MILES
COMMUNITY COLLEGE

Miles Community College

YEAR SIX: STANDARD TWO, POLICIES, RESOURCES, AND FINANCIAL RESOURCES REVIEW SELF- STUDY

Prepared for:
THE NORTHWEST COMMISSION
ON COLLEGES AND UNIVERSITIES

MARCH 1, 2021

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Miles City, MT 59301

*Equal Employment Opportunity Employer

MILES
COMMUNITY COLLEGE

Mission Statement

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

Core Themes

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

Start Here... Go Anywhere.

EXECUTIVE SUMMARY

Regarding

MISSION FULFILLMENT

at

MILES COMMUNITY COLLEGE

March 1, 2021

The Mission Statement of Miles Community College is as follows:

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

The Core Themes, which were developed in accordance with the NWCCU 2010 Standards, continue to inform planning and achievement of Mission Fulfillment:

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

As was stated in the 2018 Mid-Cycle Self-Evaluation, planning and assessment at Miles Community College occurs at three levels:

1. The "Aspirational Level," which takes a long-range view of planning and assessment.
2. The "Institutional Level," which takes a mid-range view of planning and assessment.
3. The "Operational Level," which takes a close-range view of planning and assessment.

The "Aspirational Level" of planning and assessment was based on the College's Vision 2020 document *Pioneering Our Future: A Five-Year Vision* (Included in '**box**' in NWCCU Portal). Now that 2020 has come and gone—though COVID-19 continues to linger—the Director of Institutional Research has been preparing a document to summarize the degree to which this strategic plan was accomplished. President Ron Slinger, who has been at MCC since January 2020, is getting the College geared up to develop a new strategic plan for the next five years.

The "Institutional Level" of planning and assessment has been based on the Core Themes Table. Although MCC continues to keep the Core Themes ever-present on signs throughout campus and on meeting agendas, the Board of Trustees has opted to have a more robust role in planning and assessment than it has in years past. On November 30, 2020, the Board of Trustees held a retreat with the Executive Team and developed a document called "Miles Community College Board of Trustees Major Initiatives and Expectations." When the members of the Executive Team prepare their monthly Board Reports, they are also tasked with including how the work they are accomplishing in their respective areas aligns with this document that is now a hybrid of both the "Institutional Level" and "Operational Level" of planning and assessment.

As this process matures and evolves during 2021, we will be able to show how this approach is operationalized in the Evaluation of Institutional Effectiveness Self-Evaluation Report in Spring 2022.

Miles Community College

Response to

NWCCU Eligibility Requirements

March 1, 2021

1. **OPERATIONAL STATUS:** *The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of NWCCU's acceptance of its Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before NWCCU's evaluation for initial accreditation.*

   Miles Community College was established in 1939. It received initial regional accreditation in 1971 and has maintained its accreditation with the Northwest Commission on Colleges and Universities since that time.

2. **OPERATIONAL FOCUS AND INDEPENDENCE:** *The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting and sustaining NWCCU's Standards for Accreditation and Eligibility Requirements.*

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

3. **AUTHORITY:** *The institution is authorized to operate and confer degrees as a higher education institution by the appropriate governmental organization, agency, and/or governing board as required by the jurisdiction in which it operates.*

   Miles Community College derives its authority from the State of Montana to grant degrees in accordance with Montana Code Annotated, 2019, Title 20, Chapter 15, which is accessible at the following link: https://leg.mt.gov/bills/mca/title_0200/chapter_0150/parts_index.html.

4. **INSTITUTIONAL EFFECTIVENESS:** *The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. Through these processes, it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.*

   Miles Community College has identified its Core Themes and has developed Objectives and Indicators of Achievement for each Core Theme. In addition, the MCC Board of Trustees annually sets it Major Initiatives and Expectations as the basis for tracking and documenting institutional effectiveness. The College assesses the degree to which the Major Initiatives and Expectations have been achieved and uses the results of assessment to determine the degree of mission fulfillment and to effect institutional improvement. The College periodically publishes the results to its constituencies. The College regularly monitors its external and internal environments to determine the potential impact changing circumstances may have on the College and its ability to ensure its viability and sustainability.

5. **STUDENT LEARNING:** *The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.*

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

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

6. **STUDENT ACHIEVEMENT:** *The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to, graduation, retention, completion, licensure, and measures of postgraduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other*

institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).

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

7. **NON-DISCRIMINATION:** *The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission.*

   Board of Trustees Policy 600.14 – *Discrimination, Harassment, Sexual Misconduct, Dating Violence, Domestic Violence, and Stalking* – embraces the multitudinous complexities discrimination that can take place, and unequivocally prohibits any type of discrimination, harassment, or retaliation. Equal Employment Opportunity/Non-Discrimination of the Miles Community College Board Policy Handbook ensures that the College is committed to non-discrimination on the basis of race, color, religion, national origin, marital status, political beliefs or ideas, gender, age, disability, or veteran status. The policy also states that the College shall make reasonable accommodation for any known disability that may interfere with an applicant's ability to compete in the hiring process or any employee's abilities to perform the duties of the job. The policy also allows employees or applicants to file a discrimination grievance without retaliation if they feel they have been the recipients of discrimination. Finally, the policy provides for disciplinary measures against anyone found to be engaging in any type of unlawful discrimination.

8. **INSTITUTIONAL INTEGRITY:** *The institution establishes and adheres to ethical standards in all of its academic programs, operations, and relationships.*

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

9. **GOVERNING BOARD:** *The institution has a functioning governing board(s) responsible for the quality and integrity of the institution and for each college/unit within a multiple-unit district or system, to ensure that the institution's mission is being achieved. The governing board(s) has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities, shall have, with respect to such boards, clearly defined authority, roles, and responsibilities for all entities in a written contract(s). In addition, authority and responsibility between*

the system and the institution is clearly delineated, in a written contract, described on its website and in its public documents, and provides NWCCU accredited institutions with sufficient autonomy to fulfill its mission.

The Board of Trustees is the governing body of Miles Community College. The Board consists of seven members who are elected by the voters of Custer County. The Board members do not have contractual, employment, or personal financial interest in the institution. Miles Community College is also accountable to the Montana Board of Regents as specified in Montana Code Annotated 20-15-103. Supervision and Coordination by Board of Regents: https://leg.mt.gov/bills/mca/title_0200/chapter_0150/part_0010/section_0030/0200-0150-0010-0030.html.

10. **CHIEF EXECUTIVE OFFICER:** *The institution employs an appropriately qualified chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. The chief executive officer may serve as an ex officio member of the governing board(s) but may not serve as chair.*

    Mr. Ron Slinger serves as the president and chief executive officer of Miles Community College. His full-time duties and responsibilities are to the College.

11. **ADMINISTRATION:** *In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators, with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Such administrators provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission. Executive officers may serve as an ex officio member of the governing board(s) but may not serve as chair.*

    The College Executive Team, which is comprised of the College President, Vice President of Academic Affairs, Director of Business Services, Dean of Administrative Services and HR, Dean of Student Engagement and Auxiliary Services, and Dean of Enrollment Management and Educational Support Services, supervises a cadre of dedicated faculty and staff who provide the administrative, academic, and support services necessary to foster the fulfillment of the College's Mission and Core Themes.

12. **FACULTY:** *Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.*

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

13. **EDUCATIONAL PROGRAMS:** *Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program(s) culminate in the achievement of clearly identified student learning outcomes and lead to degree(s) with degree designations consistent with program content in recognized fields of study.*

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

14. **LIBRARY AND INFORMATION RESOURCES:** *Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.*

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

15. **PHYSICAL AND TECHNOLOGY INFRASTRUCTURE:** *The institution provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance with all federal and applicable state and local laws. The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.*

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

16. **ACADEMIC FREEDOM:** *Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.*

Miles Community College Board Policies 300.4 – *Academic Freedom*, and 600.14.10 – *Free Speech and Academic Freedom* Academic Freedom affirm the College's commitment to ensuring that academic freedom is an integral component of the academic arena.

17. **ADMISSIONS:** *The institution publishes student admission policies which specify the characteristics and qualifications appropriate for its programs and adheres to those policies in its admissions procedures and practices.*

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

18. **PUBLIC INFORMATION:** *The institution publishes current and accurate information regarding: its mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles, and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.*

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

    * https://content.milescc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf

19. **FINANCIAL RESOURCES AND PLANNING:** *The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability.*

    The Executive Team and the President's Cabinet, which is also the Budget Committee, work closely with budget managers and Board of Trustees to secure, manage, and plan resources in a manner that is fiscally responsible, consistent with the College's Mission and Core Themes, and that realistically manages risk to ensure short-term solvency and long-term financial sustainability.

20. **FINANCIAL ACCOUNTABILITY:** *For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards or International Financial Reporting Standards reconciled to US-GAAP. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.*

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

21. **DISCLOSURE:** *The institution accurately discloses all the information NWCCU may require to carry out its evaluation and accreditation functions.*

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

22. **RELATIONSHIP WITH NWCCU:** *The institution understands and accepts the Standards and policies of NWCCU and agrees to comply with these Standards and policies. Further, the institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution's status with NWCCU to any agency or member of the public requesting such information.*

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

23. **INSTITUTIONAL CAPACITY:** *The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.*

    The Planning, Budget, and Assessment process used each year to prioritize and create the College budget focuses on the College Mission and Strategic Plan.

INSTITUTIONAL SELF-EVALUATION

OF STANDARD TWO

Miles Community College

Miles City, Montana

March 1, 2021

Introduction

The format for the Standard Two Self-Evaluation includes each of the following components:

- Text of the NWCCU Standard Element;
- Institutional Narrative that provides the College's response to the Standard Element;
- Evidence Checklist for each Standard Element, as specified on the NWCCU template.

NOTE: A separate folder in '**box**' of the NWCCU Portal contains the documentation that could not be provided by using direct links within this report. That folder is titled "MilesCC Standard 2 Documentation Folders."

STANDARD 2.A - GOVERNANCE

Standard 2.A.1 – Board
The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.
Institutional Narrative
Miles Community College operates under the authority of Montana Code Annotated (MCA), Title 20, Chapter 15. MCA 20-15-224 specifies the make-up of the College's Board of Trustees. MCA 20-15-225 enumerates the powers and duties of trustees. MCA 20-15-103 stipulates the supervision and coordination of the College by the Montana Board of Regents. MCA gives the locally-elected Board of Trustees the authority to be the legislative body of the College. The administrative functions of the College are carried out by the administrative team that is hired to oversee day-to-day operations of the College. The College adheres to the policies set by the Board of Trustees and the Montana Board of

Regents. Said policies provide the needed flexibility to allow the College fulfill its Mission and to comply with the Eligibility Requirements, Standards, and Policies established by the Northwest Commission on Colleges and Universities.
Section 200 of the MCC Board Policy Handbook covers the Governance and Organization of the College:
https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy-Section200.pdf

Standard 2.A.2 – Leadership

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Institutional Narrative

MCC employs a sufficient number of qualified administrators who provide effective leadership for the College. Senior leadership is primarily comprised of administrative professionals holding the titles of Vice President, Dean, or Director. These professionals hold master's degrees or higher in fields appropriate for their division. Vice Presidents and Deans lead the primary support and operational functions of the campus and report to the President. In addition, fundraising staff and the Budget Director report to the President. Four of these direct reports currently comprise the campus Executive Team. The President also has a traditional Cabinet comprised of a larger cross-section of campus constituents who work collaboratively in order to ensure the fulfillment of the College Mission, Core Themes, Budget, and Strategic Initiatives.

Overall, Miles Community College employs qualified personnel who are willing to uphold the College's Mission, Core Themes, and Strategic Initiatives. MCC enjoys a strong collaborative environment among managers who manifest a remarkable willingness to take on multiple roles given the size of the College.

Standard 2.A.3 – CEO/President

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio *member of the governing board(s) but may not serve as its chair.*

Institutional Narrative

On Monday, January 27, 2020, the Miles Community College Board of Trustees ratified the contract for Mr. Ron Slinger as the ninth President of Miles Community College.

Mr. Slinger came to Miles Community College from Red Rocks Community College, which is located in Arvada and Lakewood, Colorado, where he served as Vice President of Institutional Advancement, Strategic Partnerships, and Workforce Solutions. In that position, he oversaw government relations, community relations, alumni relations, the RRCC foundation, grants development, and strategic partnerships.

Standard 2.A.4 – Decision-making

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Institutional Narrative

Shared governance at MCC is centered on broad and balanced stakeholder participation in the decision-making process, recognizing the contributions of all members of the College. Committees are an essential part of the decision-making process of the College. Annual assignments of faculty, staff, and students to 26 campus committees are made by the College President. The role and scope of the committees are clearly defined on the committee list document.

The locally-elected members of the Board of Trustees are the legislative body for the College; however, the Board looks to the College administration, faculty, and staff to draw upon their expertise and experience at the College to suggest policies for the consideration of and adoption by the Board of Trustees.

The Policy Review Procedure is as follows:

1. The Policy Committee, which is a sub-committee of the President's Cabinet, reviews policies periodically and brings recommendations forward to the Executive Team for review.
2. Once vetted and approved by the Executive Team, the recommendations go to President's Cabinet for consideration. The members of the President's Cabinet are tasked with sharing the policy recommendations to their respective groups.
3. The policy recommendations are then emailed via the "EveryoneL" listserv for discussion at an all-employee meeting.
4. After the policy recommendations have been vetted through campus stakeholders, the policy recommendations are taken to the Board of Trustees HR Committee for review.
5. If the Board of Trustees HR Committee approves of the policy recommendations, the proposed policies are noticed and placed on the agenda of a regular Board of Trustees meeting for consideration and action by the Board.

Standard 2.A Evidence Checklist

Element	Specific Associated Standard	Required Item (If present, check off the item.)	Links or Note, Pages, Comments, or Concerns
Governance	2.A.1 Board	○ Institutional governance policies & procedures	Board of Trustees Policy Handbook: Board Policy - Miles Community College (milescc.edu) (BOT Handbook and Appendix also in **Documentation Folder 2.A**)

			MCA, Title 20, Chapter 15. Community College Districts: https://leg.mt.gov/bills/mca/title_0200/chapter_0150/parts_index.html MCA 20-15-224. Board of Trustees - - Organization, Meetings, Quorum, Mileage, and Seal https://leg.mt.gov/bills/mca/title_0200/chapter_0150/part_0020/section_0240/0200-0150-0020-0240.html MCA 20-15-225. Powers and Duties of Trustees: https://leg.mt.gov/bills/mca/title_0200/chapter_0150/part_0020/section_0250/0200-0150-0020-0250.html MCA 20-15-103. Supervision and Coordination by Board of Regents: https://leg.mt.gov/bills/mca/title_0200/chapter_0150/part_0010/section_0030/0200-0150-0010-0030.html MCC Board of Trustees Meeting Packets for 2016 to present in **Documentation Folder 2.A** Montana Board of Regents Policy Handbook: https://www.mus.edu/borpol/ College Committees 2020-2021 in **Documentation Folder 2.A**
		○ System governance policies & procedures (if applicable)	n/a
		○ Multiple board governing policies & procedures (if applicable)	n/a
		○ Board's calendar for reviewing	See explanation in Institutional Narrative for 2.A.4.

		institutional and board policies & procedures	
		○ By-laws and Articles of Incorporation referencing governance structure	Montana Code Annotated 2019; Title 20. Education; Chapter 15. Community College Districts: https://leg.mt.gov/bills/mca/title_0200/chapter_0150/parts_index.html
	2.A.2 Leadership	○ Leadership organizational chart	Organizational Chart in **Documentation Folder 2.A**
		○ Curriculum vitae of executive leadership	Executive Team Vitae in **Documentation Folder 2.A**: ✓ College President ✓ Vice President of Academic Affairs ✓ Dean of Administrative Services & Human Resources ✓ Dean of Enrollment Management & Educational Support Services ✓ Dean of Student Engagement & Auxiliary Services ✓ Director of Business Services
	2.A.3 President	○ Curriculum vitae of President/CEO	President's Vitae with Executive Team's Vitae in **Documentation Folder 2.A**
	2.A.4 Decision-making	○ Institutional governance policies & procedures (see 2.A.1)	Committees 2020-2021 in **Documentation Folder 2.A** Policy Development Flow Chart in **Documentation Folder 2.A**

STANDARD 2.B – ACADEMIC FREEDOM

Standards 2.B.1 and 2.B.2 – Academic Freedom

2.B.1 *Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

2.B.2 *Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.*

Institutional Narrative

Academic freedom is highly valued, respected, and protected at Miles Community College. It is codified in the Board of Trustees Policy Handbook as policy 300.4 – Academic Freedom and in Montana Board of Regents Policy 302 – Academic Freedom. It is also negotiated in the Faculty Master Agreement as Section 8.0 – Academic Freedom and Responsibilities. The various statements make it very clear that academic freedom shall be guaranteed and protected and that faculty shall use said freedom in an ethical and responsible manner.

Standard 2.B Evidence Checklist

Element	Specific Associated Standard	Required Item (If present, check off the item.)	Links or Note, Pages, Comments, or Concerns
Academic Freedom	2.B.1 and 2.B.2 Academic freedom	○ Academic freedom policies and procedures	○ Academic Freedom Statements at Miles Community College in **Documentation Folder 2.B**: ✓ Academic Freedom Statement from Faculty Master Agreement ✓ Academic Freedom Policy from Board of Trustees Policy Handbook ✓ Statement of Inclusion from MCC web site [https://content.milescc.edu/DownloadFiles/AMessageofInclusion.pdf] ○ Faculty Master Agreement in **Documentation Folder 2.B** ○ Montana Board of Regents Policy 302 – Academic Freedom https://www.mus.edu/borpol/bor300/302.pdf

STANDARD 2.C – POLICIES AND PROCEDURES

Standard 2.C.1 – Transfer of Credit

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Institutional Narrative

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

The Montana University System has adopted a common-course numbering (CCN) policy which ensures that equivalent courses at different campuses have the same title, number, and prefix, and that all such equivalent courses are accepted in transfer as if they had been taken at the receiving campus. The Transferability Initiative supports the faculty efforts needed to reach consensus on what courses should transfer, and to develop the centralized data and web support capabilities at the Office of the Commissioner of Higher Education to ensure that this information is available to all users of the MUS. CCN also helps Montana students clearly understand how their courses will transfer from one MUS institution to another.

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

The MUS website is www.mus.edu. Students, faculty, and administration can use this site to find information about course equivalencies across MUS campuses, guidelines for transferring general education and MUS core coursework, and guidelines for transferring A.A. and A.S. degrees to a four-year institution. Detailed information about CCN and transferring within the MUS can be found by clicking the "Transfer in MUS" button on the MUS website.

The transfer policy, as outlined in the College catalog, states "MCC welcomes students who pass courses from regionally accredited higher education institutions with a C- grade or higher that are applicable to their program of study. These courses will be recorded on their Miles Community College transcript. Transfer grades will note be calculated in the Miles Community College grade-point average. Courses passed with a D grade will not be accepted. Courses numbered below 100 do not transfer. Lab sections may not transfer independent of their co-requisite course. A C- or higher must be recorded for both the lab and classroom section of a co-requisite course for a lab section to be recorded on the transcript as a transfer course."

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

Students with Disabilities: Polices related to students with disabilities, including the Americans with Disabilities Act policies, can be found on the College website and the Disability Support Services office located in Lucas Hall Room 208. (https://www.milescc.edu/LearningCenter/dss.aspx)

Standard 2.C.2 – Students' Rights, Responsibilities

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Institutional Narrative

The Student Rights and Responsibilities are identified through MCCs standard of conduct (Policy 500.4). Students at Miles Community College are expected to maintain a high standard of personal conduct, both on and off campus. Students who violate Code of Conduct Standards shall be subject to disciplinary actions as outlined in the Student Handbook. Students living in residence halls shall also be provided with a Residence Hall Handbook to ensure their mutual safety and well-being. Student Athletes must also agree to the Athletic Code of Conduct and are subject to sanctions for non-compliance. Nursing students are responsible for additional expectations and requirements identified in the Nursing Handbook and are subject to sanctions for non-compliance. Additionally, the Board has identified specific responsibilities in providing an environment that emphasizes the dignity and worth of every member of the community and that is free from harassment and discrimination based upon race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, political ideas, marital and family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation. These policies are codified in Board Policy 600.14.1-600.14.14., pages 49 – 60: https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.pdf.

The student code identifies student rights and responsibilities, the judicial authority and jurisdiction of campus policy as well as expected and prohibited conduct. The policy includes investigative procedures, due process requirements, sanction information, appeal processes and interim restrictions, and identifies student grievance procedures. Finally, the campus also identifies policies pertaining to discrimination, harassment, sexual misconduct, domestic violence and stalking that includes disability discrimination.

Miles Community College, through the Montana University System, also has identified complaint processes for students regarding "program integrity" rules as identified by the United States Department of Education. These rules are intended to address concerns relating to the integrity of academic programs offered by postsecondary educational institutions and authorized under Title IV of the Higher Education Act (HEA), as amended. These rules, place a process for receiving, reviewing, and responding to complaints concerning the delivery of educational services in the state.

2.C.3 – Admissions; Placement; Academic Standing

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Institutional Narrative

Admission and enrollment requirements for all programs are clearly defined and published in the MCC Academic Catalog & Student Handbook, found on the College website. Miles Community College subscribes to the philosophy of a comprehensive community college, including an "open door" admissions policy designed to encourage all adults to continue their education. Anyone over the age of 18 is admitted to the College if they have a high school diploma, state-approved high school equivalency certificate or diploma (GED, HiSET, or TASC), or satisfactory Accuplacer scores. The College reserves the right to guide students into the courses and programs that will enhance their opportunities for success.

Admission requirements specific to special categories of students (international students, dual enrollment/high school early start students), are also referenced in the MCC Academic Catalog & Student Handbook. Admission to the College does not necessarily imply eligibility to enroll in a course with established pre-requisites or to enter a program that has a limited number of spaces and/or minimum entrance requirements. Such programs, which include Nursing, Equine Studies, CDL, Heavy Equipment Operations, CNA, and partnership programs in Pre-Radiologic Technology and Pre-Medical Laboratory Technology, have program pre-requisites or special admissions procedures and/or deadlines published on the program page in the MCC Academic Catalog & Student Handbook.

Miles Community College has a mandatory placement policy – students may only enroll into the courses that align with their placement. MCC uses multiple measures to determine the most appropriate placement for each student including high school GPA and coursework, previous college coursework, Accuplacer scores, and/or ACT/SAT scores.

Student placement levels, generated at the point of admission through transcripts and test scores received, are used to help place students in courses appropriate for their skill level. Where appropriate, based on placement, students are directed to take a pre-requisite math course (prior to enrolling in specific rigorous math courses), or complete co-requisite developmental coursework alongside their math or writing courses.

Faculty members, via the Academic Standards and Curriculum Committee, establish the pre-requisite requirements for their courses or programs.

Students remain active in the Student Information System and in their course of study unless the student requests a change to their program or ceases enrollment. Students who are not continuously enrolled and who stop out for a regular semester (fall or spring – full 15-week semester) or longer must apply for re-admission to the College. Readmission procedures are listed in the MCC Academic Catalog & Student Handbook. MCC retains admissions files for five years from the most recent term of application; students returning within that time frame may complete and abbreviated re-admission process. Students returning after an absence of five years or longer need to complete the entire admissions process.

In addition to the Satisfactory Academic Progress (SAP) standards that students receiving federal financial aid are required to meet, MCC also reviews student academic standing each term. All degree-seeking students taking six or more credits during any term (fall, spring, or summer), will be reviewed for satisfactory academic standing, with consequences for failing to maintain satisfactory academic standing outlined in the MCC Academic Catalog & Student Handbook.

Students who do not achieve a minimum 2.0 GPA for any one semester will be notified by the Registrar's Office that they are on an academic probationary status. Students on academic probation must meet with the Director of Student Success and Retention to complete a student improvement plan before enrolling or beginning attendance in the next semester. First-time students placed on academic probation are also required to enroll in the *Get a GRIP* (Grade Recovery in Progress) program, which provides additional guidance and support.

Students with two successive semesters sub-2.0 GPAs are placed on academic suspension. Such students must consult with their academic advisor and the Director of Student Success and Retention to determine the most appropriate course of action, and will be required to file a reinstatement plan to enroll in the next semester. Students who do not fulfil the requirements of their reinstatement plan will lose their privilege of attendance for a period of one year. Students on academic probation or suspension, or who are removed for failure to meet the conditions of reinstatement, will be reinstated in good standing after an absence of three years or more. (See pages 58-59 of MCC Academic Catalog & Student Handbook: https://content.milescc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf).

2.C.4 – Student Records

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Institutional Narrative

The College provides for the secure retention of student records. Student records for students no longer attending but admitted within the past five years are kept in a vault. Student records, excluding transcripts, are purged from the vault and destroyed in a manner that eliminates all individual identifiers after the five-year period of time. Admission records for current students are kept in a secure file cabinet within Student Services. The cabinets are locked each evening and are located in an area that is not accessible to the public. Admission records are entered into the Banner system at the time of application. The Banner system is maintained by the University of Montana. Back-ups of the Banner system are accomplished daily and although there is no off-site storage on the part of the University of Montana, the back-up file is transferred to a separate machine on their campus. Hard copy transcripts are kept in the vault as a back-up to the data stored on the Banner system.

Miles Community College adheres to all federal and state regulations protecting students' academic records. The Dean of Enrollment Management and Education Support Services monitors FERPA guidelines and receives updates several times per year. These updates are contained in the FERPA manual located in Student Services. Updates are disseminated to student services staff as they become available. Staff and students working in areas of the College that have contact with college records are informed of the importance of confidentiality and the FERPA guidelines associated with record keeping. New employees receive FERPA training through new employee orientation programming, as well as through SafeColleges online training.

Students have the option to have their educational record kept private or released to a third party. Those students who wish to have their records released must have a signed release of information form on file with Student Services. Although students may revoke the release at any time, most releases are signed for a period exceeding their graduation date. Certain information with a student's educational record may be deemed directory information. Directory information as deified by FERPA guidelines contains general information about a student and can be released by the school unless the student formally requests that the information not be shared. Students can file such a request with Student Services.

Standard 2.C Evidence Checklist

Element	Specific Associated Standard	Required Item (If present, check off the item.)	Links or Note, Pages, Comments, or Concerns
Policies and Proced-ures	2.C.1 Transfer of credits	○ Transfer of credit policies/procedures	MCC Academic Catalog & Student Handbook page 13, Transfer Students heading – explains transfer of credit policy https://content.milescc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf MCC Academic Catalog & Student Handbook page 51, Degree and Certificate information

	2.C.2 Students' rights, responsibilities	Documentation of students' rights and responsibilities policies and procedures which include: ○ Academic honesty ○ Appeals, grievances ○ Accommodations for persons with disabilities (Student handbook or catalog; links to webpages—note specific pages or areas)	MCC Academic Catalog & Student Handbook, pages 37-50: https://content.milescc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf: Board Policy Handbook, pages 21 & 49-60: https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.pdf Residence Life Handbook: https://content.milescc.edu/DownloadFiles/ResidenceHall/ResidenceHallHandbook.pdf Learning Center Disabilities Support Services: https://www.milescc.edu/LearningCenter/dss.aspx Student Complaint Process: https://content.milescc.edu/DownloadFiles/MCCStudents/ComplaintProcess.pdf Athlete Code of Conduct in **Documentation Folder 2.C** Nursing Handbook 2020-2021 in **Documentation Folder 2.C**
	2.C.3 Admissions; placement; academic standing	○ Policies and procedures for recruiting, admitting, and placing students (If Catalog, note specific pages.) ○ Policies/procedures related to continuation and termination from education programs including appeal process and readmission policies/procedures	MCC Academic Catalog & Student Handbook: https://content.milescc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf ○ Admissions policy, catalog pages 12-13 ○ Mandatory placement policy, catalog, pages 15-16 ○ Readmission, catalog, page 13 ○ Academic Standards policy, catalog, pages 58-59 ○ HEO drug test/program removal/readmission – page 104 ○ Continuation, termination and readmission – pages 26-28

		(If Catalog, note specific pages.)	
	2.C.4 Student Records	○ Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies.	FERPA Brochure in **Documentation Folder 2.C**

STANDARD 2.D – INSTITUTIONAL INTEGRITY

Standard 2.D.1 – Truthful Representation

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Institutional Narrative

Personnel practices of the College are consistent, fair, and equitable. The College maintains and publishes policies and procedures for faculty and staff regarding human resources in Policy Section 600 of the Board Policy Handbook. The Board Policy Handbook is available in the Human Resources Office, an electronic copy is available on the internal computer server, and an electronic copy is accessible via the MCC website. Furthermore, faculty association negotiated contract obligations are found in the Faculty Master Agreement posted on the internal computer system.

With the 2020-2021 academic year, Miles Community College began using a combined Catalog and Student Handbook, rather than publishing two separate documents with overlapping policies. The MCC Catalog and Student Handbook, published annually, includes information about College policies, programs of study, and courses offered, as well as student rights and responsibilities and the Student Code of Conduct.

Miles Community College has long provided its program listings, in both the MCC Academic Catalog & Student Handbook and other program specific marketing materials, in a two-semester or four-semester "scope and sequence" format, demonstrating that programs can be completed in a timely fashion, and making clear to prospective and enrolled students when specific classes are offered. Planning and advising sheets for the current academic year are also published on the College website, for use by advisors and students.

Once program changes are approved by the Academic Standards and Curriculum Committee, the MCC Academic Catalog & Student Handbook is updated for the appropriate term or year that the change or new program will go into effect, and the Catalog is updated on the MCC webpage. Previous academic year catalogs are also archived on the website. Catalog updates are then provided to the IT Specialist that updates program pages on the website, and to the Marketing and Campus Communications Coordinator, who oversees the creation and production of printed program pieces.

Standard 2.D.2 – Ethics and Complaints

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Institutional Narrative

MCC is committed to providing an environment that emphasizes the dignity and worth of every member of is community and that is free from harassment and discrimination based upon race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, political ideas, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all people at the College. Acts of discrimination or harassment will be addressed consistent with College policy.

Personnel matters such as employment, work assignments, rights and responsibilities, criteria, evaluation, retention, promotion and termination are addressed in the Board Policy Handbook Section 600 and the Faculty Master Agreement. Employees are encouraged to present work-related issues to their immediate supervisor. All employees are protected from discrimination and retaliation when initiating either informal or formal action. It is central to the values of the College that any individual who believes they may have been the target of unlawful discrimination or harassment feel free to report their concerns for appropriate investigation and response, without fear of retaliation or retribution. The grievance process is outlined in the Board Policy Handbook Section 600.17 and the Faculty Master Agreement.

The College has implemented training specific to ethics as part of New Employee Orientation. New hires are required to complete FERPA and ethics training through SafeColleges, a web-based platform specific for higher education insitutions. The SafeColleges FERPA: Confidentiality of Records course, addresses training needs relating to student education records and the general responsibilities of employees under FERPA, FERPA's rules regarding confidentiality and disclosure, and the rights of students to access and inspect their own education records kept by the College. The General Ethics in the Workplace course, provides employees with an overview of ethical standards at work. Common themes include describing ethical behavior with monetary practices, explaining behavior with colleagues, and identifying several guidelines for appropriate ethical behavior.

Processes are also identified for student complaints and grievances. These processes are identified in the Student Handbook and through student complaint processes on the campus. This includes the right to procedural due process in College misconduct action, the right to be

informed of the regulations for academic and social conduct and graduation requirements of the College, and the right to appeal decisions of College administration, faculty, or staff.

2.D.3 – Conflicts of Interest

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Institutional Narrative

The College has clearly defined policies that prohibit conflict of interest on the part of the governing board, administration, faculty and staff addressed in the Board Policy Handbook Section 100.5. Trustees, employees, and other individuals affiliated with the College are to disclose to the Dean of Administrative Services and HR any potential conflict of interest and recuse themselves from participation in any decision that may result in personal profit or gain, directly or indirectly, as a result of their relationship with the College.

Standard 2.D. Evidence Checklist

Element	Specific Associated Standard	Required Item (If present, check off the item.)	Links or Note, Pages, Comments, or Concerns
Institutional Integrity	2.D.1 Truthful representation	○ Policies/procedures/for reviewing published materials (print or websites) that assures institutional integrity	MCC Board Policy Handbook Section 200.1 Board Ethics, Composition, & Responsibilities page 8 https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.pdf Current MCC Catalog and Student Handbook: https://content.milescc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf Archived/historical catalogs and Planning and Advising Sheets on the Academic page: https://www.milescc.edu/Academics/Academics.aspx
	2.D.2 Ethics and complaints	○ Policies/procedures for reviewing internal and external complaints and grievances	MCC Board Policy Handbook Section 600.14 Discrimination, Harassment, Sexual Misconduct, Dating Violence, Domestic Violence and Stalking page 49 Section 600.17 Grievance Procedure page 64 https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.pdf MCC Academic Catalog & Student Handbook, pages 38-50: https://content.milescc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf Complaint Process: https://content.milescc.edu/DownloadFiles/MCCStudents/ComplaintProcess.pdf

	2.D.3 Conflicts of interest	○ Policies/procedures prohibiting conflict of interest among employees and board members	MCC Board Policy Handbook Section 100.5 Conflict of Interest page 7: https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.pdf Also in **Documentation Folder 2.A**

STANDARD 2.E – FINANCIAL RESOURCES

Standard 2.E.1 – Audits, Oversight

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Institutional Narrative

Miles Community College follows Section 800 of the Board Policy Handbook regarding oversight and management of financial resources. Section 800.1 describes the responsibilities of the President and the Director of Business Services as they relate to the budgeting and accounting for the College. As part of this responsibility, the President and the Director of Business Services collaborate with the Vice President, Deans, and the Planning, Budget, and Assessment (PBA) Committee to compile an annual budget which serves as the framework for the daily financial operations for MCC.

MCC uses the accrual basis of accounting, follows Generally Accepted Accounting Principles (GAAP) and prepares its financial statements in accordance with Governmental Accounting Standards Board (GASB) Statement 35, *Basic Financial Statements-and Management's Discussion and Analysis-For Public Colleges and Universities* (https://www.gasb.org/jsp/GASB/Document_C/DocumentPage?cid=1176160029094&acceptedDisclaimer=true). These statements focus on the financial condition of the College, the results of operations, and cash flows of the College as a whole. The College is required to be audited annually, and these audits reflect the financial stability and solvency of the College.

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

Reserves are maintained at the College in accordance with the Montana Code Annotated (MCA) 20-15-321 (see https://leg.mt.gov/bills/mca/title_0200/chapter_0150/part_0030/section_0210/0200-0150-0030-0210.html).

Standard 2.E.2 – Planning

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Institutional Narrative

Board Policy 800.1 guides the process for developing the annual budget at MCC. Additionally, the College has developed a process over several years to build the budget and include meaningful opportunities for participation by its stakeholders. MCC has modeled its Planning, Budget, and Assessment (PBA) process based on Utah Valley University's process. This process facilitates the alignment and prioritization of initiatives throughout the College in support of MCC's vision regarding Mission, Core Themes, Annual Strategic Plans and their relationship with annual budget allocations.

When preparing the budget, a detailed analysis is completed on all appropriate revenue sources, trends, and inflation factors in determining projected revenues available to support programs and services. These projected revenues provide realistic financial resources when considering and developing budget expenditures. Expenditure prioritization begins with current and long-term debt to ensure the budget has sufficient funds available to meet these demands. Careful consideration is also given to the Board of Trustees' Annual Major Initiatives and Expectations.

Preliminary budgets are then presented to the Board of Trustees for review. Questions and feedback are provided at a public hearing conducted by the Board. Needed changes are made between first and second reading by the Trustees, and a final budget is presented to the Board of Trustees in July for final approval. The budget is then submitted to the Board of Regents for their review per Board Policy and in accordance with MCA 20-15-312 (https://leg.mt.gov/bills/mca/title_0200/chapter_0150/part_0030/section_0120/0200-0150-0030-0120.html).

Standard 2.E.3 – Management

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Institutional Narrative

Board Policy requires the financial records of Miles Community College to be audited annually, and to follow specifications according to statute and the State Legislative Audit Division. As evidenced by prior College financial audits, MCC follows Generally Accepted Accounting Principles, and has received an unqualified opinion for several years. These statements focus on the financial condition of the College, the results of operations, and cash flows of the College as a whole, and as part of the audit cycle, internal control is reviewed and assessed.

To establish internal control, the College Business Office is structured with a Director of Business Services and three Accounting Specialists: Human Resources, Accounts Payable, and Accounts Receivable. These positions use the appropriate internal control procedures to manage the financial reporting for the College.

Miles Community College uses an annual Planning, Budget, and Assessment (PBA) process for developing the annual budget. The Director of Business Services steers and nurtures the process with the College's PBA Committee, which is a subset of the President's Cabinet. The PBA process is Mission Driven and requires budget managers to show how the budget requests are aligned with and contribute to Mission Fulfillment.

Standard 2.E Evidence Checklist			
Element	**Specific Associated Standard**	**Required Item (If present, check off the item.)**	**Links or Note, Pages, Comments, or Concerns**
Financial Resources	2.E.1 Audits, oversight	○ Policies/procedures that articulate the oversight and management of financial resources	Board Policy Handbook, Section 800, p. 77: https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.pdf Montana Code Annotated - Calculation and Approval of Operating Budget: 20-15-312. Calculation and approval of operating budget, MCA (mt.gov)
		○ Latest external financial audit including management letter	FY 2019 Audited Financial Statements in **Documentation Folder 2.E**
		○ Cash flow balance sheets	Included in financial statements in Board of Trustees Meeting Packets in **Documentation Folder 2.A**
	2.E.2 Planning	○ Policies/procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds	Residence Hall Room and Board Rate Policy, page 22: https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.pdf Fundraising, Mercantile Activity and Raffles, page 107 https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.pdf Board *Policies Handbook*, Section 800, page 77 https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.pdf PBA Purpose and Process Statement in **Documentation Folder 2.E** PBA Review Request and Budget Form in **Documentation Folder 2.E** MCC BOT – Major Initiatives & Expectations in **Documentation Folder 2.E** MCC Athletic Department Strategic Plan *DRAFT* in **Documentation Folder 2.E**

	2.E.3 Management	○ Description of internal financial controls	FY 2019 Audited Financial Statements in **Documentation Folder 2.E**
		○ Board approved financial policies, state financial policies, or system financial policies	Board Policy Handbook, Section 800, p. 77: https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.pdf Montana Code Annotated - Calculation and Approval of Operating Budget: 20-15-312. Calculation and approval of operating budget, MCA (mt.gov)

STANDARD 2.F – HUMAN RESOURCES

Standard 2.F.1 – Employee Information
Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.
Institutional Narrative
There is a strong correlation between expectations of faculty responsibilities and workloads and institutional expectations for teaching, service, scholarship, research, and/or artistic creation. Consistent with the Faculty Master Agreement and Section 600 of the Board Policy Handbook under Faculty Responsibilities, policies and procedures clearly articulate contract days, pursuant to the academic calendar and consistent with assigned responsibilities, teaching, office hours, preparation, advising, orientation activities, grade reporting, professional development, and committee/accreditation assignments. Notification of conditions of employment, work assignment, and rights and responsibilities are clearly articulated and conveyed in Section 600 of the Board Policy Handbook and in the Faculty Master Agreement. New Employee Orientation is held once a year for new hires to explain the mission, initiatives, culture and expectations including campus safety. Upon first day of employment, new hires meet with a representative from human resources to review key policies and administrative procedures. Supervisors review initial job assignments, position descriptions and performance expectations with each new hire.

Standard 2.F.2 – Professional Development

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Institutional Narrative

MCC encourages institutional advancement through the professional development of its employees to enhance their effectiveness in fulfilling their roles, duties and responsibilities. The College annually budgets funds for professional development and provides campus wide opportunities for professional development to permanent full-time faculty and staff. Faculty members are highly encouraged to engage in professional development, such as presenting at professional conferences and workshops. Employees and supervisors also have the opportunity to identify and discuss professional development opportunities and plans during the annual review process. Staff and faculty may request professional development funds from their immediate supervisor.

The faculty professional development provides on campus professional development days per the Faculty Master Agreement prior to the start of the fall semester, at the beginning of the spring semester and at the end of the spring semester, plus the opportunity to utilize professional development funds for professional development related to teaching discipline or instruction development. These funds are requested from the faculty to the Vice President of Academic Affairs. The Faculty Professional Development Request Form is included in Documentation Folder 2.F.

Standard 2.F.3 – Sufficiency

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Institutional Narrative

The College employs qualified faculty, staff and administrators to support and maintain its organizational responsibilities, educational objectives, establish and oversee academic policies, student service and administrative functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Minimum qualifications for all employees are delineated in the respective position descriptions. Qualifications for faculty are set forth in the Montana Board of Regents policy.

The College employs the appropriate number of faculty to support the course and program offerings ensuring integrity and continuity wherever offered and however delivered. Full-time faculty members and highly qualified adjunct instructors, who compliment the College's contracted faculty, enable the academic programs to meet MCC's Mission and Core Themes of promoting student success and lifelong learning through accessible, quality programs and community partnerships.

The College implements ethical and standardized recruiting processes to attract qualified permanent faculty and staff. The Human Resources department utilizes an employee requisition form, a position audit process and an Employee Search Checklist to ensure consistent hiring standards for the College. The full EEOC statement is included in all job announcements and the MCC employment webpage (https://www.milescc.edu/Employment/).

Standard 2.F.4 – Evaluation

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Institutional Narrative

The College Mission includes the creation of learning and working environments that are free of discrimination, promote diversity, and create a place of safety by encouraging individual wellness, both physical and emotional. The process is supported by regular and systematic employee evaluations and grievance policies. All full-time employee shall be evaluated before the end of the six-month probationary period and annually thereafter prior to the end of the contract year. The Vice President of Academic Affairs is responsible for the evaluation of all faculty and making recommendations to the President on matters of retention. Faculty evaluations procedures are specified in the Faculty Master Agreement and are available at the office of the Vice President of Academic Affairs. Modification to the evaluation process may be made for Nursing faculty to meet State Board of Nursing (SBON) and Accreditation Commission for Education in Nursing (ACEN) requirements. The Director of Nursing administers any such modifications. The Board of Trustees evaluates the President annually.

Criteria and procedures for performance evaluation processes are articulated in the Faculty Master Agreement and for other employee groups are articulated in Section 600 of the Board Policy Handbook.

Standard 2.F. Evidence Checklist

Element	Specific Associated Standard	Required Item (If present, check off the item.)	Links or Note, Pages, Comments, or Concerns
Human Resources	2.F.1 Employee information	○ Human resources policies/procedures	Board Policy Handbook Section 600 Personnel, beginning at page 28: https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.pdf
		○ Policies/procedures related to teaching, scholarship, service, and artistic creation	Faculty Master Agreement in **Documentation Folder 2.F** (Page numbers listed are for PDF pages, not document pages.) 8.0 Academic Freedom and Responsibilities, page 7 11.1 Contract Year Obligations, page 11 11.2 Course Teaching Assignments, pages 11 – 12 11.3 Workload and Working Hours, page 12 11.4 Overload, page 13 11.5 Online and Interactive Television Instruction, page 13 11.6 Independent Study, page 13 11.7 Curriculum Responsibilities, page 13 13.0 Discipline, Re-election and Termination of Employment, page 14 15.0 Seniority and Reduction in Force, page 16

		○ Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination	Board Policy Handbook Section 600 https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.aspx Section 600: Personnel page 28 ○ 600.10 Evaluation page 39 ○ 600.10.1 Staff Evaluation page 39 ○ 600.10.2 Faculty Evaluation page 39 ○ 60017 Grievance Procedure page 64 ○ 600.18 Progressive Discipline page 68
	2.F.2 Professional development	○ Employee professional development policies/procedures	Board Policy Handbook Section 600 https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.aspx ○ 600.8.3 Faculty Professional Development page 35 ○ 600.19 Staff Professional Development page 70 Staff Professional Development in Evaluation: Performance Excellence Program, Section 6 page 5 in **Documentation Folder 2.F** Faculty Professional Development Request Form in **Documentation Folder 2.F**
	2.F.3 Sufficiency	○ Documentation about engagement and responsibilities specified for faculty and staff, as appropriate	Faculty Master Agreement in **Documentation Folder 2.F**
		○ Personnel hiring policy/procedures	Board Policy Handbook Section 600 https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.aspx ○ 600.2 Employment page 30 Employment Requisition Form https://www.milescc.edu/Employment/
		○ Academic organizational chart	Academic Affairs Organizational Chart in **Documentation Folder 2.F**
	2.F.4 Evaluation	○ Administrator/staff/faculty evaluation policies/procedures	Board Policy Handbook Section 600 https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.aspx ○ 600.10 Evaluation page 39

			Staff Evaluation in **Documentation Folder 2.F**: ○ Performance Excellence Program ○ Performance Excellence Program – Peer Faculty Evaluation in **Documentation Folder 2.F** ○ Process Overview ○ Step 1 Meeting Notes ○ VPAA Observation Schedule Form ○ VPAA Classroom Observation Form ○ Classroom Observation Plan ○ Goals and Self Evaluation Form ○ Peer Observation of Faculty ○ Peer to Peer Non-Evaluation Form ○ Summary Form Faculty Master Agreement in **Documentation Folder 2.F** ○ 12.0 Evaluation of Members page 14

STANDARD 2.G – STUDENT SUPPORT SERVICES

Standard 2.G.1 – Effective Learning and Student Support Environment
Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.
Institutional Narrative
Miles Community College continuously works to create and maintain effective learning environments that support all our students. The message of inclusion, helps guide all work across campus. For example, faculty use it in their syllabi to build classroom community. The NWCCU Student Success and Retention Academy team has become the central hub of coordinating work, examining data, and developing strategic plans to address equity and achievement gaps, which support student learning and success. **NWCCU Student Success and Retention Academy Team** The NWCCU Student Success and Retention Academy Team is working on a campus-wide adoption of Guided Pathways combined and expanded with the RNL 35 Good Practices in Retention. The team has membership from faculty, classified and exempt staff, and administration. This work began as a formal group in November of 2019. From then through March 2020, we started an audit of where we are/what we have done toward Guided Pathways (placement reform, dev ed reform, advising syllabus/taskforce, etc.). Our intent was to work, in

late March 2020, on building a detailed Guided Pathways implementation timeline; instead, our immediate focused shifted to the work we needed to do related to our campus Covid-19 response. Yet, we've done our best to keep the framework of Guided Pathways central to that work and other ongoing projects.

Work Related to Guided Pathways Completed at MCC since March 1, 2020 also Relevant to 2.G.1:

- **Catalog & Student Handbook overhaul**
  - The catalog and student handbook were combined and rebuilt in Word (the file had previously been maintained in Publisher)
  - The new version
    - has been revised to include embedded definitions to make it more usable by new first-gen students.
    - contains a clickable table of contents and three levels of coded headings to facilitate navigation.
    - contains active hyperlinks that link to the MCC website as well as state and federal sites.
    - matches the design of the scope & sequence program pages to the fillable advising sheets.
    - includes general education core tags in the course description area.
    - includes online delivery available tags in the course description area.
- **SOAR (Student Orientation Advising & Registration) built for simultaneous on-campus and online delivery.**
  - Additional content was developed in Canvas (LMS) to facilitate synchronous delivery on and off campus. This additional content provides all students the following:
    - more opportunities to reference information at a later date
    - more opportunities to flip the classroom on SOAR workshops (less content delivery lectures and more discussion)
    - the ability to attend a SOAR session from any location (students who live far from Miles City often had to wait until the last SOAR session because traveling to Miles City twice wasn't feasible)
    - early opportunities to use more LMS functions, which helps prepare them for the semester
- **High School Early Start and Non-degree seeking student orientation course built.**
  - Non-degree and High School Early Start students are now provided a more comprehensive on boarding process that also enables them to learn LMS functions before the start of the semester.
- **Writing Placement Challenge Process**
  - Students who wish to challenge their placement can now do so through a process of submitting a writing sample. Accuplacer is no longer part of the writing placement process.
  - Our writing placement processes help students get on a path in meaningful ways that no longer rely on ineffective placement tests.
- **Collaboration with the state initiative "Become an Alum"**
  - This initiative involves specific local outreach through the Montana Department of Labor to community members with some college credits but no degree.
  - We will do more local work to make sure Job Service has information regarding the changes we made to move from lengthy developmental education sequences to a corequisite model for writing and math.

- **Student Services process documents revised**
  - Graduation Application rewritten
  - The graduation application was completely re-written and taken from a paper triplicate form emphasizing "how tall are you?" to an accessible electronic form that emphasizes and explains the student role in confirming readiness for graduation. All language on the form was reviewed to make it accessible for first-generation students.
- **Provide on campus counseling services**
  - Previously, we only had counseling through a referral system to off-campus agencies. We intentionally reached out and partnered with a local agency, oneHealth, and have added a part time counselor in an on-campus presence for twelve (12) hours a week. Additionally, we also have the ability for our remote learning students to have access to tele-counseling options. There is also an option to offer referrals during the times not offered on campus.
  - The Behavioral Intervention Team (BIT) meets weekly and discusses referrals, student concerns, and academic performance issues so we can best case manage individual students struggling.
- **Student engagement programming**
  - Development of high impact practices surrounding student engagement through volunteer and civic engagement to assist with sense of belonging and connectedness to the College. Created a new pathway to document volunteer work by students. Partnered with Campus Compact to create engagement events.
  - Developed a Peer Education program with two student peer leaders focusing on student involvement and healthy lifestyles programming utilizing a Healthy Colleges Montana grant through NASPA. This includes five programs per semester. Programs have included topics such as stress management, health and wellness assessment, men's health, nutrition, and smoking cessation/vaping.
  - Continue to incorporate co-curricular and experiential learning opportunities through the College Studies (COLS 101) course.
  - Outreach to students through the Learning Center of students identified at-risk based on academic performance and attendance. The Behavioral Intervention Team meets weekly and connects information about student experiences to provide support for students.
  - Implemented an annual quality of life survey for students living on campus that assess multiple factors including satisfaction with their residential experience, the students' perceptions about their ability to learn in the residential environment, and overall connection with the College.
- **Off campus Student Support Services**
  - Comprehensive information for accessing services off campus: https://www.milescc.edu/health/OperationResources.pdf
  - Off campus video chat now available via Zoom for all Student Services offices
- **Facilities improvements aimed at helping students get on a path/stay on a path/ensure student are learning**
  - Multiple webcams in classrooms to facilitate video conferencing attendance
  - Zoom licenses and training for faculty to facilitate remote class attendance
  - Updated classroom teaching stations to facilitate faculty working with in-room and remote students attending classes.

- **Advising Taskforce has been reorganized to improve campus impact and continue work:**
  - Develop an institutional academic advising plan that includes the components that are associated with successful delivery and organization of advising services.
  - Provide development opportunities for advisors.
  - Design an evaluation program that assesses the effectiveness of the institution's advising program, as well as individual advisor.
  - Improve degree audit system.
  - The emergency transition to remote delivery Spring 2020 and provided new opportunities to integrate technology into daily practice where faculty and staff are actively using Web-based tools to engage students.

Additional specific programs, services, and supports designed to boost student achievement:

- The Learning Center provides academic support services including free one-on-one and small group tutoring, and supplemental instruction.
- Pioneer Pantry is a food resource center for MCC students. It stocks shelf stable and refrigerated items. The pantry is available to students in a common hallway area outside the Student Services offices. The Pioneer Pantry is available anytime the main college building is accessible.
- MCC offers several scholarships and manages an emergency grant program for students who have short-term funding needs.
- The Behavioral Intervention Team is designed to support those faculty and staff serving students with concerning circumstances or students who have demonstrated concerning behaviors. It meets regularly to discuss issues and on an as-needed basis when a student crisis emerges. The BIT Team is chaired by the Dean of Student Engagement and Auxiliary Services.
- The Disability Support Services office is staffed by one full-time employee who assists students with necessary accommodations.
- The Veterans Liaison helps students access their Veteran's Benefits and transition from the military to college.
- The Multicultural and Diversity Club provides any student with a safe and comfortable landing space and serves as a location for gathering and conversation. The fulltime faculty who advises this club also helps to coordinate events and guided conversations.
- The Learning Center is partially funded under WIOA (Workforce Innovation and Opportunity Act), and one of their core partners is Job Service. A Workforce Consultant for the Department of Labor and Industry from the local Job Service office holds weekly hours in the Learning Center to assists students.
- The First Year Pioneer program is designed for first-time freshmen in the Associate of Arts or Associate of Science degree. The program is a retention initiative that involves a collaboration of services, programs, and people dedicated to assisting new general studies students at MCC develop education goals and demonstrate the ability to adequately navigate the expectations of college. The program contains two courses: COLS 101 Introduction to College Studies, intended for a student's first semester and LSCI 101 Introduction to Information Literacy, intended for a student's second semester (MCC Catalog page 65).
- Degree seeking students must complete on-line trainings pertaining to alcohol and drug prevention, sexual assault prevention, and financial literacy. This training is provided through the Ever-Fi platform. Holds are placed on student accounts pending completion of these programs intended to meet federal requirements (CLERY, Drug Free Schools and Communities Act, VAWA, etc.).

Standard 2.G.2 – Publication of Information

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Institutional Narrative

MCC's Academic Catalog & Student Handbook (ACSH) is available on the MCC website (www.milescc.edu) in the following pages: Academics, Student Life, and Degrees & Programs as a PDF with internal and external hyperlinks. The ASCH is reviewed and updated annually; additionally, a process has been developed and implemented to update the ACSH throughout the year with changes approved by the Academic Standards & Curriculum Committee.

The ACSH details MCC's mission and core themes and contains the academic calendar for summer, fall, and spring semesters; administrator and full-time faculty title and degree information; policies, procedures, and guidelines for: admission and registration, tuition and financial aid, student conduct and grievance, grading and credit. Detailed degree and certificate information is provided as well as program sheets for each of MCC's forty-one academic programs. Program sheets contain student learning outcomes, required courses, and scope and sequence tables. Course information provided includes code, title, description, pre- and co-requisites, general education core applicability, credits, and online deliverability.

Standard 2.G.3 – Licensure; Employment Requirements

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Institutional Narrative

The Miles Community College Academic Catalog and Student Handbook, as well as the academic program pages on the MCC website, has the following statement listed on programs of study where specific licensure is required:

> "This program is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation. Miles Community College has not made a determination as to whether this program meets the education requirements for licensure in states other than Montana."

The Miles Community College Academic Catalog and Student Handbook and relevant program pages on the MCC website provide descriptions of educational programs including accurate information about eligibility requirements for program entry, licensure, entry into the profession, and any special requirements associated with educational programs. MCC prepares students for some professions in which it is necessary to

pass an industry exam at the end of the program in order to obtain licensure or certification. The College shares this information with students via the Catalog, website program pages, during academic advising sessions and in specific program courses.

Employment requirements, such as successful performance on a licensure exam and completion of internship hours, are specified for each program in the Catalog and/or on the program's webpages. All programs designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation are designated as such on the Degrees and Program page of the MCC website.

For programs designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation, Miles Community College has not made full determination as to whether its programs meet the education requirements for licensure in states other than Montana at this time; however, that work is underway.

Standard 2.G.4 – Financial Aid

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Institutional Narrative

Miles Community College has participated in Federal Title IV funding consistently since May of 1967. Daily we strive to meet the needs of students through the guidelines provided to us, by the Department of Education, the State of Montana and our institution. We provide information about financial assistance to prospective and enrolled students in several ways. All aid programs that we participate in and scholarship information is readily available on the financial aid page of the MCC website. We also direct students seeking additional information to the www.studentaid.gov website. Information is also provided with informational printouts and in direct conversations.

Standard 2.G.5 – Student Repayment of Financial Aid

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Institutional Narrative

Miles Community College uses a third-party partnership with Inceptia to provide students with information on their repayment obligations. Repayment obligations are also addressed when the student is processed for Student Loan Exit Counseling. We monitor loans through the dashboard provided by Inceptia and through the National Student Loan Data System (NSLDS). The official loan default rate is posted on the loans page of the Financial Aid website page.

Standard 2.G.6 – Advising

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Institutional Narrative

Professional Preparation

- The College provides the co-chair of the Advising Task Force with a membership to the National Academic Advising Association (NACADA), the global community for academic advisors. Membership provides academic advisors with access to professional development and best practices including a subscription to NACADA's Academic Journal and the NACADA Clearinghouse. The Advising Task Force disseminates information to faculty advisors about trainings and updates so that advisors have the opportunity to participate in relevant webinars and conferences hosted by NACADA. A Co-Chair of the Advising Task Force is also a Steering Committee member for NACADA Region 8. As part of the Steering Committee, they have been involved in the scholarship committee, regional conference planning, and reading of proposals for regional conference session.
- New advisors will be trained based on NACADA's Core Competencies for an Academic Advisor through a faculty advisor mentorship model that will be implemented in the fall of 2021.
- The Advising Task Force maintains an Academic Advising Syllabus to ensure accuracy and consistency across academic advisors. The Advising Syllabus is distributed to new students through the student orientation process.

Keeping up with program and graduation requirements (External).

- Faculty Advisors assist with transfer questions and the transfer process. The Advising Task Force has held trainings at faculty days to help advisors keep up-to-date on transfer information. There are several 2+2 programs in which there are articulation agreements with four-year schools.
- We recognize the need and importance of Advisory boards and we are in the process of learning how they will fit into our programs.

Keeping up with program and graduation requirements (Internal)

- SOAR (Student, Orientation, Advising, and Registration): all new degree seeking students must complete a SOAR session prior to the start of their first semester. The initial advising appointment is a main feature of SOAR.
- Advising Day: each spring and fall on day is designated Advising Day in the Academic Calendar and no classes are held on campus so that students can be fully involved in advising. This non-instructional day is when students meet with faculty advisors by appointment to get registered for the next term as well as be provided guidance about transfer, academic, and support services.
- Students and faculty have an Advising Syllabus that guides what the student and adviser roles are during each advising meeting. During advising day, there are also several different programing opportunities for the students to participate in. These have included, but are not limited to: study skills workshops, financial aid help, navigating finals week schedules, resume writing, scholarships, and transfer options.
- The Advising Task Force, in collaboration with the Registrar and the Dean of Enrollment Management and Educational Support Services, have developed a Graduation Application. This will assist the Registrar evaluating classes and credits for graduation as well as help students and advisors with the planning process to ensure an on-time graduation.

Standard 2.G.7 – Identity Verification (Distance Education)

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Institutional Narrative

MCC's process for verifying online student identities entails the following:

- Unique student ID (SID) and passwords are assigned to each student. For Banner SelfServe accounts, the student is prompted to reset the default pin upon the first login.
- Canvas accounts use their SID as a default login and a default password comprised of an 8-digit birthdate. Students are then directed to create a new password.
- Distance learning students use the same identity verification process as face-to-face students, as detailed above.
- Identity verification is required any time a student requests access to their educational record. When a student contacts the College to access information or to receive help with login difficulties, at least two identifiers are verified (these include birthdate, mailing address, phone number, SID, school email address, course registration, etc.). For example, electronic verification includes comparing email address in the enrollment system, SID, and current schedule.
- Some distance coursework requires video or live proctoring to confirm testing identify. Every degree program includes at least some courses requiring video or live proctoring.
- There are no student charges associated with the identity verification process.

Standard 2.G Evidence Checklist

Element	Specific Associated Standard	Required Item (If present, check off the item.)	Links or Note, Pages, Comments, or Concerns
Student Support Services	2.G.1 Effective learning and student support environment	○ Listing of programs and services supporting student learning needs	○ message of inclusion ○ MCC Catalog ○ Comprehensive information for accessing services off campus: https://www.milescc.edu/health/OperationResources.pdf ○ MCC Graduation Application (milescc.edu) ○ Advising Syllabus in **Documentation Folder 2.G** ○ Skyfactor Benchworks Resident Survey in **Documentation Folder 2.G** ○ RNL Student Satisfaction Survey Results in **Documentation Folder 2.G**
	2.G.2 Publication of information	Catalog (and/or other publications) that provides information regarding: ○ Institutional mission	MCC Academic Catalog & Student Handbook, https://content.milescc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf ○ Institutional mission: 7 ○ Admission requirements and procedures: 12

		○ Admission requirements and procedures ○ Grading policy ○ Information on academic programs and courses, including degree and program completion requirement, expected learning outcomes, required course sequences, and project timelines to completion ○ Names, titles, degrees held, and conferring institutions for administrators and full-time faculty ○ Rules and regulations for conduct, rights, and responsibilities ○ Tuition, fees, and other program costs ○ Refund policies and procedures for students who withdraw from enrollment	○ Grading policy: 57 ○ Information on academic programs and courses, including degree and program completion requirement, expected learning outcomes, required course sequences, and project timelines to completion: 70-113 ○ Names, titles, degrees held, and conferring institutions for administrators and full-time faculty:161-162 ○ Rules and regulations for conduct, rights, and responsibilities: 36-49 ○ Tuition, fees, and other program costs: 18-19 ○ Refund policies and procedures for students who withdraw from enrollment:20 ○ Opportunities and requirements for financial aid: 20-29 ○ The academic calendar: 4-5 MCC Website: Names, titles, degrees held, and conferring institutions for administrators and full-time faculty: https://www.milescc.edu/AboutUs/StaffDirectory/

		○ Opportunities and requirements for financial aid ○ The academic calendar (See 2.C.2) (Student handbook or catalog; links to webpages – note specific pages or areas)	
	2.G.3 Licensure; employment requirements	Samples of publications and other written materials that describe: ○ Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. ○ Descriptions of unique requirement for employment and advancement in the occupation or profession shall be included in such materials.	Degrees and Program page of the MCC website.
	2.G.4 Financial aid	○ Published financial aid policies/procedures	MCC Academic Catalog & Student Handbook, pages 20-23: https://content.milescc.edu/DownloadFiles/WebCatalogs/Web_CatalogCurrent.pdf

		including information about categories of financial assistance (Student handbook or catalog; links to webpages—note specific pages or areas)	
		○ Information to students regarding repayment obligations	Loan section of P & P, information is also provided by Inceptia as a third party servicer for student loan management. https://www.milescc.edu/Finaid/loans.aspx
		○ Policies/procedures for monitoring student loan programs	Loan section of P & P
	2.G.5 Student repayment of financial aid	○ Policies/procedures on informing students of repayment obligations	Loan section of P & P, information is also provided by Inceptia as a third party servicer for student loan management. https://www.milescc.edu/Finaid/loans.aspx
		○ Publication of institution's loan default rate on college website	https://www.milescc.edu/finaid/loans.aspx will be added by IT in the next few days
	2.G.6 Advising	○ Description of advising program, staffing, and advising publications (Student handbook or catalog; links to webpages – note	MCC Graduation Application (milescc.edu) Advising Syllabus in **Documentation Folder 2.G**

		specific pages or areas)	
		○ Systematic evaluation of advising	See Advising Syllabus in **Documentation Folder 2.G**
		○ Professional development policies/procedures for advisors	See Advising Syllabus in **Documentation Folder 2.G** In addition, each semester a briefing session with faculty takes place at the beginning of Advising Day.
	2.G.7 Identity verification (distance ed.)	○ Policies/procedures for ensuring identity verification for students enrolling in distance education courses	MCC's process for verifying online student identities consists of the following: ✓ Unique student ID (SID) and passwords are assigned to each student. For Banner SelfServe accounts, the student is prompted to reset the default pin upon the first login. ✓ Canvas accounts use their SID as a default login and a default password comprised of an 8-digit birthdate. Students are then directed to create a new password. ✓ Distance learning students use the same identity verification process as face-to-face students, as detailed above. ✓ Identity verification is required any time a student requests access to their educational record. When a student contacts the College to access information or to receive help with login difficulties, at least two identifiers are verified (these include birthdate, mailing address, phone number, SID, school email address, course registration, etc.). For example, electronic verification includes comparing email address in the enrollment system, SID, and current schedule. ✓ Some distance coursework requires video or live proctoring to confirm testing identify. Every degree program includes at least some courses requiring video or live proctoring. ✓ There are no student charges associated with the identity verification process.

STANDARD 2.H – LIBRARY AND INFORMATION RESOURCES

Standard 2.H.1 – Library and Information Resources

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Institutional Narrative

The College library, Judson H. Flower, Jr. Library (MCC Library), selects, processes, and makes accessible materials that reflect and support MCC's mission and core themes and instructional programs and goals. The MCC Library serves the College community, local residents, and visitors to the area.

Mission: The MCC Library provides accessible high-quality information resources that support Miles Community College goals and programs.

Objectives:

- Provide quality resources
  - Resources that are credible, current, and appropriate for a community college library
- Provide accessible resources
  - Resources that can easily be used and available in multiple formats and languages
- Provide courteous and professional service
  - Service that is delivered promptly, consistently, and supportively

The Library is managed by a Library Director with a Master of Library Science degree and eight years' experience in higher education libraries. The MCC Library Collection Development & Policy Manual details the selection/deselection criteria for library material, scope of the library collection, and all library policies. Budget allocations for the library from the general fund purchase material complementary to MCC's programs and goals as well as representation in the Dewey Decimal Classification (DDC) classes.

The collection consists of physical materials (7,800 books, 16 periodicals, 700 DVDs/CDs) and nine electronic resources. The latter include ProQuest, EBSCO, and Encyclopedia Britannica multidisciplinary databases; ScienceDirect scientific, technical and medical database; NewsBank local, state, national and international newspaper database; ALLDATA automotive mechanical and collision repair database for the automotive program; ExamMaster NCLEX preparation resource for the Nursing Program; ProQuest Central scholarly ebooks; OverDrive popular audio and ebooks. MCC students and employees have access to electronic resources off-campus using EZproxy to authenticate credentials. Extensive Resource Guides provide on-demand assistance with using the library, subject research, and writing guidance.

The physical collection is systematically evaluated every five years and informally assessed continually. Evaluation consists of executing usage and title reports to determine, extent, age, and circulation of material. Faculty are encouraged to evaluate the collection in their respective disciplines for currency and breadth. Recommendations from students, employees, and the public are also welcome and appreciated. Many electronic databases are purchased collaboratively via the TRAILS consortium that consists of 23 MT academic libraries. These resources are

evaluated by an e-resources committee comprised of members across the consortium. Evaluation of the other electronic resources consists of reviewing usage statistics and determining if the resource continues to support MCC goals and programs.

Library and information literacy instruction is available to the College community; research, reference, and readers' advisory services are available to all patrons in the library and to the College community after-hours. Library orientation and tours are available to all patrons and visitors.

Standard 2.H Evidence Checklist

Element	Specific Associated Standard	Required Item (If present, check off the item.)	Links or Note, Pages, Comments, or Concerns
Library and Information Resources	2.H.1 Library and information resources	○ Procedures for assessing adequacy of library collections	Library Collection Development & Policy Manual, pages 3-6 in **Documentation Folder 2.H**
		○ Library planning committee and procedures for planning and collection development	Library Collection Development & Policy Manual, page 3 in **Documentation Folder 2.H**
		○ Library instruction plan; policies/procedures related to the use of library and information resources	Library Collection Development & Policy Manual, page 7 in **Documentation Folder 2.H**
		○ Library staffing information; policies/procedures that explain faculty/library partnership for assuring library and information resources are integrated into the learning process	Library Collection Development & Policy Manual, pages 8-10 in **Documentation Folder 2.H**

STANDARD 2.I – PHYSICAL AND TECHNOLOGY INFRASTRUCTURE

Standard 2.I.1 – Physical and Technology Infrastructure

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Institutional Narrative

The 2017 – 2027 Miles Community College (MCC) Facilities Master Plan is the fourth facilities master plan in the history of MCC and addresses several important issues that can best be characterized as those facing a stable institution during times of change with community, faculty, and student expectations and demands. This master plan is a roadmap that is representative of current analysis and future thinking. It provides a review of current facilities and deferred maintenance needs for the next 10 years, potential land acquisition, and future goals for major renovations and new construction. The master plan also addresses deferred maintenance, ADA compliance, and minor repairs and renovations for each facility type, which includes all buildings, exterior grounds, and parking lots. The College continually monitors the facilities master plan in order to create and maintain facilities that are accessible, safe, secure, and sufficient to ensure a healthy learning, living and working environment that supports the College's mission, programs and services.

The facilities planning review committee meets to discuss area needs including Academic Affairs, Student Services, Housing, Auxiliaries, Athletic Department and Administrative Services. The facilities planning review committee also works with student services to evaluate future enrollment projections. With these projections, we assess future housing, dining, and classroom needs.

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

Campus wide needs assessment of facilities occurs in a variety of ways which include committee meetings, all employee meetings, as well as a variety of surveys such as the Employee Satisfaction Survey and the Skyfactor Benchworks Resident Survey.

Standard 2.I Evidence Checklist			
Element	**Specific Associated Standard**	**Required Item (If present, check off the item.)**	**Links or Note, Pages, Comments, or Concerns**
Physical and Technology Infrastructure	2.I.1	Facilities master plan, including: ○ Equipment replacement policies/procedures ○ Procedures for assessing sufficiency of physical facilities	The following documents are in **Documentation Folder 2.I:** ✓ MCC 2017-2027 Facilities Master Plan ✓ MCC 10-Year Renovation and New Construction Plan ✓ MCC Deferred Maintenance 10-Year Mitigation Plan ✓ Carpet and Paint Schedule ✓ Vehicle and Equipment Replacement Schedule MCC Employee Satisfaction Survey in **Documentation Folder 2.I** Skyfactor Benchworks Resident Survey in **Documentation Folder 2.G** Policy 900.4 – Maintenance of Equipment and Facilities, Board Policy Handbook, page 91: https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.pdf
		○ Policies/procedures for ensuring accessible, safe, and secure facilities	MCC 2017-2027 Facilities Master Plan in **Documentation Folder 2.I** Policy 500.8 – Campus Crime and Security, Board Policy Handbook, page 23: https://www.milescc.edu/AboutUs/Board/Policy/BoardPolicy.pdf
		○ Policies/procedures for the use, storage, and disposal of hazardous waste	MCC Hazardous Waste Management and Disposal Procedure in **Documentation Folder 2.I**
		○ Technology master plan and planning processes	MCC Technology Plan Revised 2020 in **Documentation Folder 2.I**
		○ Technology/equipment update and replacement plan	IT Inventory/Replacement Schedule in **Documentation Folder 2.I**

Financial Resources Review
Prepared for the Northwest Commission on Colleges and Universities
By Miles Community College
Miles City, Montana
March 1, 2021

I. Introduction

Enrollment management, fundraising, and financial management are as inextricably intertwined as a three-stranded rope. This Financial Resources Review Report will, by design of the NWCCU report template, figuratively separate those three strands and then weave them back together into a narrative and analysis that explicates the overall financial and enrollment condition of Miles Community College, both now and into the foreseeable future. MCC is exceptionally fortunate to have a cadre of higher education professionals who work collegially, collaboratively, and proactively to monitor, analyze, and respond to the ever-changing landscape in which all of higher education finds itself. We are confident that a careful study of this report will reassure the Northwest Commission on Colleges and Universities that Miles Community College, which was established in 1939, continues to be a vibrant and relevant institution of higher education located in the vast plains of Eastern Montana.

II. Enrollment Management

a. Current Status:

- **Actions/changes**
- **Outcomes achieved**

Since revamping the Strategic Enrollment Planning process over five years ago, under the direction of MCC's then-new-President, Dr. Stacy Klippenstein, strategic enrollment planning continues to be a crucial part of campus decision making, and it has been tied directly to the Academic Program Prioritization Process (AP3) and the Planning, Budget, and Assessment (PBA) process. No longer does the campus arbitrarily set enrollment goals and then figure out how to get there; rather, enrollment projections (and related budget plans relying on enrollment) are based on strategic enrollment plan submissions from across campus, with well-thought-out justifications for both projected enrollment and needed budget expenditures to bring the plan to fruition. Data on the admissions funnel yield across markets and student types, as well as retention data by program, student type, first-generation or Pell status, athlete status, on-campus residency, and student level also inform both enrollment projections and planning for new intervention strategies.

Subsequent to the Mid-Cycle Report, Miles Community College has added a dedicated institutional research function, hiring Loren Lancaster as the Director of Institutional Research in 2018. In his previous role as Financial Aid Director, Mr. Lancaster had provided some institutional research support and basic enrollment reporting. His efforts in this regard highlighted the need for a full-time Institutional Research position to facilitate the College's efforts to advance data-informed planning, particularly in the areas of enrollment, student success, and academic planning. The College has benefitted immensely in being able to transition from making decisions based on anecdotal evidence or intuitive judgments to actually having robust longitudinal data available to inform campus discussions and decisions. This change is having a truly transformational impact as the College makes more extensive use of IR.

The largest enrollment drivers in the Strategic Enrollment plan since the last report were the addition of two women's NJCAA sports and a significant investment in dual enrollment. While also necessary to achieve gender equity outcomes for campus athletics, the addition of these two intercollegiate athletic

teams, volleyball and softball, increased overall enrollment. In terms of dual enrollment, although MCC had already made the decision to invest in providing free concurrent enrollment for all students at Custer County District High School (the sole local high school) and Sidney High School, the College enhanced the affordability of dual enrollment opportunities by providing the first two classes tuition-free to any eligible Montana high school student through the *Free 2 Explore* program. This initiative significantly increased the headcount and FTE generated by high school early-start students. While this effort was an intentional growth opportunity to impact overall resident enrollment, it was also done to remain competitive with other state institutions when the Montana University System launched its *One-Two-Free* program. The three Montana community colleges were not initially included in the funding provided to the MUS campuses to support *One-Two-Free*; therefore, MCC prioritized funding the waivers for its *Free 2 Explore* alternative in order to remain competitive in its marketing of dual enrollment courses and its recruitment and engagement opportunities with Montana high school students.

As a result of these prioritized enrollment investments, MCC experienced five consecutive years of overall annualized FTE enrollment growth, moving from 349.1 total FTE during the 2014-2015 year, to 476.7 total FTE during the 2019-2020 year. Despite these previous gains, MCC experienced some of the same enrollment challenges as other institutions around the country as a result of the COVID pandemic, and is anticipating an overall decline in enrollment for the 2020-2021 academic year, with a projected total annualized FTE of approximately 454.

b. Goals and Specific Action Plans to Achieve Goals:

- **New Programs**
- **Facilities**
- **Other Initiatives**

Miles Community College expects modest enrollment growth in the coming years, knowing that even a return to FY20 numbers may not be immediately possible as the institution faced a changed recruitment and enrollment landscape post-COVID.

As the state of Montana puts a new emphasis on career and technical education and college programs, MCC's program planning for new programs has largely focused on CTE, with smaller course seat capacity than transfer or general education programs. New programs in EMT and Meat Processing were launched during the 2020-2021 Academic Year, with plans to expand EMT into a Paramedicine program, in partnership with Flathead Valley Community College, in the 2021-2022 year. These CTE programs, while all crafted in response to industry demand, will not enroll large numbers of students nor generate large FTE enrollments.

In terms of transfer pathway programs, MCC continues to build upon its partnerships with regional four-year colleges and universities. In the 2020-2021 year, new agreements for Elementary Education and Engineering were developed with Dickinson State University and Montana Technological University, respectively. A transfer agreement with Montana State University for Ag Education and Ag Extension fields is also in development, and it is expected to launch for Fall 2021. With new leadership at MCC's closest transfer partner, Montana State University-Billings, whose new Chancellor—Dr. Stefani Hicswa—is a former MCC president, the College is revitalizing its transfer relationship with that institution, updating previously signed transfer agreements that have gone stagnant, as well as exploring new opportunities for partnerships.

Miles Community College has also partnered with the Montana Department of Labor and Industry (DOLI) and the Miles City Job Service Workforce Center to become one of the first campuses in the state to provide Montana residents with the opportunity to enroll in the *Become An Alum* program. This

statewide initiative focuses on the several thousand Montanans with some college, and no degree. The Job Service (through DOLI funding) provides financial support to students returning to college, and works with local business and industry to craft pathways to degree completion that meet the needs of local employers. MCC staff provide comprehensive advising to help these returning or transfer students navigate the degree completion process.

c. Schedule of Actual and Projected Enrollments – Total

Student Enrollment-Total	Actual Current Year -3	Actual Current Year -2	Actual Current Year -1	Actual Current Year	Projected Current Year +1	Projected Current Year +2
Undergraduate FTE	428.7	456.5	476.7	454.2	460	475
Graduate FTE	N/A	N/A	N/A	N/A	N/A	N/A
Other Programs FTE	N/A	N/A	N/A	N/A	N/A	N/A
Total FTE	428.7	456.5	476.7	454.2	460	475

d. Schedule of Undergraduate Students by Headcount

Student Enrollment-Undergraduate Headcount	Actual Current Year -3	Actual Current Year -2	Actual Current Year -1	Actual Current Year	Projected Current Year +1	Projected Current Year +2
New First-time	171	157	173	161	170	175
Full-time	358	364	364	344	350	355
Part-time	513	582	660	596	600	610
Total Undergraduate	871	946	1024	940	950	965

e. Schedule of Actual and Projected Retention

Student Retention (Cohort)	Actual Current Year -3	Actual Current Year -2	Actual Current Year -1	Actual Current Year	Projected Current Year +1	Projected Current Year +2
Retention % Fr. – Soph.	50.01%	51.37	55.93%	52.9%	54%	55%
Retention % Soph. – Jr.	N/A	N/A	N/A	N/A	N/A	N/A
Retention % Jr. – Sr.	N/A	N/A	N/A	N/A	N/A	N/A

f. Number of Resident Students

Resident Students	Actual Current Year -3	Actual Current Year -2	Actual Current Year -1	Actual Current Year	Projected Current Year +1	Projected Current Year +2
Resident Students	796	866	935	851	870	880
Normal Capacity						
Resident Students/Undergrad FT Headcount	360.9	383.4	396.3	376.8	385	395
Resident Students/Undergrad FT Headcount Goal					385	395

III. Fundraising

How Institution's Fundraising Contributes to Financial Health of the Institution:

- **Annual & Campaign Staffing**

This academic year, MCC hired a Director of Institutional Advancement. The Director is working with each of the coaches and Athletic Director on their current campaigns. She is also working to develop non-athletic department scholarships, endowed scholarships, academic program support, and general unrestricted fundraising from our alumni, our community at large, and potential grantors.

Currently, most annual giving fundraising is conducted through the Miles Community College (MCC) Athletic Department. Each team has their own fundraising goal. The individual head coaches of these teams are the fundraising lead and therefore campaign staff. Those campaigns are designed to raise both scholarship and operational funds. The Athletic Department Director also runs fundraising campaigns that also are focused on these two areas. The College also offers employees the opportunity to participate in a voluntary payroll deduction to be dedicated to the College Foundation or student scholarships.

- **Goals**

The primary fundraising goal for MCC is to develop a culture of philanthropy that creates outside investments to support the College Mission and our Core Themes of Student Success, Academic Achievement, Workforce Training and Partnerships, and Community Outreach and Lifelong Learning. To achieve this vision, the Director of Institutional Advancement has been charged with developing the following areas:

1. Develop an Alumni Giving Program;
2. Develop a Named Scholarship Program;
3. Develop the Operational Functions of a Development Office;
4. Work with the Athletic Department to optimize their fundraising efforts;
5. Develop special fundraising campaigns aligned with the College Mission and Core Themes when opportunities arise.

- **Initiatives in progress by Institutional Advancement Director**

Development of an Alumni Giving Program: This initiative is beginning with the identification of alumni clusters who have a strong affinity to their program of study. The first such alumni cluster involves the MCC Nursing Program. These alumni have a strong affinity to the program and are easily identified. This May, the Nursing Program is celebrating the 50th anniversary of its first graduating class. This year's graduation speaker, Dr. Eileen Hemman, is an MCC Nursing Program graduate from this first class. Work is in progress to reach out to all Nursing Program alumni to update them on the program, share details about the 50th anniversary, and invite them to support the program with a program-designated gift or the development of named scholarship funds designated for nursing students.

This year, two such named scholarship funds have been developed. The first came from the children of a former nursing program faculty member. The second was created by the family of the former Nursing Program Director after her untimely passing due to COVID-19. This family is also looking into the possibility of endowing that scholarship fund.

The MCC Baseball Alumni is another targeted group in this first round of alumni development. The program has been extremely successful and has a long-time head coach who already holds an alumni baseball game where former players play two games against the current team during fall practice. The baseball team already has established their own MCC Baseball Hall of Fame. These two elements allow for strong outreach and affinity to the program. The Director of Institutional Advancement is working with the head coach on how to better optimize these strong ties into new fundraising avenues.

In a broader approach, the development of a quarterly newsletter that would be go to all known alumni and community contacts is underway. The hope is to both cultivate and develop new alumni relations from this effort.

Creation of Named Scholarship Program: This academic year, five new named scholarships have been developed. These scholarships are designated as follows: two to support nursing students, one to support female athletes, one to support a full-ride for students from a local town, and one to support dual enrollment students from the local high school. One of the nursing program scholarships may be endowed by the donors. The full-ride scholarship is designed to become an endowed scholarship fund from the estate of the donor with an estimated estate gift of around $400,000. At the time that this donation is realized, it will increase the MCC Foundation Endowed Funds by nearly 50%.

Establishment of Operational Functions of a Development Office: Processes are being developed for the effective tracking of donations and donors. Electronic files are now being used in the reporting, transparency, and record-keeping. Receipts are now being sent in a timely manner showing the proper gift acknowledgement and gratitude to our donors. The donor recognition process is currently being reviewed and plans are being made for a more permanent donor recognition wall. Donor recognition and stewardship has become a priority for the institution.

Collaboration with the Athletic Department to Optimize Their Fundraising Efforts: This includes the alumni development with the baseball program as well as working with all teams on the current efforts to have a broader and more effective fundraising outreach.

Implementation of Special Fundraising Campaigns Aligned with the College Mission and Core Themes when Opportunities Arise: Three examples of success in this realm include the purchasing of the Link Weaver Bucking Machine for the Rodeo Program, the addition of the Paramedicine Program, and the addition of the Meat Processing Program.

The Link Weaver Bucking Machine was an idea brought to the college administration from a current rodeo student. The student identified the need and agreed to work with the Director of Institutional Advancement in raising money for this new equipment that would enhance the program and its recruiting ability. A presentation was made to the MCC Foundation Board and they agreed to support the purchase until the necessary funds can be raised.

The Paramedicine Program was funded by a grant from the Office of the Commissioner of Higher Education in Montana. This grant funded a remodel and the equipment for this program.

The Meat Processing Program start-up funding came from an initial grant of $117,000 from the Montana Department of Agriculture and a donation of $25,000 from the Northwest Farm Credit Bureau. This program is in direct response to the shortage in qualified meat processors in the State of Montana. Both of these programs fit perfectly with the Core Theme of Workforce Training and Partnerships.

- **Changes in Fundraising Plans or Personnel**

The Board of Trustees identified the need for the college to have a more robust and productive fundraising program. They encouraged the college administration to identify the funding and develop a job description for a new position of Director of Institutional Advancement. This individual is a direct report to the college president, who was a Vice President of Institutional Advancement prior to joining MCC. The Director of Institutional Advancement position was successfully hired this past fall. Since this hire, great strides have been made in the areas noted here. A strong foundation for a culture of philanthropy is being established at Miles Community College.

The College added additional safeguards for fundraising through Board Policy 1900.3. Specifically, "Anyone wishing to hold fund-raising activities must obtain prior approval from the Dean of Student Engagement and Auxiliary Services, in conjunction with the Director of Institutional Advancement." Additionally, the campus added protocols for Raffles through Board Policy 1900.3.1.

- **Schedule of Fundraising**

Fundraising	Actual Current Year -3	Actual Current Year -2	Actual Current Year -1	Actual Current Year	Projected Current Year +1	Projected Current Year +2
Number of Fundraising Staff	n/a	n/a	n/a	1	1	1
# Alumni Donors/Alumni	n/a	n/a	n/a	<20	>20	>40
Unrestricted Gifts	n/a	n/a	n/a	$1,500	$2,000	$4,000

Restricted Gifts	$308,200	$61,000	$55,800	$114,400	$400,000	$500,000
Endowed Gifts	n/a	n/a	n/a	1 pledge, 1 tentative pledge $450,00	TBD	TBD
Total Gifts	$308,200	$61,000	$55,800	$115,900 YTD		

IV. Financial Management

a. Changes to Institution's Financial Health Over Last 4 Years

- **Factors with greatest impact**
  - **Enrollment**

    Enrollment management is a ubiquitous priority at any college, and Miles Community College is no exception. MCC enjoyed several consecutive years of enrollment growth. Since the COVID pandemic, enrollment numbers have been strained, but the Dean of Enrollment Management and Student Support Services and Vice President of Academic Affairs continue to work assiduously with their faculty and staff, indeed, the entire campus community, to bolster enrollment and thereby strengthen the financial condition of the College.
  - **COVID-19 Pandemic**

    The upside of the COVID-19 pandemic has been the financial assistance the College has received in conjunction with the CARES Act. This funding has allowed the College to move forward to two major campus-wide enhancements. First, the College was able to purchase a Proximity Card Lock System for the entre campus. This system was identified as a need in the College's Facilities Master Plan. The use of COVID funding enabled the College to enhance campus security and move forward with a large capital investment without using the existing building fund or general operating fund. This will allow for increased investments in other identified areas within the Facilities Master Plan. The second COVID funding investment involved the purchasing of classroom technology upgrades that significantly support our distance and e-learning option. Both of these investments benefited the entire campus community. The decisions around the classroom technology purchased was an inclusive process which gathered input from all faulty as well as the College's Technology Committee.
  - **Finding and retaining qualified faculty and staff**

    The rural nature of Miles Community College can be both a blessing and a hindrance when it comes to recruiting and retaining qualified faculty and staff. We are blessed to have many highly qualified faculty and staff. The Executive Team strives to be strategic in its efforts not only to maximize the monetary compensation accorded to faculty and staff, but also to enhance the functionality of the work environment. This includes training in social justice issues, social interaction (with caution at this point in time), and mutual respect for all College stakeholders.

- **Initiatives to improve financial health**
    - **Continuing to utilize strategic enrollment management and planning measures**
      As was noted earlier, the College is diligent in its efforts to be strategic, innovative, and fiscally responsible in its programming so as to enhance enrollment at the College. In addition to new programmatic, marketing, and recruitment efforts in the Strategic Enrollment Plan, retention was prioritized on a variety of fronts. Campus reorganization and staffing changes lead to the creation of two retention-focused positions in the last four years – the Director of Student Success and Retention and the Dean of Student Engagement and Auxiliary Services. Responsible for leading student intervention efforts as they relate to academic, involvement, social and behavioral issues, these two positions have been a key part of the institution's success in maintaining strong fall-to-spring and fall-to-fall retention rates, particularly for first-time, full-time students.
    - **Implementing campus-wide student success programming to positively impact enrollment in the future**
      The College has implemented Advising Days so that faculty can completely devote a day to advising students for enrollment in the following semester. This initiative has been a difference maker in keeping enrollment in the forefront not only for faculty advisors, but also for students.
    - **Hiring of Institutional Advancement Director**
      This hire allowed the College to begin the process of creating a culture of philanthropy that will provide the institution with outside investments from individuals and grantors. These investments will relieve pressure on the general operating fund.
- **Outcomes achieved or projected for next two years**
    - The need for workforce training is prevalent in the area. MCC has positioned itself to meet the workforce and educational needs through strategic visioning planning and partnering with local employers and entities. This has allowed students to earn college credit that can be applied to future higher education programs or degrees.
- **Qualifications of staff responsible for financial management and length of tenure in respective positions**

Name	Title/Position	Education	Years of Service
Nancy Aaberge	**Director of Business Services**	**B.S. Business Administration /Accounting & Finance Master of Accountancy**	**8.5 Years**
Carrie Preller	**Accounting Specialist**	**B. S. Business Administration / Accounting**	**4.5 Years**
Andrea Black	**Accounting Specialist**	**B.S. Business Administration / Accounting**	**3.5 Years**

b. Schedule of Financial Management

Finances	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Audit Financials Complete (Yes/No)	Yes	Yes	Yes	Yes	No	No
Increase/(Decrease) in Unrestricted Net Assets	(248,579)	(750,603)	(256,005)	508,037	414,895	178,580
Increase/(Decrease) in Total Net Assets	396,421	3,074,618	(529,498)	246,110	(50,160)	163,580
Total Net Assets	4,303,891	7,378,509	6,849,011	7,095,121	7,044,961	7,208,541
Total Debt	1,860,246	2,209,141	2,090,965	1,996,282	1,898,571	1,800,860
Primary Reserve Ratio*	9.13	4.51	0.46	4.69	7.52	8.85
Net Operating Revenue Ratio**	-3.33	-9.71	-3.33	5.89	4.88	2.10
Return on Net Assets Ratio***	9.21	41.67	-7.73	3.47	-0.71	2.27
Viability Ratio****	44.17	19.01	2.19	23.	40.89	47.60

***Primary Reserve Ratio = Expendable Net Assets/Total Expenses**
****Net Operating Revenue Ratio = Change in Unrestricted Net Assets/Total Unrestricted Income**
*****Return on Net Assets Ratio = Change in Net Assets/Total Net Assets**
******Viability Ratio = Expendable Net Assets/Long-term Debt**

V. Conclusion

- **Financial condition of institution now**

  In Montana, the legislature and state budget work off of a biennium system. The community college funding formula is written into state statute. This formula is required to be revisited every third biennium. We are currently in that process and working closely with the legislature in changing the current formula. Funding will be allocated in two forms: a base amount and performance-based funding. The base amount is multiplied by an annual inflationary percentage. Our one concern is that this base amount is calculated off of the previous base year's Montana resident student FTE. This FTE is broken down into four categories: CTE, Transfer, Dual Enrollment, Concurrent Enrollment. If our enrollment increases in any of these categories, we receive additional per FTE funds. Unfortunately, if our enrollment decreases, funding is taken away. It is always difficult when funding is based off of student enrollment. We have expressed this concern, but the only true concession we have received is that this new funding formula will not go into effect until the FY23 biennium, thus providing us the opportunity to demonstrate what our funding would look like to the Joint Education Committee of the legislature who will then decide if some adjustments are necessary. Miles Community College is seeing decreased enrollment for the first time in six years. It will be important for us to use this year's enrollment figures to demonstrate how this new formula could negatively affect our institution. This is just another compelling reason for the investment we have made in the development of an institutional advancement office.

- **Financial condition of institution in the foreseeable future**
  The current situation notwithstanding, we reiterate our excitement and optimism about our future. We are beginning the work of developing our next College Strategic Plan. This guiding document will lead our institution over the next five years as we encourage students to ***start here*** and equip them to ***go anywhere!*** We are also nearing completion of our first-ever Athletic Department Strategic Plan. This document focuses on both academic and athletic student achievement. It also envisions how our institution will positively interact with our community. Furthermore, it speaks to how we will work towards stronger resource development in support of our teams, the College, and most importantly, our student-athletes.

Moving Forward

At Miles Community College, we are excited about our future. We have numerous exciting initiatives in process that will enable the college to strategically grow while also being fiscally sound. Our investment and commitment to hiring our new Institutional Advancement Director is already showing a tremendous return. The continuing development of our culture of philanthropy will aid the financial situation of the institution in sustainable ways never realized before. Newly established funding streams take tremendous pressure off of our general operating budget. This will allow us to reinvest in our human resources, student support operations, instruction, and facilities.

In order to strengthen our role as the educational leader and economic driver of Eastern Montana, we are investing the time to engage employers in Eastern Montana in order to obtain their input and respond to their needs. We have begun the first phase of this work by creating the Eastern Montana Healthcare Workforce Collaboration. We have identified over thirty healthcare providers in the sixteen-county region designated by the Montana Department of Labor and Industry as Eastern Montana. We have reached out to each of these providers, asking them to join our collaboration and to provide us their current workforce numbers by occupation, their five-year projected workforce numbers, and their long-range workforce projections. We are also asking if any of them would be interested in becoming clinical rotation sites for our programs, and we have extended to them the invitation to participate as members of our program advisory boards. Once we have the information collected and analyzed, we will then ask healthcare providers for letters of support for any plan that is developed from this data in regards to the potential addition of new Allied Health programs at the College.

The next step in this undertaking will be to search for program start-up funding from the Montana Legislature, the Montana Office of the Commissioner of Higher Education, the Montana Department of Labor and Industry, and private grantors and donors. Thus, we will not be burdening our general operating budget with these expenses when directly responding to the workforce needs based off of the data the employers have provided us. When we have established these Allied Health programs, we will replicate this same model for strengthening other instructional divisions such as Agriculture and Business.

We have much work ahead of us, but it is the work that is necessary to provide a clear and compelling vision for the future of the College and of the region we serve. We are confident you will agree with us when we say the future of Miles Community College is very bright.

START HERE — Go Anywhere