate.edu/sites/ncde.appstate.edu/files/RiDE%2020-4.pdf</a></p>
<p><b>This benchmark was achieved (True or False):</b></p>

<p><b>Objective # 3: Prepare students for entry into the job market through career and technical program completion.</b></p>
<p><b>Indicator of Achievement 3.A:</b> Percentage of students graduating with a Certificate, Certificate of Applied Science, Associate of Applied Science, or Associate of Science in Nursing who are employed in their field within six months of graduation.</p>
<p><b>Benchmark:</b> At least 70% of graduates are employed within the first six months.</p>
<p><b>Data Sources:</b></p> <ul style="list-style-type: none"> <li>• Formal placement report is used for verification of the placement rate.</li> <li>• Informally gathered job placement information.</li> </ul>
<p><b>Rationale for Objective # 3, Indicator 3.A:</b></p> <ul style="list-style-type: none"> <li>• State workers' comp. data show that, on average, 70% of students graduating with a Certificate, Certificate of Applied Science, Associate of Applied Science, or Associate of Science in Nursing are employed in their field within six months of graduation.</li> </ul>
<p><b>This benchmark was achieved (True or False):</b></p>
<p><b>Indicator of Achievement 3.B:</b> Career-technical programs undergo a program review over a three-year cycle to ensure documentation of (1) alignment of course outcomes with program outcomes; (2) assessment of learning outcomes and authentic achievement at the course and program level; (3) analysis of outcomes to inform practices and planning; (4) implementation of outcomes to effect improvement; and (5) communication of outcomes to appropriate constituencies in a timely manner.</p>
<p><b>Benchmark:</b> 100% of CTE programs undergo program review over a three-year cycle.</p>
<p><b>Data Source:</b></p> <ul style="list-style-type: none"> <li>• Program review reports</li> </ul>
<p><b>Rationale for Objective # 3, Indicator 3.B:</b></p> <ul style="list-style-type: none"> <li>• This indicator ensures that adherence to NWCCU accreditation standards and national mandates of accountability is a key priority in the College's evaluation of its instructional programs.</li> <li>• Program reviews evaluate current practices and curricula and promote responsiveness to community workforce needs as identified and recommended by Program Advisory Boards.</li> </ul>
<p><b>This benchmark was achieved (True or False):</b></p>

<b>Objective # 4: Prepare students for transfer to four-year colleges through the College's General Education program.</b>
<b>Indicator of Achievement 4.A:</b> General Education core areas undergo review over a three-year cycle to ensure documentation of (1) alignment of specific course outcomes with core area general outcomes; (2) assessment of learning outcomes and authentic achievement at the course and core area level; (3) analysis of outcomes to inform practices and planning; (4) implementation of outcomes to effect improvement; and (5) communication of outcomes to appropriate constituencies in a timely manner
<b>Benchmark:</b> 100% of General Education core areas undergo review over a three-year cycle.
<b>Data Sources:</b> <ul style="list-style-type: none"> <li>Assessments administered per the General Education Program document</li> <li>Faculty action plans submitted for each General Education Core Area</li> </ul>
<b>Rationale for Objective # 4, Indicator 4.A:</b> <ul style="list-style-type: none"> <li>This indicator ensures that adherence to NWCCU accreditation standards and national mandates of accountability is a key priority in the College's evaluation of its instructional programs.</li> <li>The Associate of Arts and Associate of Science degrees are general transfer degrees designed to prepare students to transfer to four-year colleges. Per Montana Board of Regents of Higher Education Policy 301.10 (<a href="http://www.mus.edu/borpol/bor300/301-10.pdf">http://www.mus.edu/borpol/bor300/301-10.pdf</a>), students who complete their AA or AS degree and transfer to colleges within the Montana University System are deemed to have completed the lower-division general education requirements of the transfer institution.</li> <li>In accordance with Montana Board of Regents of Higher Education Policy 301.5.5, the Montana University System has implemented Common Course Numbering (CCN), which includes the establishment of comparable course outcomes throughout the MUS. (<a href="http://www.mus.edu/borpol/bor300/301-5-5.pdf">http://www.mus.edu/borpol/bor300/301-5-5.pdf</a>)</li> <li>The MUS General Education policy and the MUS Common Course Numbering program ensure the integrity of the general education courses taken at MCC and transferred to other colleges, as specified in Montana Board of Regents of Higher Education Policy 301.5. (<a href="http://www.mus.edu/borpol/bor300/301-5.pdf">http://www.mus.edu/borpol/bor300/301-5.pdf</a>).</li> </ul>
<b>This benchmark was achieved (True or False):</b>



<b>CORE THEME # 3: WORKFORCE TRAINING &amp; PARTNERSHIPS</b>	
<b><u>Mission Alignment Statement:</u></b>	
Core Theme # 3, Workforce Training and Partnerships, supports the Miles Community College Mission of preparing students for success and providing opportunities for lifelong learning by offering workforce training and continuing education programs, and by establishing partnerships with industries, other higher educational institutions, and secondary schools.	
<b>Objective # 1: Provide workforce training to meet regional needs.</b>	
<b>Indicator of Achievement 1.A:</b> Develop and provide customized training opportunities.	
<b>Benchmark:</b> One new customized training program per academic year. ( e.g. <i>Certified Nurses Aid, Commercial Driver's License, CISCO, Excel etc.</i> )	
<b>Data Sources:</b>	
<ul style="list-style-type: none"> <li>• Contracts for customized training programs</li> <li>• Rosters of customized training programs</li> <li>• Post-event surveys of customized training programs</li> </ul>	
<b>Rationale for Objective # 1, Indicator 1.A:</b>	
<ul style="list-style-type: none"> <li>• Workforce training courses and seminars promote lifelong learning and improve the economy of eastern Montana.</li> <li>• Customized training meets individual business needs and enhances community partnerships.</li> </ul>	
<b>This benchmark was achieved (True or False):</b>	

<b>Indicator of Achievement 1.B:</b> Develop and offer continuing education courses to provide renewal units or renewal credits for professionals.	
<b>Benchmarks:</b>	
<ul style="list-style-type: none"> <li>• <b>Goal for number of attendees at the Summer Teachers' Institute:</b> Increase number of attendees by 2% per academic year.</li> <li>• <b>Goal for the number of attendees at the Fall Educators' Conference:</b> Increase number of attendees by 2% per academic year.</li> <li>• <b>Goal for number of continuing education renewal units or renewal credits issued for professionals during the Summer Teachers' Institute and Fall Educators' Conference:</b> Increase number of attendees by 2% per academic year.</li> </ul>	
<b>Data Sources:</b>	
<ul style="list-style-type: none"> <li>• Published schedule of the Summer Teachers' Institute</li> <li>• Published schedule of the Fall Educators' Conference</li> <li>• Published schedule of continuing education courses (online or on campus)</li> <li>• Rosters of participants of the Summer Teachers' Institute</li> <li>• Rosters of participants of the Fall Educators' Conference</li> <li>• Rosters of online continuing education courses</li> <li>• Post–event summaries of renewal units and/or credits</li> <li>• Post-event surveys of afore-indicated continuing education events</li> </ul>	
<b>Rationale for Objective # 1, Indicator 1.B:</b>	
<ul style="list-style-type: none"> <li>• Continuing education courses support area professionals in their career development needs.</li> </ul>	
<b>This benchmark was achieved (True or False):</b>	



<b>Objective # 2: Create and maintain partnerships with higher education institutions and industries to provide additional degree program opportunities.</b>
<b>Indicator of Achievement 2.A:</b> Collaborate with higher education and industry partners
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• <b>Goal for number of articulation agreements with higher education institutions:</b> One new articulation agreement per academic year.</li> <li>• <b>Goal for the number of industry partners:</b> Increase number of industry partners by 1 new industry partner per academic year.</li> </ul>
<b>Data Sources:</b> <ul style="list-style-type: none"> <li>• Monthly Academic Affairs reports submitted to the Board of Trustees</li> <li>• Minutes of meetings with advisory boards and other educational partners</li> <li>• Grant reports for state-wide consortium</li> <li>• Articulation and Course Sharing Agreements with other higher education partners</li> <li>• MOUs and MOAs with industry partners</li> </ul>
<b>Rationale for Objective # 2, Indicator 2.A:</b> <ul style="list-style-type: none"> <li>• Partnerships with other higher education institutions and regional industries expand the College's scope of program offerings and enhance economies of scale.</li> </ul>
<b>This benchmark was achieved (True or False):</b>
<b>Objective # 3: Create linkages between secondary and postsecondary education.</b>
<b>Indicator of Achievement 3.A:</b> Agreements for the Big Sky Career Pathways Initiative are completed as career and technical programs are identified.
<b>Benchmark:</b> <ul style="list-style-type: none"> <li>• <b>Goal for number of Big Sky Pathways agreements with area high schools:</b> One to three agreements per participating high school.</li> </ul>
<b>Date Sources:</b> <ul style="list-style-type: none"> <li>• Signed agreements kept on file in the office of the Vice President of Academic Affairs</li> </ul>
<b>Rationale for Objective # 3, Indicator 3.A:</b> <ul style="list-style-type: none"> <li>• Big Sky Career Pathways Agreements are created in response to the legislative mandate to create CTE pathways between secondary and post-secondary curricula.</li> </ul>
<b>This benchmark was achieved (True or False):</b>
<b>Indicator of Achievement 3.B:</b> Engage in Concurrent Enrollment Articulation Agreements with area high schools to allow students to earn college credits while in high school.
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• <b>Goal for number of partner high schools:</b> Increase by 1 high school per academic year.</li> <li>• <b>Goal for number of concurrent classes offered:</b> Aggregate of 38-40 classes from among the partner schools.</li> <li>• <b>Goal for enrollment in concurrent classes:</b> 120 students</li> <li>• <b>Goal for enrollment in Pioneer Express Program:</b> 5 students</li> <li>• <b>Goal for enrollment in CCDHS Health Academy:</b> 5 students</li> </ul>

<b>Data Sources:</b> <ul style="list-style-type: none"> <li>• Articulation Agreements with partner high schools</li> <li>• Concurrent enrollment tables</li> <li>• Designation on the Banner student record</li> </ul>
<b>Rationale for Objective # 3, Indicator 3.B:</b> <ul style="list-style-type: none"> <li>• Dual credit and concurrent enrollment provide access and opportunity for post-secondary education to qualified high school students.</li> <li>• Given the political priority that has been placed on the escalating costs of higher education, concurrent enrollment seeks to give high school students the opportunity to earn college credits at a reduced cost, thereby easing to some extent the economic burden they and their families will incur as they begin their post-secondary education.</li> <li>• Data gathered at the Montana Office of the Commissioner of Higher Education show that students who avail themselves of opportunities to earn college credits through dual credit/concurrent enrollment are more likely to (1) persist in their postsecondary education, (2) earn a higher college G.P.A. and (3) earn more college credits. See Appendix D.</li> </ul>
<b>This benchmark was achieved (True or False):</b>

<b>CORE THEME # 4: COMMUNITY OUTREACH &amp; LIFELONG LEARNING</b>
<b><u>Mission Alignment Statement:</u></b> <b>Core Theme # 4, Community Outreach and Lifelong Learning, supports the Miles Community College Mission of providing opportunities for lifelong learning by engaging area residents through community outreach and personal enrichment activities.</b>
<b>Objective # 1: Offer community outreach and personal enrichment opportunities to members of the community.</b>
<b>Indicator of Achievement 1.A:</b> Enrollment in and satisfaction with community education programs
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Goal for percentage of community education programs that meet the minimum enrollment requirement to carry: 75%</li> <li>• Goal for percentage of participants who agree or strongly agree that their community education program was a quality experience: 75%</li> </ul>
<b>Data Sources:</b> <ul style="list-style-type: none"> <li>• Published schedule of community outreach programs</li> <li>• Rosters of participants in community outreach programs that take place</li> <li>• Post-event surveys of community outreach programs</li> </ul>
<b>This benchmark was achieved (True or False):</b>
<b>Indicator of Achievement 1.B:</b> Enrollment in and satisfaction with children's learning activities.
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Goal for percentage of children's learning activities that meet the minimum enrollment requirement to carry: 75%</li> <li>• Goal for percentage of participants or parents/guardians who agree or strongly agree that the children's learning activity was a quality experience: 75%</li> </ul>

<b>Data Sources:</b> <ul style="list-style-type: none"> <li>• Published schedule of community outreach offerings</li> <li>• Rosters of participants in community outreach offerings that take place</li> <li>• Post-event surveys of community outreach offerings</li> </ul>
<b>Rationale for Objective # 1, Indicators 1.A &amp; 1.B:</b> <ul style="list-style-type: none"> <li>• Community education, educational trips, and Kids College meet the lifelong learning and community outreach components of the College's Mission and the intent of the Montana mil levy for Adult Education, Montana Code Annotated 20-15-305. (See <a href="http://leg.mt.gov/bills/mca/20/15/20-15-305.htm">http://leg.mt.gov/bills/mca/20/15/20-15-305.htm</a>).</li> </ul>
<b>This benchmark was achieved (True or False):</b>

## Conclusion

Miles Community College, like many other small colleges and universities, continues to navigate the ever-changing demands as placed by students, parents, governing bodies, and national agencies. Providing cost-conscious and high quality education is paramount. To ensure we meet these demands, colleges and universities must hold themselves accountable. Using regional and national student learning and assessment standards is just one way we measure accountability. The other is using internal mechanisms such as well-vetted vision and mission statements, strong strategic plans with measurable indicators, a robust list of student success metrics that align with the institution's mission and meet governing agency demands, and constant assessment of student learning at the course and program levels. All this leads to constant quality improvement. We believe the MCC community has been fully engaged in assessing past and current practices, has become more data-informed, and has aligned the mission and core themes in a more measurable and meaningful way.

Now that MCC has been through the Year Seven Self-Evaluation and Peer-Evaluation processes, we have a better understanding of the NWCCU's expectations for Core Theme Objectives and Indicators of Achievement. In addition, we recently underwent the process of developing a clear vision of the future and a new annual strategic plan. This document should illustrate our commitment to appropriately adhering to all NWCCU standards and assess the outcomes we wish to achieve.

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# **Appendix A**

## **Appendix A: Core Themes Scorecard**







## Core Theme Indicator Scorecard

Core Theme #1: Student Success		Target	Timeframe	Sem/Year Result
<b>Core Theme Mission Statement:</b> <i>Student Success supports the Miles Community College Mission of preparing students for success by implementing initiatives to engage and retain students so that they can identify and progress toward their educational goal.</i>				
Indicators:				
1. Percentage of retention of all students	Fall-to-fall= 53% Fall-to-sp= 82%			
2. Percentage of retention of first-time, full-time students	Fall-to-fall= 58% Fall-to-sp= 80%			
3. Percentage and number of student who begin their studies at MCC and earn an academic credential	40% 140			
Core Theme #2: Academic Achievement		Target	Timeframe	Result
<b>Core Theme Mission Statement:</b> <i>Academic Achievement supports the Miles Community College Mission of preparing students for success: first by first assessing the students' level of academic preparation; second by placing them in courses appropriately; third by preparing them as needed to enroll in college-level courses; and finally by providing quality academic programs that prepare students for entry into the job market or for transfer to a four-year college.</i>				
Indicators:				
1. Provide an active and collaborative learning environment.	MCC's score is equal to or greater than the score of the CCSSE Cohort			
2. Provide adequate academic challenge.				
3. Provide a learning environment in which student-faculty interaction takes place.				
4. Provide support for learners.				
5. Percentage of students who successfully complete developmental courses and earn a C- or higher in subsequent entry-level 100 series courses within one year.	70%			

6. Percentage of students graduating with a Certificate, Certificate of Applied Science, Associate of Applied Science, or Associate of Science in Nursing who are employed in their field within six months of graduation.	70%		
7. Career-technical programs undergo a program review over a three-year cycle to ensure documentation of (1) alignment of course outcomes with program outcomes; (2) assessment of learning outcomes and authentic achievement at the course and program level; (3) analysis of outcomes to inform practices and planning; (4) implementation of outcomes to effect improvement; and (5) communication of outcomes to appropriate constituencies in a timely manner.	100%		
8. General Education core areas undergo review over a three-year cycle to ensure documentation of (1) alignment of specific course outcomes with core area general outcomes; (2) assessment of learning outcomes and authentic achievement at the course and core area level; (3) analysis of outcomes to inform practices and planning; (4) implementation of outcomes to effect improvement; and (5) communication of outcomes to appropriate constituencies in a timely manner.	100%		
<b>Core Theme #3: Workforce Development</b>			
	Target	Timeframe	Result
<b>Core Theme Mission Statement:</b> <i>Workforce Training and Partnerships supports the Miles Community College Mission of providing lifelong learning through workforce training and continuing education programs with collaborative partners in industries, other higher education institutions and public schools.</i>			
Indicators:			
1. Develop and provide customized training opportunities.	1 new customized training	Academic year	2015-16 Transco Railcar Training0 begins April 2016
2. Develop and offer continuing education courses to provide renewal units or renewal credits for professionals.	Develop 1 new cont. ed. course	Academic year	
3. Collaborate with higher education and industry partners.	1 new partnership	Academic year	Current dialogue & action plans with Sidney, MT spring 2016



4. Agreements for the Big Sky Career Pathways Initiative are completed as career and technical programs are identified.	5 new BSP developed	Academic year	BSP Coordinator hired Dec. 2015, with renewal done of completed pathways and meeting on new contracts with 4-5 different high schools spring 2016
5. Engage in Concurrent Enrollment Articulation Agreements with area high schools to allow students to earn college credits while in high school.	Increase # of schools, courses, and headcount	Academic year	
<b>Core Theme # 4: Community Outreach</b>		<b>Target</b>	<b>Timeframe</b>
<b>Core Theme Mission Statement:</b> <i>Community Outreach and Lifelong Learning supports the Miles Community College Mission by engaging area residents with community outreach activities and opportunities for lifelong learning.</i>			
Indicators: 1. Enrollment in and satisfaction with community education courses. 2. Enrollment in and satisfaction with children's learning activities.	Insert target enrollment from 2015 and satisfaction #	Academic year  Academic year	

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# **Appendix B**

**Appendix B: Strategic Plans: 2015 – 2016  
& 2016 – 2017 (Draft)**

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





# **MILES COMMUNITY COLLEGE**

## **Strategic Plan**

### **2015-2016**

#### **MISSION**

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

#### **CORE THEMES**

**Student Success**

**Academic Excellence**

**Resource Management**

**Community Enrichment & Partnerships**

#### **Board of Trustee's Major Initiatives:**

- **Ag Advancement Center**
- **Armory Purchase**
- **Enrollment Growth and Retention**
- **Workforce Development and Transfer Program Enhancement**
- **Grant Management**
- **Trend Analysis and Data-Informed Decision Making**
- **Academic Program Prioritization**
- **Website**
- **Fiscal Stability**
- **Facilities and IT/Technology Long-Range Master Plans**
- **Vision 2020 Completion**
- **Address NWCCU Accreditation Recommendations – College-wide Student Learning Outcome Assessment**

**Core Theme One:                  Student Success**

**Core Theme Vision Statement:**

**At Miles Community College we have an open-door admissions policy. As a result, we face the ever-present challenge and opportunity of admitting students from diverse educational and socioeconomic backgrounds. Our goal, then, is to identify our students' current level of key academic skills and to equip them with the necessary skills to succeed at the college level in order to fulfill their academic goals. In addition, we are committed to ensuring a safe learning environment. Finally, we strive to enhance the students' college experience by providing them a wide array of personally enriching opportunities as they attend Miles Community College.**

<b>Core Objective</b>	<b>Priority</b>	<b>Action Items</b>	<b>By Whom</b>	<b>Performance Indicator</b>	<b>Timeframe/ Academic Year</b>	<b>Status</b>
<b>Core Objective #1</b>  Sustain a robust annual strategic enrollment plan to increase overall enrollment		<ol style="list-style-type: none"> <li>1. Utilize prospect management techniques and develop annual recruiting goals.</li> <li>2. Develop a marketing plan that supports recruitment.</li> <li>3. Create a student-centered and robust MCC website with all pages updated and assessed for accessibility.</li> <li>4. Review use of Financial Aid and waivers in the recruiting process.</li> <li>5. Refer to Core Theme #2 for academic programs and enrollment plans.</li> <li>6. Review use of online and distance education options to enhance enrollment.</li> <li>7. Faculty speaking at high schools along with admissions recruiter.</li> <li>8. Create a FAQ sheet and website to address myths related to transferability of credits.</li> <li>9. More MCC events on campus for high school and junior high school students.</li> <li>10. Concentrate on local adult learner markets.</li> <li>11. Create meetings with local high school counselors.</li> </ol>	VP Dufner, VP Hanley, Dean Niedege	<ul style="list-style-type: none"> <li>Track new student enrollments</li> <li>Track all yield rates</li> <li>Track all enrollment metrics/indicators (FAFSA, applications, SOAR, etc.)</li> <li>Track number and average amount of waivers offered</li> <li>Enrollment and retention dashboards created</li> </ul>	<p>AY15-16–SEP set for fall 15 enrollment</p>           <p>January 16</p>	<p>1. Identifying colleges in Montana who are using Banner recruitment module to get help with implementing tape load process. Once this is in place, it will be easier to project annual recruitment goals. In the meantime, Dean Niedege has identified recruitment goals with Janie Rayback.</p> <p>2. Mike Mintz has created the beginnings of a</p>

						<p>marketing plan and this will continue to be reviewed and developed in coordination with Dean Niedege and Janie Rayback through bi-weekly marketing meetings.</p> <p>3. The Website Committee is meeting bi-weekly to keep projects moving forward. Mike Mintz is working with IT staff to update the rest of the program pages as well as with departments on campus to create more visually effective web pages and content. A survey will be distributed in January to faculty and staff regarding website needs to help facilitate website updates.</p> <p>4. Loren Lancaster, Dean Niedege, VP Dufner, and members of the</p>
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						<p>Endowment Board are meeting the week of January 5 to discuss use of waivers and Endowment dollars to best capitalize on recruitment efforts. Loren is researching what other schools do with scholarships.</p> <p>5. After Dec pull team together to review.</p> <p>6. Within the EAT initiatives is to develop Pharmacy Tech online as well as Small Business Management. In addition to this, MCC's online science courses continue to be in demand to non-degree students. Meeting is scheduled with MSU-B for 2+2 marketing.</p> <p>7. No progress has been made but with new VPAA</p>
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					<p>onboard discussions can begin on how to best utilize the faculty spring 2016 with high school visits and broad-based recruitment.</p> <p>8. Not started</p> <p>9. Gear-Up Camp proposals are being submitted for summer 2016 and Montana Health Network Camp, which will house up to 30 students, scheduled for the week of July 17.</p> <p>10. Mike is doing a monthly radio show to attract more adult learners. The partnership with MSU-Billings will also foster adult enrollments.</p> <p>11. have faculty attend with recruiter (move off list, refocus on faculty recruitment efforts and high school instructor outreach.)</p>
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<b>Core Objective #2</b>  <b>Increase graduation rates and total amount of degrees awarded.</b>		<ol style="list-style-type: none"> <li>1. Help students successfully complete their program of study by providing early intervention programs including a comprehensive SOAR (orientation) program.</li> <li>2. Conduct a transcript review and capture list of non-completers. Contact them regarding course offerings and finishing a degree.</li> <li>3. During Enrollment Action Team meetings, review need and structure of a more robust advising program, which would include an advising tool to assist with scope and sequence to completion. Review potential implementation fall 2016.</li> <li>4. Develop a degree-completion advising audit form, electronically preferred, that shall be used by advisor and student.</li> </ol>	VPs Dufner and Hanley. Dean Niedege.	<ul style="list-style-type: none"> <li>• Graduate #s</li> <li>• SOAR to graduate #s</li> <li>• SOAR satisfaction data</li> <li>• SOAR learning outcomes</li> <li>• # of students attending SOAR</li> <li>• FYP to graduate #s (accreditation indicator)</li> </ul>	2015-2016	<ol style="list-style-type: none"> <li>1. sending out questionnaires to students who attended SOAR at the end of semester</li> <li>2. Tami is working on this and received her first student.</li> <li>3. In progress with new VPAA</li> <li>4. Tami has developed forms that will help map out student pathways to degrees. Looking at automated products</li> </ol>
<b>Core Objective #3</b>  <b>Programs and services developed to increase student retention.</b>		<ol style="list-style-type: none"> <li>1. Create a retention data table and dashboard of new students, transfers, adults, and early alert students.</li> <li>2. Increase fall-to-spring retention by initiating new programs and services for students identified through the early alert system.</li> <li>3. Increase fall-to-spring and fall-to-fall retention for adult learners through early alert systems and specific orientation programs.</li> <li>4. Develop new student life and housing programs designed to address personal issues related to student development and engagement.</li> <li>5. Implement College Student Inventory and Student Satisfaction Inventory instruments to assess drop-out proneness and student satisfaction.</li> </ol>	VPs Dufner and Hanley, Dean Niedege, others.	<ul style="list-style-type: none"> <li>• Retention data table and dashboards created</li> <li>• Pre-entry data and dashboards created</li> <li>• Retention data and goals</li> <li>• CSI and SSI data</li> </ul>	Begin summer 2015, review fall to spring retention in January 2016. Have dashboards developed by January 2016.	<ol style="list-style-type: none"> <li>1. Making progress with Tableau and Dashboard</li> <li>2. Sarah and Tami have expanded student success offerings. Sarah has sent a general e-mail inviting other topics for spring 2016 for student success workshops.</li> <li>3. Incorporating more of this in the GRIP program. All GRIP students will be required to meet with Tami for</li> </ol>

						<p>career counseling now that we have this position on campus.</p> <p>4. Aaron is working on increasing programs in this area.</p> <p>5. SSI spring 2016</p>
<p><b>Core Objective #4</b></p> <p><b>Increase amount of students transferring after degree completion from academically related programs.</b></p>		<ol style="list-style-type: none"> <li>1. Work with MSUB and OCHE to track academic and degree completion success of MCC transfer students.</li> <li>2. Establish new articulations and pathways with four-year institutions to increase amount of students starting at MCC and transferring to obtain a four-year degree.</li> <li>3. Develop a joint marketing program with four-year institutions in which articulations are established.</li> </ol>	<p>VPs Dufner and Hanley and Dean Niedege, Director of Career Placement</p>	<ul style="list-style-type: none"> <li>• Transfer #s and success at four-yr institutions</li> <li>• Amount of new articulations created</li> <li>• Joint marketing campaign created? Yes or No?</li> </ul>	<p>Summer 2015 for joint marketing in Business</p> <p>2015-16 for transfer information</p>	<ol style="list-style-type: none"> <li>1. Loren has identified a way to track MCC grads through the MUS System with Tyler Trevor.</li> <li>2. Made a list at the last EAT meeting of articulations we would like to make this spring.</li> <li>3. Erin has been talking with MSUB to cosponsor events, guest lectures of MSUB faculty in the library series. Photo opts with partners. MSU-B stuff is moving forward with events to be scheduled spring 2016.</li> </ol>

<b>Core Objective #5</b>  <b>Student have the basic knowledge, established educational goals, and identified career paths necessary to achieve.</b>		<ol style="list-style-type: none"> <li>1. Assess, analyze, and adapt the SOAR program to increase effectiveness (learning outcomes) and satisfaction.</li> <li>2. Assess effectiveness of the FY Pioneer freshman seminar for all general AA-AS students.</li> <li>3. Develop and monitor a financial literacy program.</li> </ol>	Dean Niedege	<ul style="list-style-type: none"> <li>• Satisfaction survey results</li> <li>• Comparative study of those registered and not registered for FY Pioneer course – retention, completion.</li> <li>• SOAR learning outcomes</li> <li>• Waiver and financial aid program developed - # served.</li> </ul>	Begin tracking data summer and fall 2015	<ol style="list-style-type: none"> <li>1. End of term survey with students.</li> <li>2. Sarah total revamping going to full semester course and a full year format with information literacy. Revisions include more extensive content for transfer and career planning</li> <li>3. Using Transit in all of the First Year Pioneer classes</li> </ol>
<b>Core Objective #6</b>  <b>All students have a quality student experience.</b>		<ol style="list-style-type: none"> <li>1. The college will provide a wide variety of opportunities for students to be involved in extra-curricular activities and enhance their overall experience while attending MCC.</li> <li>2. Provide annual training and services to support a safe learning environment for students. <ul style="list-style-type: none"> <li>• Title IX and sexual assault prevention training</li> <li>• Create a student behavior response team to respond to behavior that may threaten the living and learning environment</li> </ul> </li> <li>3. Provide annual training and services to support a safe working environment for faculty and staff. <ul style="list-style-type: none"> <li>• Title IX training</li> <li>• Mental Health and student behavior issues will be addressed through intervention team and training</li> </ul> </li> <li>4. Celebrate cultural events and diversity months.</li> <li>5. Create opportunities to enhance community engagement opportunities for students and</li> </ol>	VP Dufner, Executive Dir. Phipps, Dir. of Student Life and Housing	<ul style="list-style-type: none"> <li>• Track amount of clubs/organizations and participation rates</li> <li>• # of students participating Haven and AlcoholEdu survey and training.</li> <li>• Assess learning outcomes of various student life/educational co-curricular programs and training</li> <li>• Student behavior response team created? Yes or No?</li> <li>• Mental health referral numbers</li> <li>• Track number of cultural events offered on campus or in conjunction with community</li> <li>• Track number of courses offering service learning as part of their curriculum</li> </ul>	2015-16	<ol style="list-style-type: none"> <li>1. ASMCC continues to provide extracurricular activities for students</li> <li>2. Providing required annual training for students. Created behavioral team and will continue to strength going forward.</li> <li>3. Did Title training this fall and doing mental health through BIT team. Will be sending a team to</li> </ol>

		<p>implement service learning projects through specific courses.</p> <p>6. Create a leadership course and curriculum that concentrates on leadership skill development and community engagement.</p>		<ul style="list-style-type: none"> <li>• Annual survey to assess student experience</li> <li>• Leadership course learning outcomes</li> </ul>		<p>the suicide prevention summit in February.</p> <p>4. Continue to look for activities</p> <p>5. Ongoing club and student athlete participation</p> <p>6. Will have a consultant from Billings help create curriculum. Implement a tracking system of hours</p>
<p><b>Core Objective #7</b></p> <p><b>Athletics guided by a strategic plan and built on Title IX objectives.</b></p>		<p>1. Develop a five year plan to identify direction of Athletic Department and sport teams.</p> <p>2. Develop a five year plan to ensure MCC is in compliance with Title IX and sports equity.</p>	<p>Co-Athletic Directors Brabant and Tait, President</p>	<ul style="list-style-type: none"> <li>• Report generated by Spring 2016?</li> </ul>	<p>Begin Fall 2015</p>	<p>1. Not started</p> <p>2. Moving on implementation recommendations for 17/18</p>

**Core Theme Two: Academic Excellence****Core Theme Vision Statement:**

The mission of Miles Community College is to provide accessible quality programs, which includes facilitating our students' progression through their respective areas of study. As students complete their certificate or degree, they are prepared to succeed at their next goal, whether it is entering the workforce or continuing on to additional coursework at a transfer institution.

Core Objective	Priority	Action Items	By Whom	Performance Indicator	Timeframe/ Academic Year	Status
<b>Core Objective #1</b>  <b>Grow enrollment by enhancing academic and career and technical programs through analysis of programs and future trends.</b>		<ol style="list-style-type: none"><li>1. Create a for-credit CNA model.</li><li>2. Increase dual enrollment in CTE related programs, such as Heavy Equipment, CDL, Welding and Automotive.</li><li>3. Revise Construction Trades by working with Jackson Group, other Contractors, and State of Montana apprenticeship programs.</li><li>4. Create for-credit technical competency area (TCA) industry recognized programs, such as CDL, Cisco training, CNA, etc. Create stackable pathway for students in TCA programs.</li></ol>	VP Hanley and Dean for Workforce Dev.	<ul style="list-style-type: none"><li>• For-credit CNA and CDL created? Yes or No - # of enrollments for AY 15-16</li><li>• Increased dual enrollment FTE numbers by discipline</li><li>• Construction trades program offering courses</li><li>• TCA programs developed?</li></ul>	AY15-16	<ol style="list-style-type: none"><li>1. CNA for-credit model created and launched.</li><li>2. Working on BS Pathways.</li><li>3. Completed first part of DACUM study. In review.</li><li>4. TCA model looked at by MUS. We have two specific TCAs developed.</li></ol>
<b>Core Objective #2</b>  <b>New academic and career and technical programs are developed to meet the needs of the region.</b>		<ol style="list-style-type: none"><li>1. Analyze and create new certificate and two-year degree programs designed to support new industry in the area.</li><li>2. Offer more allied health programs and improve advising process for students not accepted in nursing program.</li><li>3. Analyze and review plans to strengthen use of online/distance learning modalities.</li></ol>	VP Hanley and Dean for Workforce Dev.	<ul style="list-style-type: none"><li>• Track number of new certificate programs either created and/or analyzed</li><li>• # of distance and online courses offered as compared to previous academic year.</li></ul>	AY 15-16	<ol style="list-style-type: none"><li>1. Transco may become for-credit TCA. Construction Trades being developed.</li><li>2. Pharm Tech online.</li><li>3. New LMS under review and tech improvements made to ITV. New Training</li></ol>

						developed. Need to review more program offerings online. CNA distance now.
<b>Core Objective #3</b>  <b>Effective developmental education experiences to prepare students for college level courses are developed and assessed.</b>		<ol style="list-style-type: none"> <li>Students who take developmental courses will pass subsequent entry-level 100 series courses in the following semester.</li> <li>Condense or accelerate remedial coursework to speed the path to graduation. <ul style="list-style-type: none"> <li>Bridge programs</li> <li>Work with local high schools to create pathway developmental education programs senior year.</li> <li>Review placement data and assess possibility to condense math courses.</li> </ul> </li> <li>Develop a supplemental learning assistant program for Writing and Math courses.</li> </ol>	VP Hanley, Sarah P.	<ul style="list-style-type: none"> <li>Track passing rates of all developmental courses</li> <li>Track passing rates of 100-series gateway courses</li> <li>Track number of students taking remedial and length of time to complete course</li> <li>Analyze placement data (Compass scores)</li> </ul>	Track fall 2015 courses and students. Analyze spring 2016	<ol style="list-style-type: none"> <li>Fall semester analysis to be completed.</li> <li>Developed – Sarah Pett and Mike Hardy.</li> <li>Developed via Mike H.</li> </ol>
<b>Core Objective #4</b>  <b>Prepare students for successful entry into the job market through career and technical program completion.</b>		<ol style="list-style-type: none"> <li>Support students graduating with a Certificate of Applied Science or Associate of Applied Science with attaining employment in the field within six months of graduation.</li> <li>Assist students who take recognized licensure or certification exams with passing it on their first try.</li> <li>Create a career advisor position in the Career Placement Center.</li> </ol>	Director Career Placement, VP Hanley, Dean of Enrollment, Dean for Workforce Dev.	<ul style="list-style-type: none"> <li>Graduation #s</li> <li>Employment %</li> <li>NCLEX pass rates</li> </ul>	AY15-16	<ol style="list-style-type: none"> <li>New Career and Pathways role (Tami G.) looking into better ways to assess and track.</li> <li>Nursing and NCLEX under review.</li> <li>Complete – Tami G. role.</li> </ol>
<b>Core Objective #5</b>  <b>Prepare students to academically achieve at transfer institutions and track academic success.</b>		<ol style="list-style-type: none"> <li>Provide student success workshops for students transferring from MCC to a four-year institution.</li> <li>Review curriculum alignment and articulation with four-year institutions.</li> <li>Invite faculty from four-year institutions to MCC to meet students, provide guest lectures, and assist students with the transition.</li> </ol>	Dean Niedege VP Hanley, Dean Lacy	<ul style="list-style-type: none"> <li># of student success workshops</li> <li># participation in SS workshops</li> <li># of faculty from 4-year institutions participating in guest lectures.</li> </ul>	AY15– 16	<ol style="list-style-type: none"> <li>Tami G. developing.</li> <li>Some complete. Need to expand and market.</li> <li>MSUB and Business College</li> </ol>

		4. Create an academic rigor for students in the general studies and general education courses and assess student outcomes.				will be coming to MCC. 4. Part of NWCCU program review. Completed annually.
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### **Core Theme Three: Resource Management**

#### **Core Theme Vision Statement:**

**At Miles Community College we strive to ensure responsible, prudent, and effectual stewardship of and accountability for (1) financial resources, (2) human resources, (3) auxiliary services, and (4) facilities management, all with the ultimate aim of aiding all stakeholders in carrying out the College's mission of promoting student success and lifelong learning through accessible quality programs, community enrichment and partnerships.**

<b>Core Objective</b>	<b>Priority</b>	<b>Action Items</b>	<b>By Whom</b>	<b>Performance Indicator</b>	<b>Timeframe/ Academic Year</b>	<b>Status</b>
<b>Core Objective #1</b>  <b>Auxiliary services shall be sustainable and serve the needs of students and community members.</b>		<ol style="list-style-type: none"><li>1. Review current business model and begin to establish plans to enhance revenue for all auxiliaries and continuing education.</li><li>2. Continue to increase annual residence hall occupancy percentage + summer.</li><li>3. Review need for additional housing space and P3 projects.</li></ol>	VPs Dufner and VP Smith	<ul style="list-style-type: none"><li>• Track revenue for all auxiliary units</li><li>• Track revenue of workforce and continuing education</li><li>• Occupancy #s</li><li>• Analyze space need based on athletics and future enrollments</li></ul>	AY15-16	<ol style="list-style-type: none"><li>1. Purchase and install of new POS system in Bookstore and Café will increase accuracy of inventory control. Will also provide more control over sales receipts and accounting.  New POS will allow for an internet presence for the Bookstore which will expand market and result in increased sales/revenue.</li><li>2. Fall occupancy in Pioneer Village was down, however, revenues were</li></ol>

						<p>maximized by allowing full availability to single housing units as well as opening up space for CDL students. The summer 2016 already has multiple groups booked for summer conference housing which will increase revenue. Procedures are being developed to ensure all students under 21 either complete a housing form or complete a request for exemption from Pioneer Village. These will be tracked by holds in Banner, which will allow the Director of Housing and Student Life to better monitor who is required to live on campus. This will assist</p>
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						with ensuring all who are required to live on campus do so.
<b>Core Objective #2</b>  <b>Campus facilities are safe and functional.</b>		1. Upgrade tech building for simulator and heavy equipment. 2. Assess air conditioning project in Pioneer Hall.	VP Smith and Dir. Lawrence	<ul style="list-style-type: none"> <li>Facilities projected completed?</li> </ul>	Summer 15, begin air cond. project	Installation of air conditioning units was successfully completed on the second floor in Pioneer Hall. Everything is on track to complete the first floor in Pioneer Hall beginning the week of May 9, 2016.
<b>Core Objective #3</b>  <b>Recruit, develop and retain qualified faculty and staff.</b>		1. Implement salary increases. 2. Conduct a market analysis of salaries and make appropriate adjustments. 3. Create professional development for full time faculty and staff. <ul style="list-style-type: none"> <li>Use Faculty Development days to increase professional development of faculty and staff.</li> <li>Continue customer service training to meet the intent of the Main Street Montana Project.</li> </ul>	Dir. Phipps, VPs, and President	<ul style="list-style-type: none"> <li>Salary increases identified</li> <li>Market adjustments identified</li> <li>Track number of professional development programs offered and attendance</li> </ul>	July 1 2015 and by July 1 2016	1.Implemented salary increase FY16 2. Market Analysis of Salaries completed to implement market adjustments in FY16. Will continue to conduct Market Analysis Annually as well as the Mountain States Salary Survey to review and determine appropriate

						market adjustments 3. Worked with VPES and Associate Dean of Academics to create faculty professional development days for Fall 2015. Executive Team prepared professional development days for Spring 2016. Continue All Employee professional development per state and federal guidelines as well as Accreditation and Audit recommendations. Still need to follow-up with customer service training pertaining to Main Street MT Project
<b>Core Objective #4</b>  <b>Review MCC organizational chart to optimize</b>		1. Review the organizational chart of MCC to enhance the following areas: <ul style="list-style-type: none"> <li>Marketing</li> </ul>	President's cabinet	<ul style="list-style-type: none"> <li>Organizational chart assessed and changed?</li> </ul>	Summer 2015	Loren Lancaster has been given additional duties to provide leadership and

human resources to enhance priorities such as enrollment, student success, academic excellence, workforce, and facilities.		<ul style="list-style-type: none"> <li>Title IX, training, reporting and investigation mandates</li> <li>Enrollment management and student life</li> <li>Academic support</li> <li>Workforce training and community enrichment/education</li> <li>Faculty needs based on program development and enhancement</li> <li>Review amount of adjunct faculty vs. full time need</li> <li>Institutional Research and Banner coordination</li> </ul>				support for IR and Banner. He has been successfully doing this and has developed new tracking documents with John Thunstrom at OCHE.
Core Objective #5  Departmental procedures are established and shared campus wide.		<ol style="list-style-type: none"> <li>Have key personnel conduct PD and essential functions audit to outline procedures and timelines important to their duties and tasks.</li> <li>Review need for cross-training in key areas.</li> </ol>	Dir. Phipps and VPs	<ul style="list-style-type: none"> <li>Number of PD's reviewed</li> </ul>	During evaluation process 2015	<ol style="list-style-type: none"> <li>Key Directors (Nursing, Financial Aid, Facilities) have provided documents to the HR Office regarding essential functions and timelines. Will need to expand this to all areas of the college.</li> <li>Will need to continue discussions regarding cross-training in key areas and org structure.</li> </ol>

<p><b>Core Objective #6</b></p> <p><b>Establish a comprehensive long-range and systemic facilities and technology master plan.</b></p>		<ol style="list-style-type: none"> <li>1. Create a committee to develop a planning format, scope, analytics, and criteria for a campus facilities master plan.</li> <li>2. Create a committee to develop a planning format, scope, analytics, and criteria for a campus technology master plan</li> <li>3. Analyze potential purchase of the Armory and work with various economic development agencies and private donors regarding need and acquisition.</li> </ol>	<p>VP Smith, Dir. Lawrence, Dir. Warner, and President</p>	<ul style="list-style-type: none"> <li>• Facilities master plan committee created</li> <li>• Technology master plan committee created</li> <li>• Plans developed using established format, scope, analytics and criteria.</li> </ul>	<p>Fall 2015, Spring 2016, Summer 2016</p>	<ol style="list-style-type: none"> <li>1. Identifying potential committee members for the facilities master plan and the technology master plan. Committee appointments and organizational meetings to be completed prior to the end of February.</li> <li>2. Contracted with local Architecture Firm to perform a campus wide facilities assessment in February.</li> <li>3. Working with economic development agencies and private donors, obtained grant funding to purchase the Armory. Scheduled to close on the purchase of the Armory on or</li> </ol>
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						before February 29, 2016. Obtained additional grant funding to remodel the Armory to meet the needs of the College and to comply with state and federal health and safety standards.
<b>Core Objective #7</b>  <b>Obtain, allocate, and manage financial resources based on available funding sources</b>		<ol style="list-style-type: none"> <li>1. Build relationships with legislators, OCHE and BOR <ul style="list-style-type: none"> <li>• Attend legislative session and communicate with local legislators regarding MCC needs.</li> <li>• Participate in OCHE/BOR committees and initiatives.</li> <li>• Attend BOR meetings</li> <li>• Have one Trustee attend each BOR meeting.</li> </ul> </li> <li>2. Monitor and obtain grants.</li> <li>3. Support the Endowment Board with the Ag Advancement Center fundraising efforts. <ul style="list-style-type: none"> <li>• President and other staff participate in donor solicitation</li> <li>• Update alumni list</li> </ul> </li> <li>4. Review budgeting process and budget planning cycle to maximize transparency and timeliness.</li> </ol>	President's Cabinet	<ul style="list-style-type: none"> <li>• Number of legislator contacts made</li> <li>• Number of BOR meetings attended</li> <li>• Number of OCHE/BOR committees MCC employees are part of</li> <li>• Alumni list updated</li> <li>• Number of grants received</li> </ul>	AY15-16, Jan.-April 2015 for legislature	

<b><u>Core Theme Four: Community Enrichment and Partnerships</u></b>						
<p style="text-align: center;"><b><u>Core Theme Vision Statement:</u></b></p> <p>Miles Community College serves as an economic engine for our community and surrounding area. Consequently, we strive to provide timely workforce training and continuing education to enhance business development in the area. As a small community college, we also understand the need to create partnerships and linkages with industry and other educational institutions to enhance fiscal solvency and to maximize our economies of scale. In addition, we provide opportunities to enrich the personal lives of area residents in order to foster lifelong learning.</p>						
Core Objective	Priority	Action Items	By Whom	Performance Indicator	Timeframe/ Academic Year	Status
<b>Core Objective #1</b>  <b>Workforce training and community enrichment activities are evaluated and established to meet regional needs.</b>		1. Dean of WF and CO will review current status, adjust and create strategies to expand offerings. 2. Dean of WF and CO will work closely with local leaders and community to provide special workforce and enrichment opportunities. 3. Conduct WF needs assessment through use of EMSI projects: Gap Analysis and Analyst 4. Work closely with Governor’s office and local leaders to increase partnerships as described in the Main Street Montana project. 5. Meet annually with all program advisory boards to assess industry needs and curriculum. 6. Create job placement and training relationships with local businesses such as Sanjel, Optiblend, Brawler, and many others	Dean for Workforce Dev., VP Hanley	<ul style="list-style-type: none"> <li>Track number of non-credit training courses offered</li> <li>Track enrollments</li> </ul>	AY15-16	
<b>Core Objective #2</b>  <b>Linkages between secondary and postsecondary education are created and assessed.</b>		1. Enhance dual enrollment efforts. 2. Assist with implementation of Pioneer Express (4+1) program with CCDHS and other high schools. 3. Identify specific pathways in CTE fields. 4. Meet all goals associated with Big Sky Pathways grant and use to formulate new workforce training programs and pathways. 5. Achieve DACUM training and implementation at MCC.	Dean for Workforce Dev., VP Hanley and Associate Dean Sleight	<ul style="list-style-type: none"> <li>Number of dual enrollment courses</li> <li>Track Pioneer Express #s</li> <li>FTE #s</li> <li>CTE specific dual enrollment courses offered</li> </ul>	Summer and fall 15	
<b>Core Objective #3</b>		1. Collaborate with other higher education partners to create additional pathway programs.	Dean for Workforce	<ul style="list-style-type: none"> <li>SWAMMEI success measures assessed –</li> </ul>	AY15-16	



<b>Partnerships with other higher education institutions and industries to provide additional degree program opportunities are created and assessed.</b>		<ol style="list-style-type: none"> <li>Continue to participate on all state-wide TAACCCT grant initiatives.</li> <li>Monitor success of SWAMMEI initiatives and building annual reports as required.</li> <li>Achieve goals of TAACCCT 4 – Montana HealthCARE.</li> <li>Enhance Sidney and DCC partnerships to increase accessibility of workforce and course offerings for Richland County residents. <ul style="list-style-type: none"> <li>MCC will work with DCC to analyze potential course and workforce offerings in Sidney.</li> </ul> </li> </ol>	Dev., VP Hanley, VP Smith	enrollments, training, courses offered, graduation #s, placement rates, etc. <ul style="list-style-type: none"> <li>Track number of new for-credit and not-for-credit courses offered</li> <li>Track Montana HealthCARE grant.</li> </ul>		
<b>Core Objective #4</b>  <b>Miles Community College will participate in Montana’s Main Street Montana Project.</b>		<ol style="list-style-type: none"> <li>Establish focus groups and town hall meetings with local industry and business to review new workforce needs and planning for implementation.</li> <li>Based on focus group and town hall data, align educational offerings with the needs of a changing economy and workforce in our region.</li> <li>Engage the private sector to build partnerships to enhance educational opportunities. Utilize Big Sky Pathway grant goals and objectives.</li> <li>Align workforce and community education services to support a continuum of lifelong learning.</li> </ol>	President’s Cabinet	<ul style="list-style-type: none"> <li>Events created and completed?</li> <li>Track # of communications with Alumni</li> </ul>	Summer and fall 15	1. Held community forums regarding expansion of the HEO & CDL programs with the purchase of the Armory which is located on Main Street.

January 6, 2016

**MILES COMMUNITY COLLEGE**  
**Strategic Plan**  
**2016-2017 – DRAFT (2/23/16)**

**MISSION**

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

**CORE THEMES**

**Student Success**

**Academic Achievement**

**Workforce Training and Partnerships**

**Community Outreach and Lifelong Learning**

**Board of Trustee's Major Initiatives and Expectations:**

- **Build the Ag Advancement Center**
- **Continue to Establish Plans for Enrollment Growth and Retention**
- **Workforce Development and Transfer Program Enhancement**
- **Continue to Track Transfer Success and Establish Placement Assessments**
- **Grant Management**
- **Continue Trend Analysis and Data-Informed Decision Making**
- **Academic Program Prioritization**
- **Maintain Fiscal Stability and Invest in Items Related to Strategic Plan**
- **Complete Facilities and IT/Technology Long-Range Master Plans**
- **Online and ITV Enhancement**
- **Improve NCLEX Scores**
- **Improve Enrollment Numbers in Under-enrolled Programs**
- **New Dashboards**
- **More Focus on Program Visibility and Marketing**

- Establish Organizational Structure to Improve Endowment/Foundation Outcomes and Athletics Management/Expansion

<b><u>Core Theme One: Student Success</u></b>						
<p align="center"><b><u>Core Theme Mission Alignment:</u></b></p> <p><b>Core Theme # 1, Student Success, supports the Miles Community College Mission of preparing students for success by implementing initiatives to engage and retain students so that they can identify and progress toward their educational goal.</b></p>						
<b>Core Objective</b>	<b>Priority</b>	<b>Action Items</b>	<b>By Whom</b>	<b>Performance Indicator</b>	<b>Timeframe/ Academic Year</b>	<b>Status</b>
<b>Core Objective #1</b>  <b>Sustain a robust annual strategic enrollment plan to increase overall enrollment</b>		1. Develop annual recruiting goals. 2. Develop a marketing plan that supports recruitment. 3. Create a student-centered and robust MCC website with all pages updated and assessed for accessibility. 4. Review use of Financial Aid and waivers in the recruiting process. 5. Refer to Core Theme #2 for academic programs and enrollment plans. 6. Review use of online and distance education options to enhance enrollment. 7. Create a FAQ sheet and website to address myths related to transferability of credits. 8. More MCC events on campus for high school and junior high school students. 9. Concentrate on local adult learner markets and implement strategies aimed at attracting more adults to various short-term training and degree programs. 10. Increase Faculty engagement with high school peer instructors.	VP Dufner, VP Kratky, Dean Niedege	<ul style="list-style-type: none"> <li>• Track new student enrollments</li> <li>• Track all yield rates</li> <li>• Track all enrollment metrics/indicators (FAFSA, applications, SOAR, etc.)</li> <li>• Track number and average amount of waivers offered</li> <li>• Enrollment and retention dashboards created</li> </ul>		
<b>Core Objective #2</b>  <b>Increase graduation rates</b>		1. Help students successfully complete their program of study by providing early intervention programs including a comprehensive SOAR (orientation) program.	VPs Dufner and Kratky. Dean Niedege.	<ul style="list-style-type: none"> <li>• Graduate #s</li> <li>• SOAR to graduate #s</li> <li>• SOAR satisfaction data</li> <li>• SOAR learning outcomes</li> <li>• # of students attending SOAR</li> </ul>		

<b>and total amount of degrees awarded.</b>		<ol style="list-style-type: none"> <li>2. Collect data on non-retrained potential completers. Contact them regarding course offerings and finishing a degree.</li> <li>3. Develop a work group to evaluate current and make recommendation to the advising process on campus.</li> <li>4. Develop a degree-completion advising audit form, electronically preferred, that shall be used by advisor and student.</li> <li>5. Collect data on non-credit supplemental labs</li> </ol>		<ul style="list-style-type: none"> <li>• FYP to graduate #s (accreditation indicator)</li> <li>• Track effectiveness of supplemental labs for retention and completion</li> </ul>		
<b>Core Objective #3</b> <b>Increase student retention</b>		<ol style="list-style-type: none"> <li>1. Create a retention data table and dashboard of new students, transfers, adults, and early alert students.</li> <li>2. Increase fall-to-spring retention by initiating new programs and services for students identified through the early alert system.</li> <li>3. Increase fall-to-spring and fall-to-fall retention for adult learners through early alert systems and specific orientation programs.</li> <li>4. Develop new student life and housing programs designed to address personal issues related to student development and engagement.</li> <li>5. Implement Student Satisfaction Inventory instruments to assess drop-out proneness and student satisfaction.</li> </ol>	VPs Dufner and Krakty, Dean Niedege, others.	<ul style="list-style-type: none"> <li>• Retention data table and dashboards created</li> <li>• Pre-entry data and dashboards created</li> <li>• Retention data and goals</li> <li>• SSI data</li> </ul>		
<b>Core Objective #4</b> <b>Increase transfer rates.</b>		<ol style="list-style-type: none"> <li>1. Work with MSUB and OCHE to track academic and degree completion success of MCC transfer students.</li> <li>2. Establish new articulations and pathways with four-year institutions to increase amount of students starting at MCC and transferring to obtain a four-year degree.</li> <li>3. Develop a joint marketing program with four-year institutions in which articulations are established.</li> <li>4. Increase opportunity through additional articulation agreements.</li> <li>5. Be more aware of transfer core in the advising process so core is completed earlier.</li> </ol>	VPs Dufner and Krakty and Dean Niedege, Director of Career Placement	<ul style="list-style-type: none"> <li>• Transfer #s and success at four-yr institutions</li> <li>• Amount of new articulations created</li> <li>• Joint marketing campaign created? Yes or No?</li> </ul>		

<b>Core Objective #5</b>  <b>Provide a quality student experience</b>		<ol style="list-style-type: none"> <li>1. The college will provide a wide variety of opportunities for students to be involved in extra-curricular activities and enhance their overall experience while attending MCC.</li> <li>2. Provide annual training and services to support a safe learning environment for students. <ul style="list-style-type: none"> <li>• Title IX and sexual assault prevention training</li> <li>• Create a student behavior response team to respond to behavior that may threaten the living and learning environment</li> </ul> </li> <li>3. Provide annual training and services to support a safe working environment for faculty and staff. <ul style="list-style-type: none"> <li>• Title IX training</li> <li>• Mental Health and student behavior issues will be addressed through intervention team and training</li> </ul> </li> <li>4. Celebrate cultural events and diversity months.</li> <li>5. Create opportunities to enhance community engagement opportunities for students and implement service learning projects through specific courses.</li> <li>6. Create a leadership course and curriculum that concentrates on leadership skill development and community engagement.</li> <li>7. Offer affordable textbook options.</li> <li>8. Offer affordable and healthy meal plan options.</li> </ol>	VP Dufner, Executive Dir. Phipps, Dir. of Student Life and Housing	<ul style="list-style-type: none"> <li>• Track amount of clubs/organizations and participation rates</li> <li>• # of students participating Haven and AlcoholEdu survey and training.</li> <li>• Assess learning outcomes of various student life/educational co-curricular programs and training</li> <li>• Student behavior response team created? Yes or No?</li> <li>• Mental health referral numbers</li> <li>• Track number of cultural events offered on campus or in conjunction with community</li> <li>• Track number of courses offering service learning as part of their curriculum</li> <li>• Annual survey to assess student experience</li> <li>• Leadership course learning outcomes</li> <li>• Monitor textbook prices</li> <li>• Monitor dining satisfaction</li> </ul>		
<b>Core Objective #6</b>  <b>Athletics programs guided by a strategic plan and built on Title IX objectives.</b>		<ol style="list-style-type: none"> <li>1. Develop a five year plan to identify direction of Athletic Department and sport teams.</li> <li>2. Develop a five year plan to ensure MCC is in compliance with Title IX and sports equity. <ol style="list-style-type: none"> <li>a. Implement Volleyball Fall 2017</li> </ol> </li> <li>3. Develop new fundraising activities.</li> <li>4. Create Athletic Hall of Fame program – integrate all sports.</li> </ol>	Co-Athletic Directors Brabant and Tait, President	<ul style="list-style-type: none"> <li>• Report generated by Spring 2016?</li> </ul>		

**Core Theme Two: Academic Achievement****Core Theme Mission Alignment:**

Core Theme # 2, Academic Achievement, supports the Miles Community College Mission of preparing students for success: first, by engaging in effective educational practices; second, by assessing the entering students' level of academic preparation; third, by placing them in courses appropriately; fourth, by preparing them as needed to enroll in college-level courses; and finally, by providing quality academic programs that prepare students for entry into the job market or for transfer to a four-year college.

Core Objective	Priority	Action Items	By Whom	Performance Indicator	Timeframe/ Academic Year	Status
<b>Core Objective #1</b>  <b>Analyze current programs to enhance enrollment</b>		1. Develop a Program Prioritization Review Process (PPRP) to assess current programs. 2. Implement PPRP on a yearly basis.	VP Kratky	<ul style="list-style-type: none"><li>PPRP metrics</li></ul>		
<b>Core Objective #2</b>  <b>Analyze research and data to determine future trends and development of new programs.</b>		1. Analyze and create new certificate and two-year degree programs designed to support new industry in the area. 2. Offer more allied health programs and improve advising process for students not accepted in nursing program. 3. Analyze and review plans to strengthen use of online/distance learning modalities.	VP Kratky and Dean for Workforce Dev.	<ul style="list-style-type: none"><li>Track number of new certificate programs either created and/or analyzed</li><li># of distance and online courses offered as compared to previous academic year.</li></ul>		
<b>Core Objective #3</b>  <b>Assess impact developmental courses have on progression and completion</b>		1. Streamline developmental courses to intentionally lead to gateway courses. <ul style="list-style-type: none"><li>Bridge programs</li><li>Work with local high schools to create pathway developmental education programs senior year.</li><li>Review placement data and assess possibility to condense math courses.</li></ul>	VP Kratky, Sarah P.	<ul style="list-style-type: none"><li>Track passing rates of all developmental courses</li><li>Track passing rates of 100-series gateway courses</li><li>Track number of students taking remedial and length of time to complete course</li><li>Analyze placement data (Compass scores)</li></ul>		

		2. Develop a supplemental learning assistant program for Writing and Math courses.				
<b>Core Objective #4</b>  <b>Prepare students for entry into the job market through career and technical academic certificate and degree completion.</b>		<ol style="list-style-type: none"> <li>1. Support students graduating with a Certificate of Applied Science or Associate of Applied Science with attaining employment in the field within six months of graduation.</li> <li>2. Prepare student to pass recognized licensure or certification exams on their initial attempt.</li> <li>3. Establish specific strategies/action items to improve NCLEX scores to avoid termination of accreditation.</li> </ol>	Director Career Placement, VP Kratky, Dean of Enrollment, Director of Nursing	<ul style="list-style-type: none"> <li>• Graduation #s</li> <li>• Employment %</li> <li>• NCLEX pass rates</li> </ul>		
<b>Core Objective #5</b>  <b>Prepare students academically for transfer to institutions for bachelor or other academic degree completion</b>		<ol style="list-style-type: none"> <li>1. Provide student success workshops for students transferring from MCC to a four-year institution.</li> <li>2. Review curriculum alignment and articulation with four-year institutions.</li> <li>3. Invite faculty from four-year institutions to MCC to meet students, provide guest lectures, and assist students with the transition.</li> <li>4. Ensure academic rigor for students in the general studies and general education courses and assess student outcomes.</li> </ol>	Dean Niedege VP Kratky	<ul style="list-style-type: none"> <li>• # of student success workshops</li> <li>• # participation in SS workshops</li> <li>• # of faculty from 4-year institutions participating in guest lectures.</li> </ul>		
<b>Core Objective #6</b>  <b>Assess student and instructional engagement</b>		<ol style="list-style-type: none"> <li>1. Utilize CCSSE data to enhance engagement and interaction.</li> </ol>		<ul style="list-style-type: none"> <li>• CCSSE data</li> </ul>		
<b>Core Objective #7</b>  <b>Online/ITV?</b>		<ol style="list-style-type: none"> <li>1. LMS system</li> <li>2. ITV upgrades</li> <li>3. New distance programs</li> <li>4. Connection to articulation agreements and pathways</li> </ol>		<ul style="list-style-type: none"> <li>•</li> </ul>		

### **Core Theme Three: Workforce Development and Partnerships**

#### **Core Theme Mission Alignment:**

Core Theme # 3, Workforce Training and Partnerships, supports the Miles Community College Mission of preparing students for success and providing opportunities for lifelong learning by offering workforce training and continuing education programs, and by establishing partnerships with industries, other higher educational institutions, and secondary schools.

Core Objective	Priority	Action Items	By Whom	Performance Indicator	Timeframe/ Academic Year	Status
<b>Core Objective #1</b>  Workforce training activities are evaluated and established to meet regional needs		<ol style="list-style-type: none"> <li>1. Work closely with local leaders and community to provide special workforce and enrichment opportunities.</li> <li>2. Conduct WF needs assessment through use of EMSI projects: Gap Analysis and Analyst</li> <li>3. Work closely with Governor's office and local leaders to increase partnerships as described in the Main Street Montana project.</li> <li>4. Meet annually with all program advisory boards to assess industry needs and curriculum.</li> <li>5. Create job placement and training relationships with local businesses such as Transco, Healthcare, and many others</li> </ol>	Dean for Workforce Dev., VP Kratky	<ul style="list-style-type: none"> <li>• Track number of non-credit training courses offered</li> <li>• Track enrollments</li> </ul>		
<b>Core Objective #2</b>  Create and assess workforce linkages between secondary and postsecondary education		<ol style="list-style-type: none"> <li>1. Enhance dual enrollment efforts.</li> <li>2. Continue to assess and adapt Pioneer Express (4+1) program with CCDHS and potential outreach to other high schools.</li> <li>3. Identify specific pathways in CTE fields.</li> <li>4. Meet all goals associated with Big Sky Pathways grant and use to formulate new workforce training programs and pathways.</li> <li>5. Achieve DACUM training and implementation at MCC.</li> </ol>	Director of Workforce Dev., VP Kratky and Associate Dean Sleight	<ul style="list-style-type: none"> <li>• Number of dual enrollment courses</li> <li>• Track Pioneer Express #s</li> <li>• FTE #s</li> <li>• CTE specific dual enrollment courses offered</li> </ul>		
<b>Core Objective #3</b>  Create and assess partnerships with other higher		<ol style="list-style-type: none"> <li>1. WIOA changes</li> <li>2. DACUM assessment with various CTE programs.</li> <li>3. Collaborate with other higher education partners to create additional pathway programs.</li> </ol>	Dean for Workforce Dev., VP Kratky, VP Smith	<ul style="list-style-type: none"> <li>• SWAMMEI success measures assessed – enrollments, training, courses offered, graduation #s, placement rates, etc.</li> </ul>		



<b>education institutions and industries to provide additional degree program opportunities</b>		<ol style="list-style-type: none"> <li>4. Continue to participate on all state-wide TAACCCT grant initiatives.</li> <li>5. Monitor success of SWAMMEI initiatives and building annual reports as required.</li> <li>6. Achieve goals of TAACCCT 4 – Montana HealthCARE.</li> <li>7. Enhance Sidney and DCC partnerships to increase accessibility of workforce and course offerings for Richland County residents.               <ul style="list-style-type: none"> <li>• MCC will work with DCC to analyze potential course and workforce offerings in Sidney.</li> </ul> </li> </ol>		<ul style="list-style-type: none"> <li>• Track number of new for-credit and not-for-credit courses offered</li> <li>• Track Montana HealthCARE grant.</li> </ul>		
<b>Core Objective #4</b>  <b>Miles Community College will participate in Montana’s Main Street Montana Project.</b>		<ol style="list-style-type: none"> <li>1. Vision 2020?</li> <li>2. Sidney?</li> <li>3. Establish focus groups and town hall meetings with local industry and business to review new workforce needs and planning for implementation.</li> <li>4. Based on focus group and town hall data, align educational offerings with the needs of a changing economy and workforce in our region.</li> <li>5. Engage the private sector to build partnerships to enhance educational opportunities. Utilize Big Sky Pathway grant goals and objectives.</li> <li>6. Align workforce and community education services to support a continuum of lifelong learning.</li> </ol>	President’s Cabinet	<ul style="list-style-type: none"> <li>• Events created and completed?</li> <li>• Track # of communications with Alumni</li> </ul>		

<b>Core Theme Four: Community Outreach and Lifelong Learning</b>						
<p style="text-align: center;"><b><u>Core Theme Mission Alignment:</u></b></p> <p><b>Core Theme # 4, Community Outreach and Lifelong Learning, supports the Miles Community College Mission of providing opportunities for lifelong learning by engaging area residents through community outreach and personal enrichment activities.</b></p>						
<b>Core Objective</b>	<b>Priority</b>	<b>Action Items</b>	<b>By Whom</b>	<b>Performance Indicator</b>	<b>Timeframe/ Academic Year</b>	<b>Status</b>
<b>Core Objective #1</b>  <b>Establish and evaluate community outreach activities designed to meet the needs of our local community</b>		1. Review current status, adjust and create strategies to expand offerings.	Dean for Workforce Dev., VP Krakty	<ul style="list-style-type: none"> <li>Track number of non-credit training courses offered</li> <li>Track enrollments</li> </ul>		
<b>Core Objective #2</b>  <b>Promote civic engagement</b>		1. Provide civic engagement activities 2. Monitor engagement for faculty, staff, and students.	Dean for Workforce Dev., VP Kratky and Associate Dean Sleight	<ul style="list-style-type: none"> <li>Number of hours students, faculty and staff engaged in civic activities.</li> </ul>		
<b>Core Objective #3</b>  <b>Offer adult lifelong learning programs</b>		1. Utilize website to feature classes/event 2. Provide technology training 3. Provide personal enrichment in an open and friendly environment 4. Create and implement non-credit agriculture courses	VP Kratky, Carolyn K., and Jan H.	<ul style="list-style-type: none"> <li>Track enrollments</li> <li>Number of class/event options</li> </ul>		
<b>Core Objective #4</b>  <b>Offer educational opportunities for the youth of Miles</b>		1. Develop Kids Kollege classes that runs throughout the year 2. Develop Kids Kamps during the summer 3. Develop educational tours 4. Implement STEM related activities 5. Utilize website and social media to market all planned activities	VP Kratky, Carolyn K., and Jan H.	<ul style="list-style-type: none"> <li>Track enrollments</li> <li>Number of classes and activities</li> </ul>		

City and the surrounding communities						
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**Essential Strategies: Resource, Facilities, and Auxiliary Management**

Though not part of the College’s Core Themes, Resource, Facilities, and Auxiliary Management provide internally determined support to the Miles Community College 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 ensures the resources necessary to monitor, manage, lead, and improve the learning environment.

Core Objective	Priority	Action Items	By Whom	Performance Indicator	Timeframe/ Academic Year	Status
<b>Core Objective #1</b>  <b>Auxiliary services shall be fiscally sustainable and serve the needs of students and community members.</b>		<ol style="list-style-type: none"> <li>1. Review current business model and begin to establish plans to enhance revenue for all auxiliary services.</li> <li>2. Increase annual residence hall occupancy through better promotion, marketing, and communication plans.</li> <li>3. Create and implement a summer conferencing program.</li> <li>4. Increase Café and Pioneer Mercantile usage and revenue.</li> <li>5. Create new pricing structure for Café catering.</li> </ol>	VPs Dufner and VP Smith	<ul style="list-style-type: none"> <li>• Track revenue for all auxiliary units</li> <li>• Track revenue of workforce and continuing education</li> <li>• Occupancy #s</li> <li>• Analyze space need based on athletics and future enrollments</li> </ul>		
<b>Core Objective #2</b>  <b>Recruit, develop and retain qualified faculty and staff.</b>		<ol style="list-style-type: none"> <li>1. Implement salary increases.</li> <li>2. Conduct a market analysis of salaries and make appropriate adjustments.</li> <li>3. Create professional development for full time faculty and staff.               <ul style="list-style-type: none"> <li>• Use Faculty Development days to increase professional development of faculty and staff.</li> <li>• Continue customer service training to meet the intent of the Main Street Montana Project.</li> </ul> </li> </ol>	Dir. Phipps, VPs, and President	<ul style="list-style-type: none"> <li>• Salary increases identified</li> <li>• Market adjustments identified</li> <li>• Track number of professional development programs offered and attendance</li> </ul>		

<b>Core Objective #3</b>  <b>Review MCC organizational chart to optimize human resources to enhance priorities such as enrollment, student success, academic achievement, athletics, endowment activities, workforce, and facilities.</b>		1. Review the organizational chart of MCC to enhance the following areas: <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Enrollment management and student life</li> <li>• Athletics</li> <li>• Academic support</li> <li>• Workforce training and community enrichment/education</li> <li>• Faculty needs based on program development and enhancement</li> <li>• Review amount of adjunct faculty vs. full time need</li> <li>• Institutional Research and Banner coordination</li> </ul>	President's cabinet	<ul style="list-style-type: none"> <li>• Organizational chart assessed and changed?</li> </ul>		
<b>Core Objective #4</b>  <b>Departmental procedures are established and shared campus wide.</b>		1. Have key personnel conduct PD and essential functions audit to outline procedures and timelines important to their duties and tasks. 2. Review need for cross-training in key areas.	Dir. Phipps and VPs	<ul style="list-style-type: none"> <li>• Number of PD's reviewed</li> </ul>		
<b>Core Objective #5</b>  <b>Establish a comprehensive long-range and systemic facilities and technology master plan.</b>		1. Create a committee to develop a planning format, scope, analytics, and criteria for a campus facilities master plan. 2. Create a committee to develop a planning format, scope, analytics, and criteria for a campus technology master plan 3. Analyze potential purchase of the Armory and work with various economic development agencies and private donors regarding need and acquisition.	VP Smith, Dir. Lawrence, Dir. Warner, and President	<ul style="list-style-type: none"> <li>• Facilities master plan committee created</li> <li>• Technology master plan committee created</li> <li>• Plans developed using established format, scope, analytics and criteria.</li> </ul>		

<b>Core Objective #6</b>  <b>Obtain, allocate, and manage financial resources based on available funding sources</b>		<ol style="list-style-type: none"> <li>1. Build relationships with legislators, OCHE and BOR <ul style="list-style-type: none"> <li>• Attend legislative session and communicate with local legislators regarding MCC needs.</li> <li>• Participate in OCHE/BOR committees and initiatives.</li> <li>• Attend BOR meetings</li> <li>• Have one Trustee attend each BOR meeting.</li> </ul> </li> <li>2. Monitor and obtain grants.</li> <li>3. Support the Endowment Board with the Ag Advancement Center fundraising efforts. <ul style="list-style-type: none"> <li>• President and other staff participate in donor solicitation</li> <li>• Update alumni list</li> </ul> </li> <li>4. Review budgeting process and budget planning cycle to maximize transparency and timeliness.</li> </ol>	President's Cabinet	<ul style="list-style-type: none"> <li>• Number of legislator contacts made</li> <li>• Number of BOR meetings attended</li> <li>• Number of OCHE/BOR committees MCC employees are part of</li> <li>• Alumni list updated</li> <li>• Number of grants received</li> </ul>		
<b>Core Objective #7</b>  <b>Create opportunities to further Health and Wellness education for faculty and staff and the community</b>		<ol style="list-style-type: none"> <li>1. Assess space and contract with the Crossfit Organization.</li> <li>2. Analyze need and cost for 3,600 sq ft addition on west side of Centra.</li> <li>3. Assess health and wellness partnerships with Holy Rosary Hospital</li> <li>4. Remodel weight and cardio rooms</li> <li>5. Review Tobacco Free Campus policy implementation</li> <li>6. Increase participation in MUS Wellness Incentive Program</li> <li>7. Counseling services?</li> <li>8. Massage therapy?</li> </ol>		<ul style="list-style-type: none"> <li>•</li> </ul>		

# **Appendix C**

## **Appendix C: Draft of Vision 2020 Strategic Plan**







*draft*



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 Niedege
- Bert Pezzarossi
- Garth Sleight
- Lisa Smith
- Sue Stanton
- Chase Tait
- Don Warner
- Jackie Muri, Facilitator

Team statement

drafted

being drafted

draft

draft



# LAYING THE FOUNDATION



## 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 SUCCESS



--excerpt from student testimonial



## 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.

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

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





# ACADEMIC ACHIEVEMENT



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

## Preparing Tomorrow’s Workforce

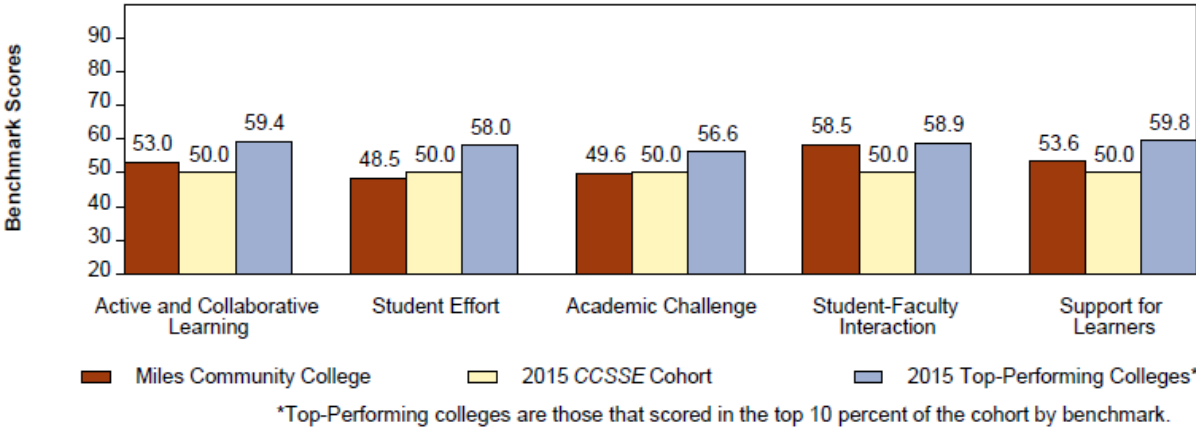
Academic achievement occurs when high-value education with relevant content is offered by highly engaged and skilled professors to interested and engaged students.

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.



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

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



# WORKFORCE TRAINING AND PARTNERSHIPS



partnership testimonial

## 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

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

## 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)	



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



# COMMUNITY OUTREACH AND LIFELONG LEARNING



community outreach student profile/  
testimonial

## 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.

draft

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 <sup>1</sup>	300
Student Civic Engagement Hours	2,530 <sup>2</sup>	3,000
Faculty and Staff Civic Engagement Hours	2,538 <sup>3</sup>	3,000
Service Learning Projects	29 <sup>4</sup>	35
Percent of Energy Consumption from Renewable Sources	0	10%

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



draft



## BOARD OF TRUSTEES

Drafting ideas:

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



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?



## THE 2015-2016 MILES COMMUNITY COLLEGE FAMILY



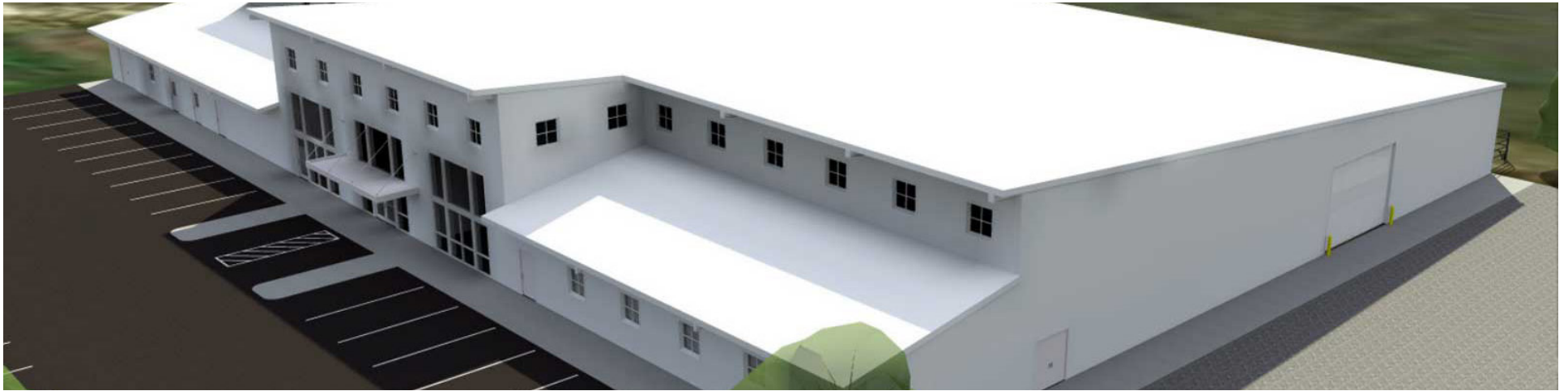
### Campus Leadership

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 Niedege, 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



# Start Here... Go Anywhere



## 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



**Miles Community College**

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Miles City, Montana 59301  
406.874.6100  
[www.milesccl.edu](http://www.milesccl.edu)



# **Appendix D**

**Appendix D: Research Documents from the Montana Office of the Commissioner of Higher Education Regarding the Success of Dual Enrollment Students Within the Montana University System**





## Garth Sleight

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**From:** Dual Credit <DualCredit@montana.edu>  
**Sent:** Saturday, January 03, 2015 2:25 PM  
**To:** Curtis Biggs; Cheryl Madman; Lola Wippert; Colette Thomas; Garth Sleight; Ryann Gibson (ryann.gibson@umwestern.edu); Gray, Stephanie; Janet Hartmann; Roch Turner (Roch.turner@umontana.edu); Kloesel, Kelly; Wagner-Fossen, Dena; Suela Cela; Spalinger, Katie; 'Phelps, Bernice'; zspang@cdkc.edu; 'Heidi Pasek (hpasek@msugf.edu'; Lhansen@fpcc.edu; 'Beth Romain'; Askelson, Mindi; Charla Merja; Jones, Sue; Randy Bachmeier; 'Heidi Pasek'; Jennifer Schade; Jennifer Young Bear; Charla Merja; Holly Haas; Jan Clinard; Wayne Two Bulls; Ashley, Bonnie  
**Cc:** Trevor, Tyler; Cech, John  
**Subject:** FW: Dual Enrollment - Success Measures

Happy 2015 to you all!

I wanted to share this with you.

This particular data set was for a fall 2013 cohort of approximately 500 students. Deputy Commissioner Trevor, also ran the same analysis on the 2012 cohort, which was smaller (~200), with similar results.

We will continue to look at the impact exposure to college in high school via dual and concurrent enrollment may have on student's persistence/preparedness/performance.

Amy

---

**From:** <Trevor>, Tyler Trevor <[ttrevor@montana.edu](mailto:ttrevor@montana.edu)>

**Date:** Friday, December 26, 2014 at 2:49 PM

**Subject:** Dual Enrollment - Success Measures

## Dual Enrollment Success Measures

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

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

## Student Success Data for Dual Enrolled vs Non-Participants who enter the MUS

Prepared by the Montana Office of the Commissioner of Higher Education

AY 2016

Key student success metrics:

1. First year retention:
2. First year GPA
3. Credit momentum

**In all three student success areas, B/B- students made the largest gains over non-DE peers; larger than their peers with higher GPA including the top academic high-performing students.**

First year retention in the MUS based high school GPA			
GPA	Dual Enrollment Students	All other students	
2-2.49 C to B-	57.5	48.5	9
2.5-2.99 B- to B	76	59	17
3.0-3.49 B-B+	80.5	73.5	7
3.5+ A- and above	93	86	7

First Year GPA in the MUS Based High School GPA			
GPA	Dual Enrollment Students	All other students	
2-2.49 C to B-	1.9	2.1	-0.2
2.5-2.99 B- to B	2.5	2.35	0.15
3.0-3.49 B-B+	2.75	2.75	0
3.5+ A- and above	3.4	3.3	0.1
			0.0125

Progress towards degree, first year credits earned in the MUS based high school GPA			
GPA	Dual Enrollment Students	All other students	
2-2.49 C to B-	18.6	16.95	1.65
2.5-2.99 B- to B	25.95	22.3	3.65

3.0-3.49 B-B+	31.3	28.3	3
3.5+ A- and above	39.85	37.6	2.25

Why look at student success in the MUS based on high school GPA? It's often said that dual enrollment is a program that only benefits the academically well prepared, those who would have assured success in college without participation in dual enrollment programs. MUS data indicate that this is simply not true.

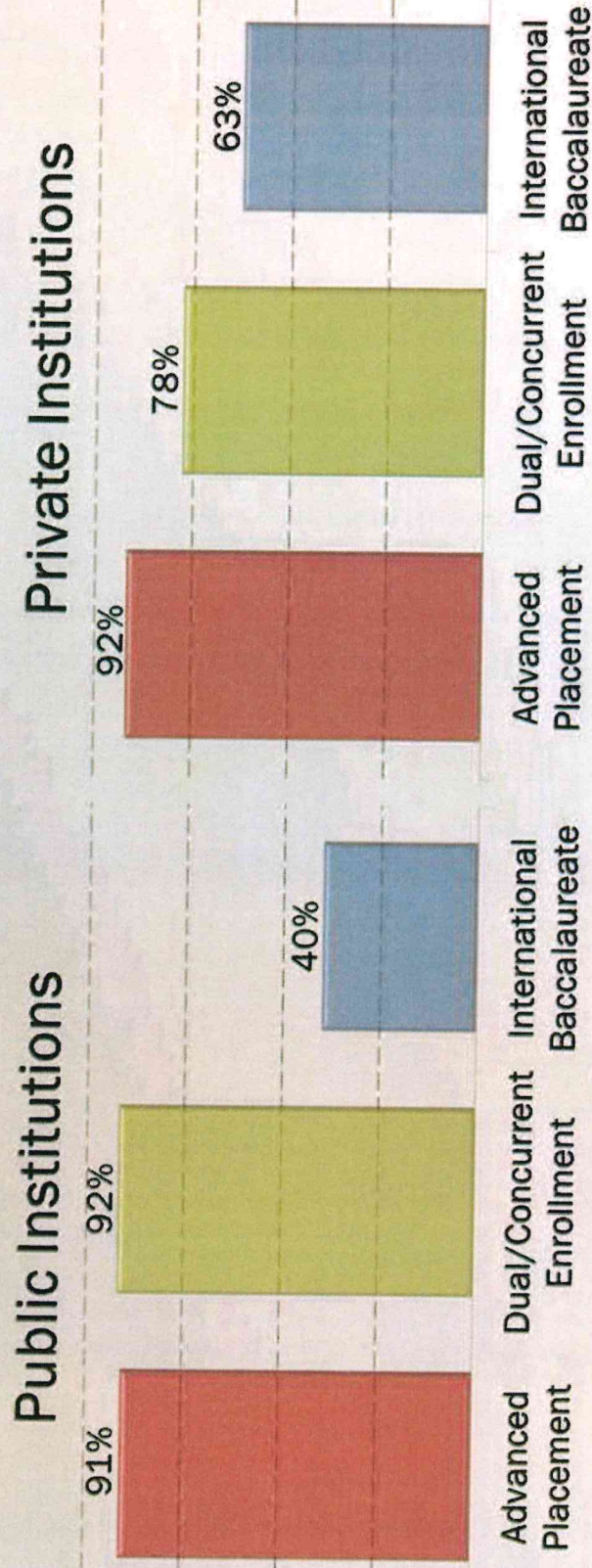
### Pell Eligible Students

Perhaps even more exciting, we see a strong impact on Pell Eligible student performance in postsecondary due to dual enrollment.

First Year Student Performance in Key Student Success Areas by Pell Eligible Students			
	Dual Enrollment Students	All Other Pell Students (Non-DE)	Difference
Rate of First Year Retention	80%	62%	18%
First Year GPA	2.8	2.6	0.2
Credits Earned*	31	24.15	6.85 cr.

\*May include DE credits depending on where the student attended after high school.

# Credit is Widely Accepted



**Source:** Western Interstate Commission for Higher Education, *Accelerated Learning Options: Moving the Needle on Access and Success*, June 2006.



# Montana Dual Enrollment Update

## Types of Dual Enrollment

- On-site at the high school (dual credit)
  - 69% of enrollment fall 2015
  - Concurrent Enrollment
- On-site or online from the college (may be dual credit or college credit only)
  - 32% of enrollment fall 2015
  - Early College (University Connections, Running Start, Early Start, Jump Start, Early Admit, On Campus Experience)

## Growth since 2012

### Dual Enrollment Headcount -- Semester Report

Unduplicated count, by semester, of high school students enrolled in at least one college course

EOT Report

CAMPUS	# Enrolled (total Dual Enrollment headcount)							
	Spr 2012	Fall 2012	Spr 2013	Fall 2013	Spr 2014	Fall 2014	Spr 2015	Fall 2015
City College	100	138	169	164	191	222	230	243
Great Falls College	134	103	177	166	217	230	313	201
Gallatin College	12	32	23	51	88	102	106	66
MSU Northern	68	1	36	24	54	9	40	39
MSU Bozeman	5	5	6	7	4	3	1	9
Helena College	151	164	253	252	130	403	242	386
UM Missoula	10	22	17	27	20	26	27	30
Highlands College	185	216	252	273	242	276	239	298
Missoula College	43	305	86	394	164	412	93	398
UM Western	2	1	1	1	29	3	13	38
MT Tech	0	0	1	0	0	0	0	0
MSU Billings	0	0	0	0	0	0	0	0
Dawson CC	9	0	0	7	7	31	12	7
Flathead CC	269	187	239	218	292	318	417	372
Miles CC	67	3	86	2	112	21	134	14
Bitterroot College		3	9	14	47	14	76	10
<b>TOTAL</b>	<b>1055</b>	<b>1180</b>	<b>1355</b>	<b>1600</b>	<b>1597</b>	<b>2070</b>	<b>1943</b>	<b>2111</b>

\*represents "census" not EOT count  
note: EOT enrollment count, STUD\_TYPE = "H", based on student\_campus code

### Dual Credit

Students concurrently receiving high school and college and college credit  
(a subset of Dual Enrollment)

Dual Credit Headcount					
Fall 2014		Spr 2015		Fall 2015	
#	% of total	#	% of total	#	% of total
52	23%	61	27%	82	34%
103	45%	185	59%	75	37%
84	82%	101	95%	57	86%
358	89%	215	89%	371	96%
3	12%	30		2	7%
266	96%	227	95%	295	99%
265	64%	77	83%	332	83%
		4	31%	36	95%
129	41%	196	47%	205	55%
		122	91%		
		68	89%		
<b>1260</b>	<b>61%</b>	<b>1256</b>	<b>65%</b>	<b>1455</b>	<b>69%</b>

## Average Number of Credits Per Student

We are seeing a steady increase in the number of credits taken by/available to students.

- 2012-13 3.42cr
- 2013-14 3.62cr
- 2014-15 4.05cr
- F15 4.16cr

## Academic Impact

- Regardless of high school GPA, students who participate in dual enrollment tend to outperform their peers in key student success areas: higher first year GPA, higher retention, and better progress towards a degree/credential.
- Pell students who participate in dual enrollment do significantly better than their non-dual enrolled peers in the same student success areas.
- Montana data is on trend with several large, longitudinal studies.

Dual Enrollment Student Success Measures						
Fall 2014 Entering Cohort						
Entering Students that Earned Dual Enrollment Credit in Montana vs. All Other Entering Students						
	RETENTION			GPA	CREDITS EARNED	
	fall to fall, includes full and part-time students			after one year of enrollment (201530EOT)	Total Credits accumulated at end of Spring term of first year (includes credits from HS)	Credits accumulated at end of Spring term of first year (Fall & Spr terms only)
by High School GPA						
	#entering	#retained	%retained			
<b>DE students</b>	<b>714</b>	<b>598</b>	<b>84%</b>	<b>3.1</b>	<b>34.9</b>	<b>24.8</b>
<2.0	3	2	67%	2.4	23.0	17.3
2.0-2.499	16	6	38%	2.1	21.4	12.6
2.5-2.99	78	53	68%	2.4	25.3	18.3
3.0-3.499	214	166	78%	2.7	29.9	23.0
3.5+	375	349	93%	3.4	39.8	28.0
UNK	28	22	79%	3.1	35.7	21.8
<b>All other students</b>	<b>6529</b>	<b>4448</b>	<b>68%</b>	<b>2.8</b>	<b>29.9</b>	<b>21.2</b>
<2.0	196	69	35%	2.0	17.7	11.5
2.0-2.499	627	280	45%	2.0	17.8	12.6
2.5-2.99	1228	723	59%	2.4	23.3	17.6
3.0-3.499	1725	1259	73%	2.7	28.8	22.3
3.5+	2129	1824	86%	3.3	39.2	27.7
UNK	624	293	47%	2.5	21.0	14.2
by Pell Status						
	#entering	#retained	%retained			
<b>DE students</b>	<b>714</b>	<b>598</b>	<b>84%</b>	<b>3.1</b>	<b>34.9</b>	<b>24.8</b>
PELL	198	157	79%	3.0	33.3	23.4
Non-Pell	516	441	85%	3.1	35.5	25.3
<b>All other students</b>	<b>6529</b>	<b>4448</b>	<b>68%</b>	<b>2.8</b>	<b>29.9</b>	<b>21.2</b>
PELL	2286	1347	59%	2.6	25.4	18.3
Non-Pell	4243	3101	73%	2.9	32.1	22.7



## Financial Impact

### Saving Montanans Money

- \$2,979,905 cost savings in tuition and fees for Montana families last academic year
- Dual enrollment students pay 50% the two-year college tuition rate, no mandatory or non-mandatory fees (course fees may apply)

## Social Reach

### Engaging ALL Montana students in postsecondary success

Utilization of dual enrollment in GEAR UP schools is on the rise. National studies have found that low socioeconomic and first generation college-going students benefit from dual enrollment participation at a higher rate than their more affluent peers.

- In 2013-14, 72 students enrolled in and completed a dual enrollment course.
- In 2014-15, 167 students enrolled in and completed a dual enrollment course.
- A 132% increase!

## Geographic Impact: 2014-15

On-site at the high school, online or on-site at the college has extended the reach of college courses across Montana.

