



**GREAT FALLS  
COLLEGE**

**MONTANA STATE  
UNIVERSITY**

# **Comprehensive Two-Year Mission Expansion Plan**

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*Great Falls College  
Montana State University*

**Final, January 8, 2013**



*Submitted to the Office of Deputy Commissioner  
for Two-Year and Community College Education, Dr. John Cech*

*A part of the College!NOW Initiative supported by  
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## I. Introduction to the College

With the presentation of this plan, Great Falls College joins with Montana's other institutions of higher education to redefine and expand its mission and goals to better serve the educational and economic needs of the citizens of Montana.

The plan is organized into four chapters. The first chapter provides a brief description of the history and development of the College to date followed by a chapter that contains descriptive data on student demographics and performance measures. Chapter three, the core of the plan, describes the action initiatives that the College has identified that will implement the expanded Mission and Vision set forth by the Montana University System Board of Regents in March 2011. All of the initiatives identify outcomes and timelines and the resources required for the initiatives to be implemented. The plan also provides a local blueprint for what can be accomplished by the College if national, state and local, and public and private resources can be secured to support the collective efforts of Montana's higher education system. Finally, the plan includes a chapter on how the College can develop and promote linkages to state policy priorities and other educational institutions in Montana.

Through these efforts the College plans to meet the Comprehensive Mission and Vision set forth by the Board of Regents. The College will strive to provide a comprehensive, accessible, responsive, student-centered learning environment that facilitates and supports the achievement of individuals' professional and personal goals, and enhances the development of Montana's citizens, communities and economy.

### A. College History and Development

Since Great Falls College Montana State University (GFC MSU) was founded in 1969, it has seen steady growth and important organizational change. Initially a vocational technical center operated as a unit of the Great Falls Public School District, its mission was to provide employment training to the community. GFC MSU earned initial accreditation in 1979 from the (then) Northwest Association of Schools and Colleges. In 1987, the State Legislature delegated the general administration and supervisory control of Montana's five vocational technical centers to the Montana Board of Regents of Higher Education. In 1994, as a result of Montana University System restructuring, the College became one of four campuses in the Montana State University family and is its largest two-year college.

As a result of those changes, GFC MSU now is a public two-year college offering the comprehensive community college mission to the greater Great Falls area. In June 2012, as a part of Montana's state-wide *College!NOW* initiative, the College was renamed from the former Montana State University-Great Falls College of Technology. The name change better reflects our mission, vision, and values as well as the strategic initiatives of the Montana University System through *College!NOW*.

Change has come to the physical facilities as well. Starting as a single building, the campus now includes three primary buildings situated on thirty-six acres. The 134,650 square-foot main building houses state of the art science, computer and sustainable energy labs, classrooms, the Simulated Hospital, the Weaver Library and eLearning Center, Cottage Bookstore and Café, administrative offices, academic testing areas, Great Falls Public School's Adult Basic and Literacy Education (ABLE), KGPR Public Radio, Montana State University-Northern Great Falls campus offices, the Advising and Career Center, and centralized student services in *Student Central*. The second building, a 12,392 square-foot Skilled Trades Building, houses welding and carpentry programs. A new Child Development Center will open in its own facility in January 2013.

Change and enrollment growth have spurred the growth of programs. Enrollment showed steady growth from 1,059 full-time equivalent (FTE) students in FY03 to 1,415 in FY11. Fall semester 2012 shows that GFC MSU is following the national trend of “right-sizing,” with a three percent (3%) decline in enrollment. With its credit offerings, workforce development, customized training, and community outreach efforts, the College serves more than 5,000 individuals annually. From spring 2005 to summer 2010, GFC MSU operated a satellite campus in Bozeman to provide students there with developmental education and two-year programming. MSU-Bozeman assumed control of that campus in fall 2010. (Enrollment numbers from Gallatin College have been excluded from all data in this report to provide accurate comparisons.)

To accommodate that demand, the College offers twenty-one associate degrees and eleven certificate programs, as well as general education courses that allow students to transfer to any four-year campus within the Montana University System. Educational programs at GFC MSU are distributed among the three academic divisions: Business, Trades, and Technology, Developmental Education and Transfer, and Health Sciences. The College offers more health science programs than any other institution in Montana with twelve associate of applied science and five certificate programs.

The College also strives to use various learning modalities and student services to provide the most effective and supportive learning environment. Distance delivery of academic courses and programs is a component of many of the programs offered at the College and continuing education opportunities for community members are provided in the form of workshops and customized training. Almost half of all course sections offered at GFC MSU and student enrollments are in online and hybrid (or blended) sections. Many programs offer at least part of their curriculum in an online format and eight programs are 100% online.

Educators at the college are dedicated to providing a learning environment for students that is engaging, rewarding, and compelling. Since 2006, the faculty has been involved in the development of curricula that are outcomes-based. In general, the college requires the faculty to clearly define what is expected of students (outcomes) and to utilize evidence to assess student achievement.

Academic advising is a strong focus at the institution as a means to support student development and success. Advisors set goals and expect specific outcomes in their interactions with students. A student advising center was established in 2011 with professional academic advisors advising new, continuing, and transfer students. The creation of Student Central in 2009 consolidates services into one physical area that has made “one-stop” support a reality for GFC MSU students. From initial contact to enrollment, students have a guide to help them choose the best path for success.

## **B. College Service Area Including Unique Characteristics, Economic Base and Culture**

GFC MSU is located in the city of Great Falls, which is the county seat of Cascade County, Montana, and the third largest city in the state. More than 70% of students in academic year 2010-11 were residents of Cascade County. Of the remainder, the largest numbers of enrollees were from neighboring Chouteau, Teton, Glacier, and Pondera counties. In addition, online courses and programs extend the reach of the college throughout Montana and the nation.

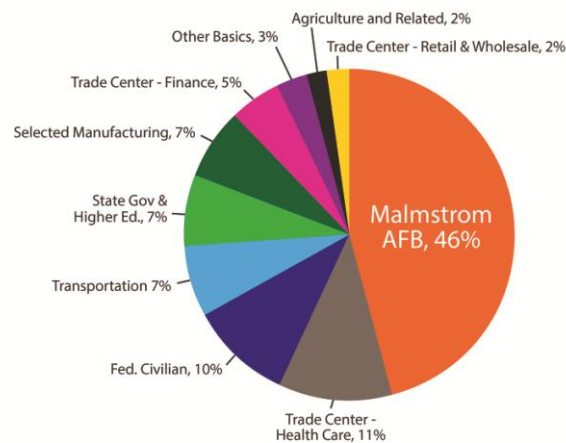
The Cascade County (population 81,327) economy depends on three major sectors – agriculture and its value added products, military, and the health care industry.

Great Falls and Cascade County are part of the North Central Montana Resource Conservation and Development Area, Inc. (RC&D). The RC&D area includes ten primarily agricultural counties in the highline area of Montana

referred to as the “Golden Triangle.” This region covers approximately 20% of Montana’s total area and provides about 33% of the total agricultural production of the state. The crops are mostly small grains (wheat, barley, oats, and hay). Cow-calf operations are dispersed over the entire region that is not cropland. The RC&D area has 6,815,386 acres of cropland, about 37% of Montana’s total cropland. Of those cropland acres in 2009, about 2,130,049 acres were in wheat, 454,397 were in barley, and 322,057 were in oats.

Military personnel and civilian contractors (Malmstrom Air Force Base and Montana Air National Guard) account for approximately 46% of basic industry earnings in Cascade County. Together they employ about 5,000 people, including traditional, part-time Guard members. Employment in this sector has remained relatively stable. Changes in mission and federal funding make reliance on the military industry difficult to predict; therefore, flexibility and development work toward new economies and emerging workforce requirements necessitate a strong workforce development program at the college.

Healthcare accounts for 11% of the economic base. During the recession years of 2008 and 2009, employment in health care grew 4% and 6% respectively. The largest healthcare provider, Benefis Health System, is the largest private employer in Great Falls, employing 2,649. The state Bureau of Business and Economic Research (BBER) is reluctant to predict whether this growth will continue because of the uncertain impact of changes in health care regulation.



Of the top 20 private employers listed by the BBER, only Benefis Healthcare has more than 1,000 employees. Fourteen of the employers report between 100-249 employees. Other relatively large economic sectors are federal civilian 10%, transportation 7%, state government and higher education 7% and large manufacturing 7%. BBER is predicting possible growth in only one sector – transportation – because of energy growth. Local officials are expecting the announcement of an international manufacturer locating portions of its operations to Great Falls in 2013.

A promising addition to the area’s economic trio of standard sectors, energy already has provided a regional boost with a 126-turbine wind farm built by NatureEner USA 110 miles northwest of Great Falls. During construction, 300 construction workers were employed. Other energy-related construction jobs will include approximately 50 workers to build the Montana Alberta Tie Line and another 50 workers predicted to work a carbon sequestration research project at Kevin, about 100 miles north of Great Falls. Additionally, two companies, Texas-based Lauren Engineers and Constructors, and Mississippi-based GW Yates Construction have announced plans to build facilities near Bynum, (68 miles northwest of Great Falls) to manufacture large modular equipment needed for oil processing. Both Lauren and Yates have predicted that 75-100 people will be

employed by their respective companies initially. These new enterprises will bring additional economic and workforce development directly and secondarily through supply chain industries, services, and an increase in the population base. A newly announced employer, ADF Group from Montreal, Quebec will be expanding its steel fabrication operations to Great Falls in 2013. They will initially employ 200 workers by September 2013.

The county's reliance on the relatively stable military and health care sectors protected it somewhat from the economic woes seen in the last recession. Cascade County had only a 1% job loss from June 2009-June 2011. Unemployment was 5.6% in November 2011, down from 6.1% in 2010 but up from 3.1% in 2006. The Montana Department of Labor and Industry lists a labor force in 2010 of 40,712, of whom 38,236 were employed. This positive news is countered by the fact that Cascade County lags behind Montana and the United States in annual median income (\$42,389, \$43,872 and \$51,914 respectively -- 2010 figures).

Cascade County also lags behind Montana's other urban areas in educational attainment. Only 24% of the county population has a bachelor's degree or higher, compared to the other urban areas, where the number is generally 40% or more. Another 10% of the county population reports an associate degree as the highest level of education. More than a third (36%) reports high school or less as the highest educational attainment.

Montana, as a whole, is not known to be racially diverse and GFC MSU's student population reflects that reality. In academic year 2010-11, American Indian students comprised about seven percent of the student population. Great Falls is within 100 miles of the Rocky Boy's Reservation (Chippewa and Cree tribes); the Fort Belknap Reservation (Assiniboine and Gros Ventre tribes); and the Blackfeet Reservation (Blackfeet tribe). Great Falls is also home to the Little Shell tribe, which does not have a designated reservation but has been seeking federal recognition for years.

The city of Great Falls is home to the Charles M. Russell Museum Complex (the CM Russell), Giant Springs State Park, the Lewis and Clark Interpretive Center, First Peoples' Buffalo Jump, the River's Edge Trail, the Roe River (claimed to be the world's shortest river), and the Great Falls Voyagers minor league baseball team. The local daily newspaper is the *Great Falls Tribune*. Great Falls is known as the "Electric City" due to the five hydroelectric dams that are on the nearby Missouri River.

- C. **College!NOW Mission Statement** – The Mission of two-year education in Montana is to provide a comprehensive, accessible, responsive, student-centered learning environment that facilitates and supports the achievement of individuals' professional and personal goals, and enhances the development of Montana's citizens, communities and economy.

In the next decade GFC MSU will play a leading role in transforming the lives of our students, their communities, and the economic prosperity of Montana by responding to learner and community needs through partnerships, innovation, outreach, and technology.

The mission of GFC MSU is:

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*“To foster the success of our students and their communities through innovative, flexible learning opportunities for people of all ages, backgrounds, and aspirations resulting in self-fulfillment and competitiveness in an increasingly global society.”*

The College's mission statement components emerge from the commonly understood educational philosophy of the comprehensive community college. The marketing tagline for GFC MSU is "**Changing Lives, Achieving Dreams.**"

- D. College!NOW Vision Statement** – Montana's two-year education: Transform lives and create opportunities through educating the citizens of the state of Montana.

Fundamentally, GFC MSU focuses on serving community needs, employing an open-admissions policy to engage individuals from all walks of life, and delivering academic programming in a variety of fields and modalities to help students succeed. The campus lives the community college experience through an open-access admissions policy, a comprehensive educational program, a focus on teaching and learning, and a philosophy of student-centeredness.

Within the construct of the requirements of the Northwest Commission on Colleges and Universities, which tie to the more recent College!NOW work, the college's mission is further delineated through the identification of four core themes and objectives:

- 1. Workforce Development:** Through applied programming, students successfully attain a credential leading to life-sustaining careers;
- 2. Transfer Preparation:** Students complete transfer programming and successfully transfer into a four-year degree program;
- 3. Academic Preparation:** Individuals are prepared for success in college coursework through developmental (remedial) education and adult basic education; and
- 4. Community Development:** As the community's college, the institution supports social and economic development through outreach, lifelong learning, and active partnership.

The core themes, their objectives, and indicators of achievement are designed to measure continuous improvement of institutional effectiveness, and, ultimately, mission attainment. (*See Appendix A.*)

The following values of the College further substantiate its mission, core themes, planning, decision-making, resource allocation, and assessment:

- **Accountability** – We ensure our decisions are data-informed and grounded in the best interest of our students and their communities.
- **Integrity** – We value civic responsibility, high academic standards, ethical practices, and the courage to act.
- **Lifelong Learning** – We believe education is a lifelong necessity and commitment; we personify this belief by engaging and reengaging students from all generations in learning opportunities.
- **Respect** – We value differences and treat others with civility, encouraging open and honest communication.
- **Responsiveness** – We recognize and act upon opportunities to be innovative, flexible, and adaptable to our students' and communities' needs.
- **Student Success** – We are dedicated to student success and achievement; we strive to meet the educational needs of our students and their communities.

In the spring of 2006, GFC MSU began its transformation into an institution designed and focused on the success

of students. From 2006 to the present, the College's faculty, staff, and community have made many accomplishments toward that end.

In 2009, the College established a strategic plan encompassing three over-arching priorities for the next five years. Priority four was added in 2012.

Increase the number of students participating in and completing programs that result in their successful transfer to a Bachelor degree program.

1. Increase the number of adult students participating in and earning a post-secondary credential.
2. Increase the number of high school students participating in early college classes leading to college credit.
3. Increase the rate at which students succeed in developmental coursework (primarily math and English), enroll in and successfully complete their first college-level course in the same discipline.

To tie the Strategic Plan more closely to the *College!NOW* Initiative, an operational plan for student learning and achievement, Common Ground, was created. Common Ground is a campus-wide effort designed to elevate every student who walks through the doors of the College and to strengthen the 21<sup>st</sup> Century learning experience by bringing about deep change in the beliefs, norms, and structures of interactions between faculty, staff, and students. The College will accomplish this by setting measurable goals and targets, creating and utilizing interdisciplinary project teams, and cultivating a safe climate for innovation. Common Ground articulated this effort into six primary goals and accompanying tasks:

1. **Set and Achieve Institutional and Student Success Goals:** We will establish clear, measureable goals for improved student success and institutional effectiveness. These will be communicated broadly and measured consistently.
2. **"Close the Loop" on the Assessment of Student Learning:** We will systematically align institutional/instructional activities and the assessment of student learning, and institutionalize a process for capturing and analyzing student learning data.
3. **Strengthen Student Support Services and Programs:** We will establish intrusive student support mechanisms that will create social relationships for students, help students clarify aspirations and enhance their commitment, develop their "college know-how," and help make college life feasible for them.
4. **Enhance and Strengthen the Learning Process through Curricular and Pedagogical Reforms:** Teaching is central to our mission, playing the largest role in student success. We will reform and innovate in areas of greatest need with potential for improving student success.
5. **Strengthen External Linkages with K12 and University Partners:** We will work to improve the relationships and interconnectivity between the college and our primary partners in the K-12 and four-year university sectors.
6. **Identify Key Points of Success and Challenges Faced by Our Students:** We will establish interdisciplinary teams to track cohorts of entering students (first-time and transfers) along the continuum of initial engagement to student success to identify where students face irrevocable challenges in their educational journey.

College faculty and staff strive to continue our momentum to firmly establish GFC MSU as a high-performing institution in regard to student success.

We espouse important general recommendations to guide us:



- Ensure broad engagement of all faculty in student support programs and services as the foundation for policies and practices to increase student success.
- Simplify the structures and bureaucracies that students must navigate.
- Encourage the alignment of course curricula, define common learning outcomes and assessments, and set high standards for those outcomes.
- Collect and use data to inform a continuous improvement process.

With the onset of Common Ground and other initiatives at GFC MSU, the last few years have emphasized student success. Results from the Community College Survey of Student Engagement (CCSSE) survey administered in spring 2012 can be used to examine early results from some of these initiatives.

- The new Advising Center opened in Fall 2011; the hope was that advising would become more intrusive, streamlined, and personalized. A number of questions in CCSSE examine students' experiences with advising. In 2012, students were more likely to say that they had talked about their career plans with an instructor or advisor (41% compared to 34% in 2010) and had used academic advising services more often (69% compared to 64% in 2010 said they used this service sometimes or often). Also, more students indicated they were satisfied with these services (85% compared to 79%).
- The revised student orientation process has also seen early results. In 2012, 53% of respondents said that they had taken part in a college orientation program or course, compared to just 37% in 2010.
- Students in 2012 were slightly more likely to say that they received prompt feedback from their instructors (64% said often or very often) than they did in 2010 (61%). In fact, GFC MSU performed better on this measure than both our peer colleges and the entire CCSSE cohort (both had 58% of students say this).

CCSSE measures five benchmarks. Each of the benchmarks is standardized with a mean of 50 and a standard deviation of 25:

- **Benchmark 1: Active & Collaborative Learning**- GFC MSU received a 54.2 in this benchmark area. GFC MSU scored higher than about 80% of other CCSSE schools.
- **Benchmark 2: Student Effort** - GFC MSU received a 53.1 in this benchmark area. GFC MSU scored higher than about 70% of other CCSSE schools.
- **Benchmark 3: Academic Challenge** - GFC MSU received a 51.8 in this benchmark area. GFC MSU scored higher than about 70% of other CCSSE schools.
- **Benchmark 4: Student-Faculty Interaction** - GFC MSU received a 52.1 in this benchmark area. GFC MSU scored higher than about 60% of other CCSSE schools.
- **Benchmark 5: Support for Learners** - GFC MSU received a 54.5 in this benchmark area. GFC MSU scored higher than about 80% of other CCSSE schools.

Ninety-six percent (96%) of GFC MSU respondents said that they would recommend GFC MSU to a friend or family member. This is slightly higher than the percentage for the entire CCSSE cohort. When respondents were asked to evaluate their entire educational experience at GFC MSU, 37% said it was excellent and 49% said "good." These are comparable to the entire CCSSE cohort.

GFC MSU received similarly high marks in the Survey of Entering Student Engagement (SENSE) in the last administration for which results are available (fall 2010). Results for the fall 2012 administration will be

available in early 2013. (See Appendix B.)

Using the work of GFC MSU faculty and staff over the previous five years in establishing the framework of Common Ground and that of addressing the new standards of the Northwest Commission on Colleges and Universities, the College is assessing the results of that work and planning for the next three to five years. Timing of this work comes at the nexus of a slowly recovering national and state economy, emerging technologies, and national and state initiatives and research addressing efficiencies and success for student learning, retention, and completion. As can be seen in the above planning, implementation, and assessment processes, GFC MSU continues to address the elements of the College!NOW mission and vision statements.

#### **E. College's Vision for Its Future**

A cross-walk comparing the college's Common Ground plan and the elements of College!NOW (See Appendix C.) is currently the instrument bridging internal college planning and assessment work with that of College!NOW. Looking to the next five years, conversations, plans, decision-making, and implementation at GFC MSU will be guided by the acronym SMART (strategic and sustainable, measurable, accountable, relevant, and timely and thought provoking).

To move the college to its desired future, the following activities need to occur:

- **Planning** -- Develop a Strategic Enrollment Management (SEM) Plan following the principles of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and based on completing an Academic Master Plan (AMP). The AMP includes an environmental scan of internal and external constituencies. The SEM Plan uses current college student data and national benchmarks to determine enrollment targets, demographics of students to be served, programs and services to be offered, modalities of instruction to meet educational needs, and resource allocations. Other work being used as resources includes research from the Association of Governing Boards of Universities and Colleges and the Society for College and University Planning toward prioritizing academic programs by asking the questions of "what is important beyond enrollment and placement," "why do we do what we do and for whom," and "think beyond the focus on money." This process will retain quality over mediocrity by using college resources more strategically and sustainably, and include identifying opportunities to increase revenue, decrease expenses, improve quality, and strengthen the reputation of the college.

Complete a Facilities Master Plan based on the Academic and Strategic Enrollment Management plans for long-range property and facility use and needs.

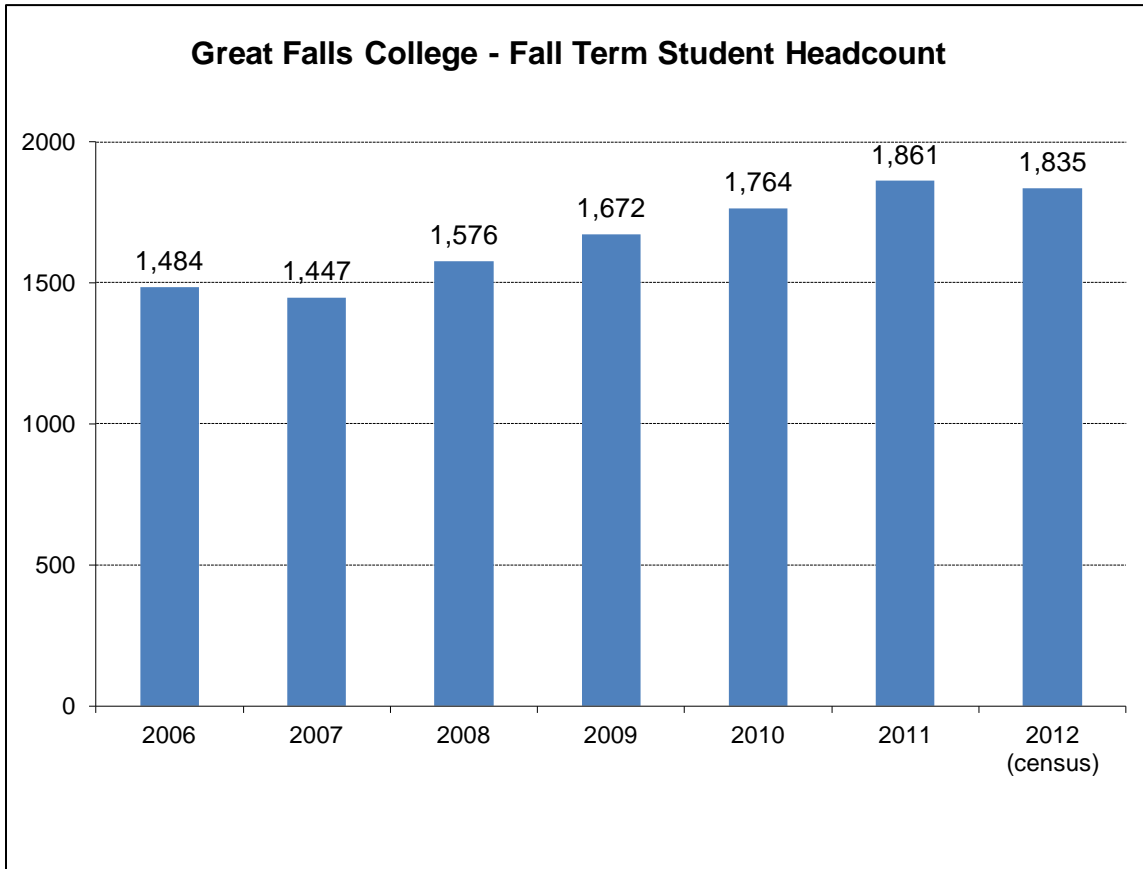
- **Expanding Workforce Development** – Hire an Executive Director of Workforce Development to strengthen and grow Workforce Development programs and courses to more fully meet the needs of the regional economies. Demonstrate positive entrepreneurial strategies and results.
- **Continuing Pathways with Pre-K-12** – Secure resources to continue the work of the college's Pathways Advisors in the two high schools in Great Falls with the focus on students staying in school, earning a diploma, being ready for college level work, and leaving high school with earned college credits.

- **Maximizing Effectiveness and Efficiencies of Student Transfer** — Lead engagement of higher education partners with the goal of establishing consistent advising, admissions, and credit transfer practices to provide students the opportunity to earn a bachelor’s degree in an efficient and effective manner. Hire a transfer advisor to work with universities and other community college advisors.

II. Data

A. Student Enrollment Trends

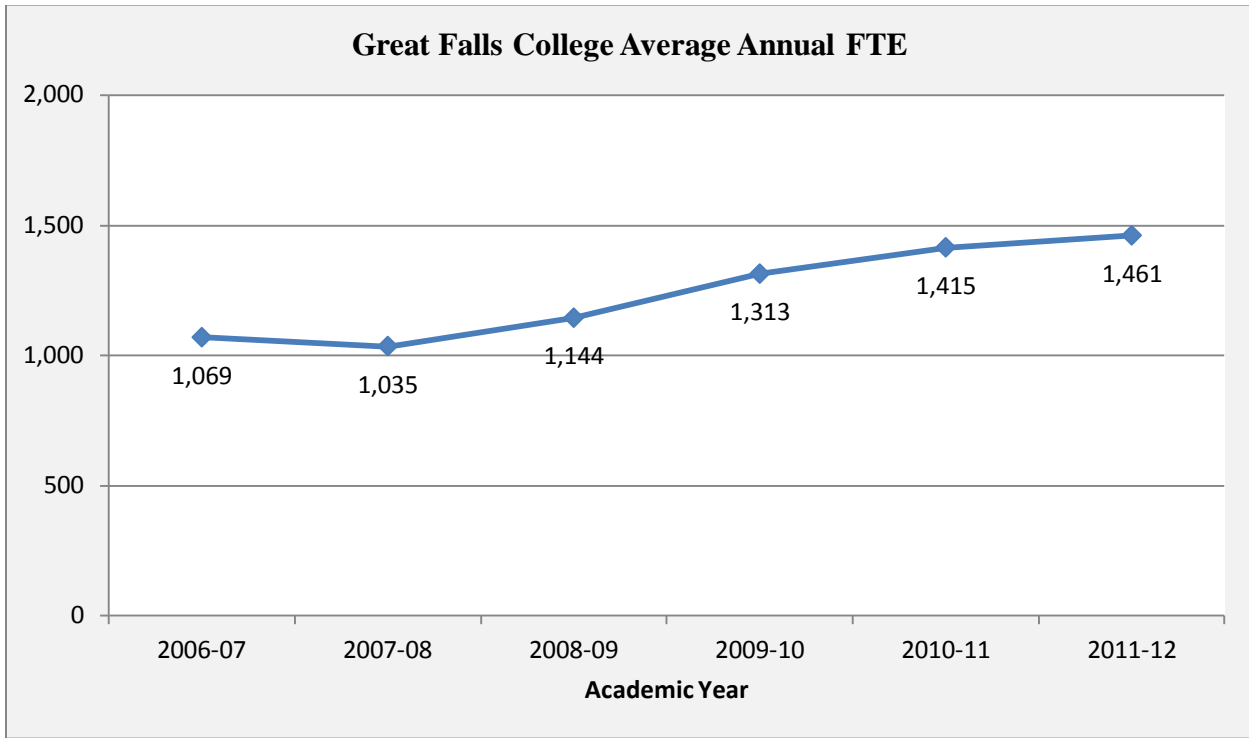
*Fall Term Student Headcount*



*Note – these and all other graphs exclude Gallatin College students.*

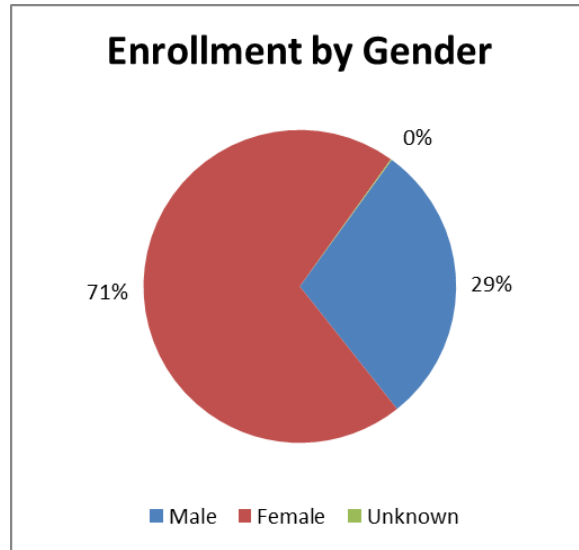
**Summary:** Enrollment increased by about 25% (377 students) from fall 2006 to fall 2011. This fall (2012) GFC MSU experienced a slight dip in enrollment numbers (about 1% or 26 students).

**Average Annual Student FTE**

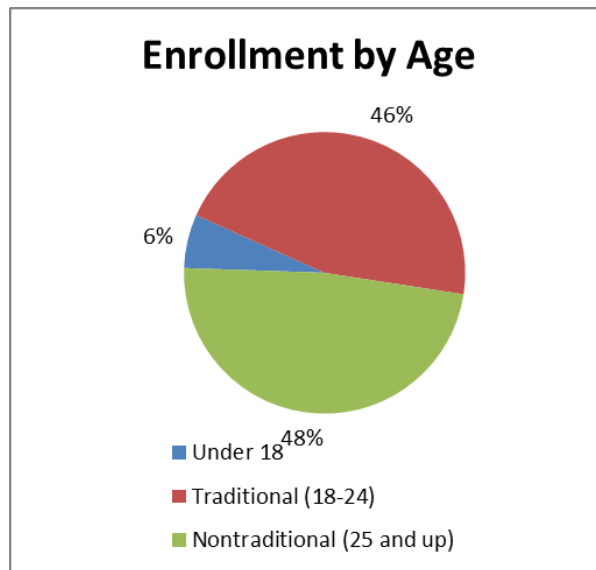


*Note – these and all other graphs exclude Gallatin College students.*

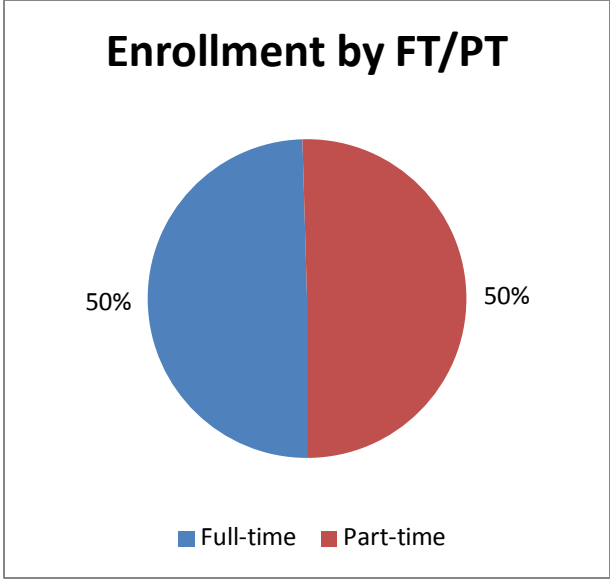
**Summary:** Average annual FTE increased by over 35% from fall 2006 to fall 2011. This represents approximately 392 FTE students. The percentage share of full-time versus part-time students during this time increased from 45% full-time in fall 2006 to 52% full-time in fall 2011. This fall (2012) the percentage of full-time students dropped to about 50%.



**Summary:** GFC MSU continues to have a significantly higher percentage of female students, not only compared to other two-year colleges in Montana, but also compared to our national peers. This is explained in part by the high enrollment in health science programs that are historically female.

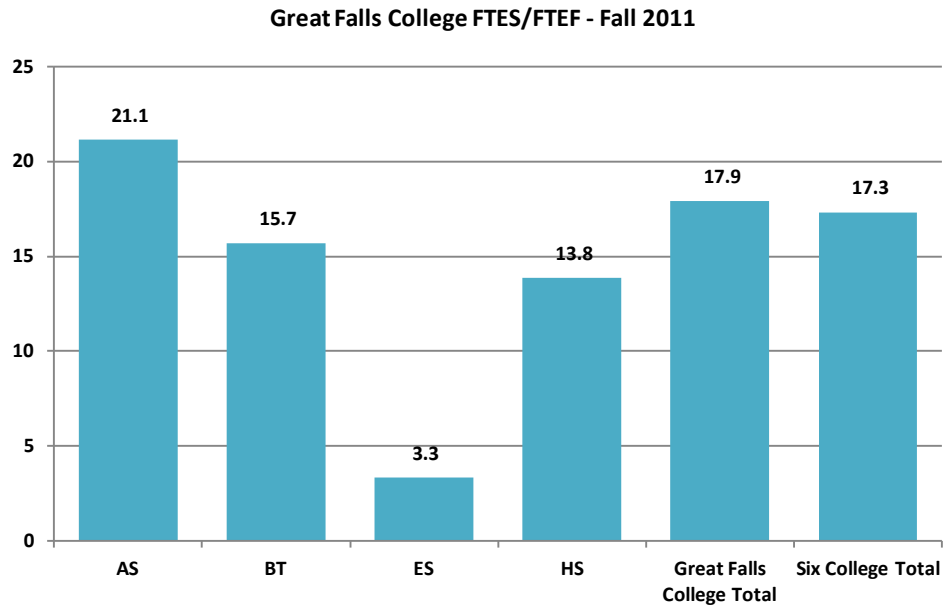


**Summary:** Students at GFC MSU are roughly split between the “traditional” college ages of 18 to 24 years and older students (25 years or older). In addition, GFC MSU has a significant number of dual credit students displayed in the Under 18 slice of the pie (in blue).



**Summary:** Prior to fall 2009, GFC MSU had a larger percentage of part-time students than of full-time students. In fall 2009 the proportionate share of full-time students exceeded 50%; this continued through fall 2011. This fall (2012) the number of full- and part-time students is almost evenly split.

## Full-Time Equivalent Students per Full-Time Equivalent Faculty (FTEF)



### Definitions:

**AS – Developmental Education and Transfer Division**

**BT – Business, Trades, and Technology Division**

**ES – Continuing Education Courses**

**HS – Health Sciences Division**

**FTES (Full time equivalent students)** - A full time equivalent student is a student who takes 15 units for an entire year (two semesters). This is also equal to 15 WSCH (weekly student contact hours).

**FTEF (Full time equivalent faculty)** – this is the number of full and part time faculty counted in terms of full teaching load equivalents. Therefore, six instructors who teach  $\frac{1}{2}$  of a full teaching load each represents 3 FTEF.

FTES per FTEF is a commonly used measure of productivity for community colleges. It measures the ratio of FTES to FTEF, or, the number of full-time equivalent students generated with a given number of full-time equivalent faculty.

- **Example #1** – A department is delivering 150 weekly student contact hours for a given year. This is equal to 10 full-time equivalent students. This could be accomplished with 50 students attending class 3 hours per week, 25 students attending class for 6 hours per week, 10 students attending class for 15 hours per week or any number of alternative scenarios. Each scenario however, has a different number of FTEF involved. To calculate FTEF, take the number of hours per week and divide by 15. As you can see, the FTES/FTEF (efficiency) is very different in each scenario.
- **Example #2** – A department would like to increase its productivity (FTES per FTEF). They can do this in a couple of different ways: 1) increase enrollments in the existing sections offered; or, 2) reduce the number of sections offered, increasing enrollments per section remaining. In these two cases, FTEF remains unchanged.

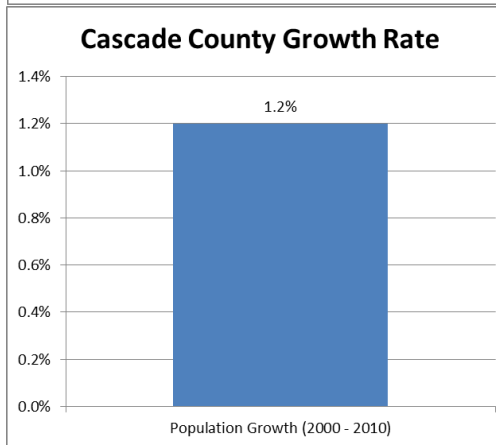
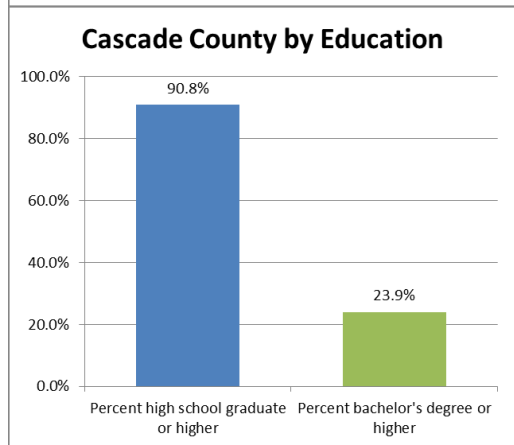
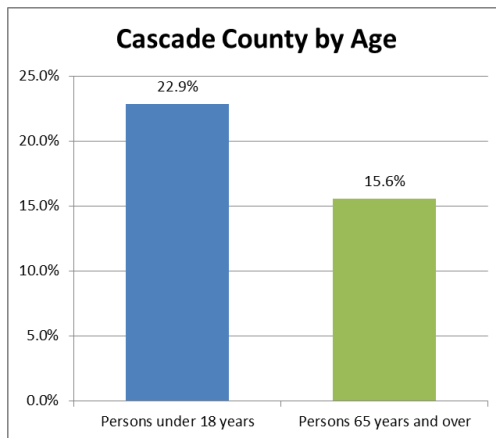
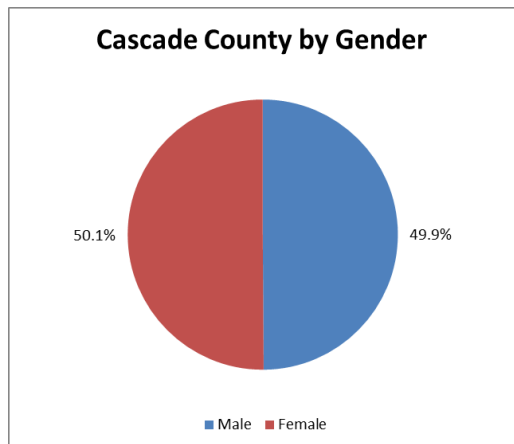
### B. Service Area Analysis



Cascade County and the surrounding region comprise the service area for GFC MSU. Approximately 72% of our students are from Cascade County, with an additional 14% from the surrounding counties.

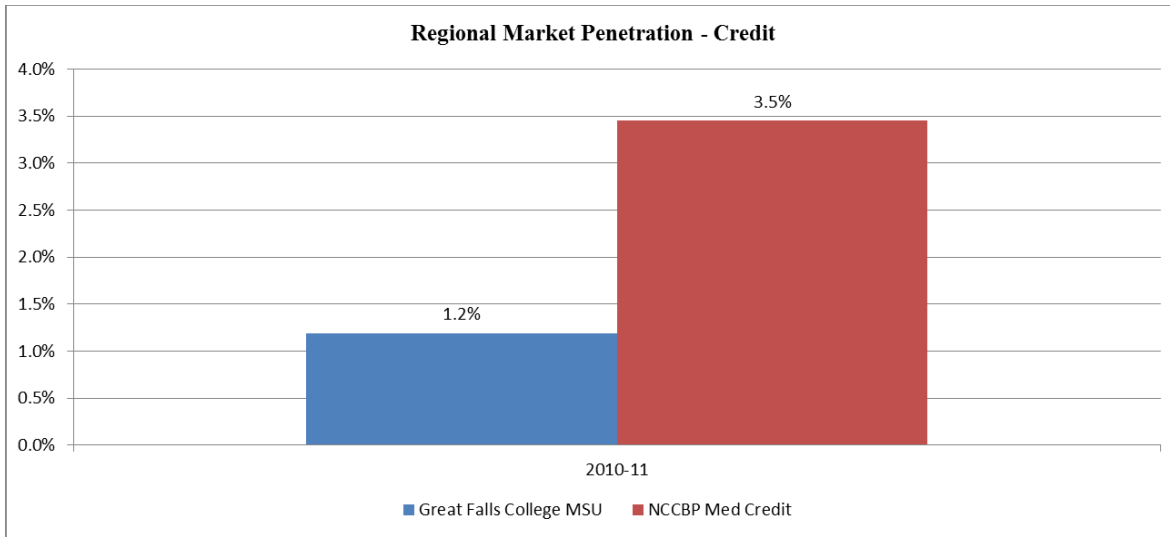
**Cascade County Statistics**

- Population = 81,327 (as of 2010 U.S. Census)
- Median Household Income = \$42,389 (MT was \$43,872)
- Persons below poverty level = 13.5% (MT was 14.5%)
- Unemployment rate = 6.1% (MT was 7.0%)



**Summary:** Cascade County is the fourth largest county in Montana (as of 2011 estimated population numbers). Cascade County residents have a lower median household income and a lower educational achievement than Montana as a whole. In particular, compared to other counties with a postsecondary presence, Cascade County is substantially lower on these two measures.

**Market Penetration Rate – Cascade County and Surrounding Region**



**Summary:** Compared to national peer institutions, GFC MSU has a much smaller penetration rate for credit coursework. The penetration rate is calculated by dividing student enrollment by the regional population numbers.

*The market penetration rate is one of the core indicators used by GFC MSU to measure community development. This rate is calculated by dividing the unduplicated headcount of credit or noncredit students by the total estimated population of the 12-county service region. The service region was defined by a campus committee and consists of the following counties: Cascade, Chouteau, Fergus, Glacier, Hill, Judith Basin, Lewis & Clark, Liberty, Meagher, Pondera, Teton, and Toole.*

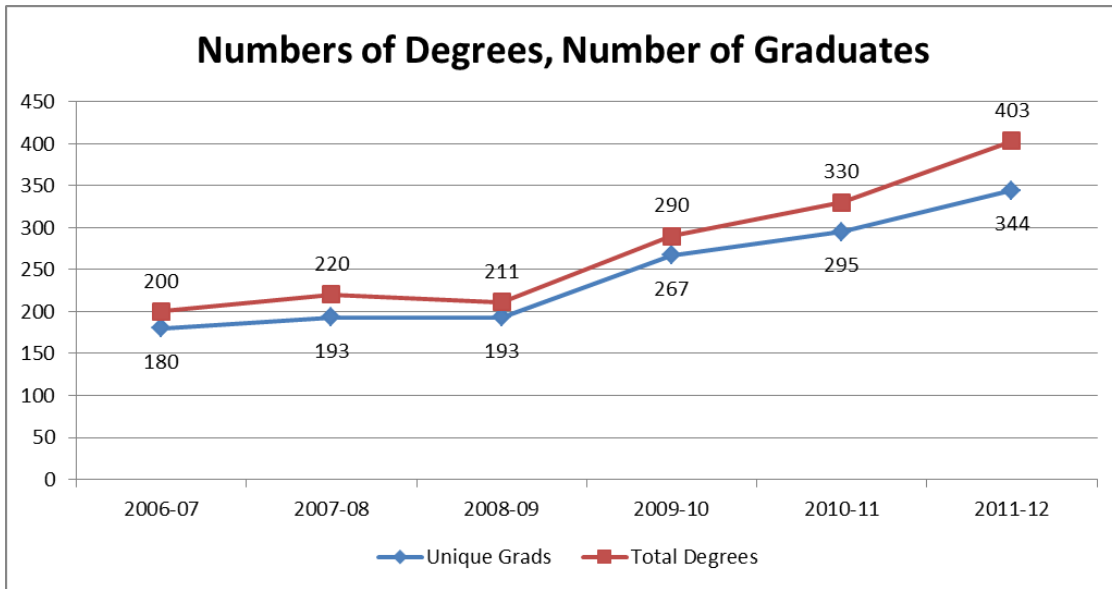
**Student Participation Rate**

The following table shows the student participation rate for all seven of the colleges. The student participation rate quantifies the number of enrolled students per 1,000 residents of the area served by the college. It is calculated by dividing the student headcount by the total population of the 30-mile area surrounding the college and multiplying by 1,000.

<b>Montana Two-Year Colleges Student Participation Rate Fall 2011</b>			
<b>College</b>	<b>Student Headcount Fall 2011</b>	<b>Area Population 2011</b>	<b>Participation Rate 2011</b>
<b>City College</b>	<b>1,391</b>	<b>153,960</b>	<b>9.0</b>
<b>Great Falls College</b>	<b>1,873</b>	<b>82,318</b>	<b>22.8</b>
<b>Gallatin College</b>	<b>198</b>	<b>100,653</b>	<b>2.0</b>
<b>Helena College</b>	<b>1,679</b>	<b>71,561</b>	<b>23.5</b>
<b>Missoula College</b>	<b>2,803</b>	<b>124,762</b>	<b>22.5</b>
<b>Highlands College</b>	<b>726</b>	<b>55,177</b>	<b>13.2</b>
<b>Bitterroot College</b>	<b>181</b>	<b>41,078</b>	<b>4.4</b>
<b>Total</b>	<b>8,851</b>	<b>629,509</b>	<b>14.1</b>

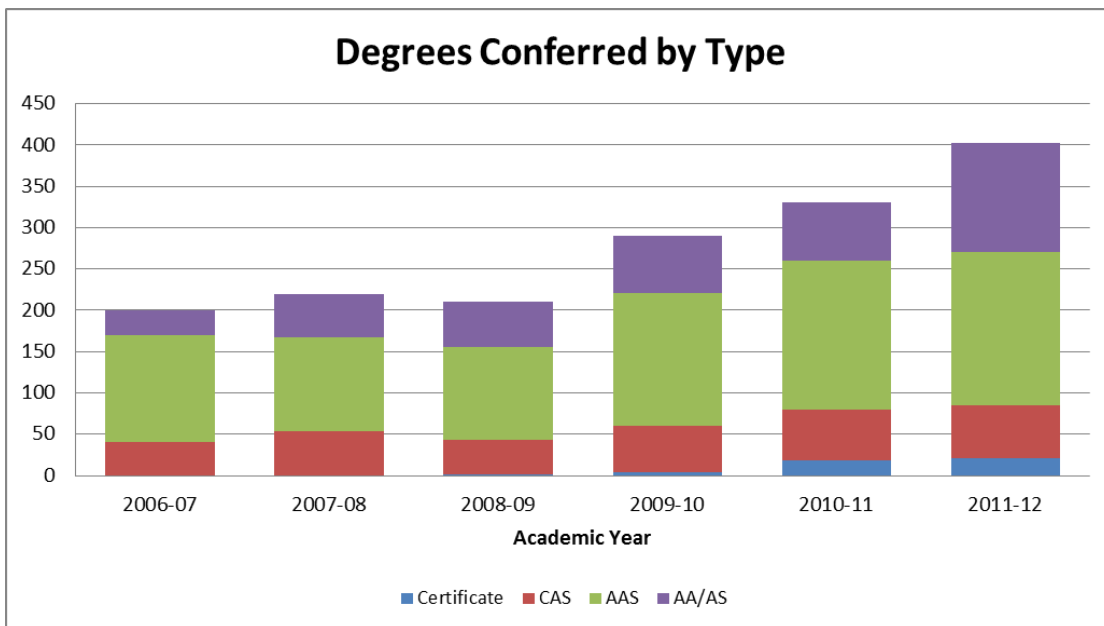
C. Student Success, Retention Metrics

*Degrees and Certificates*



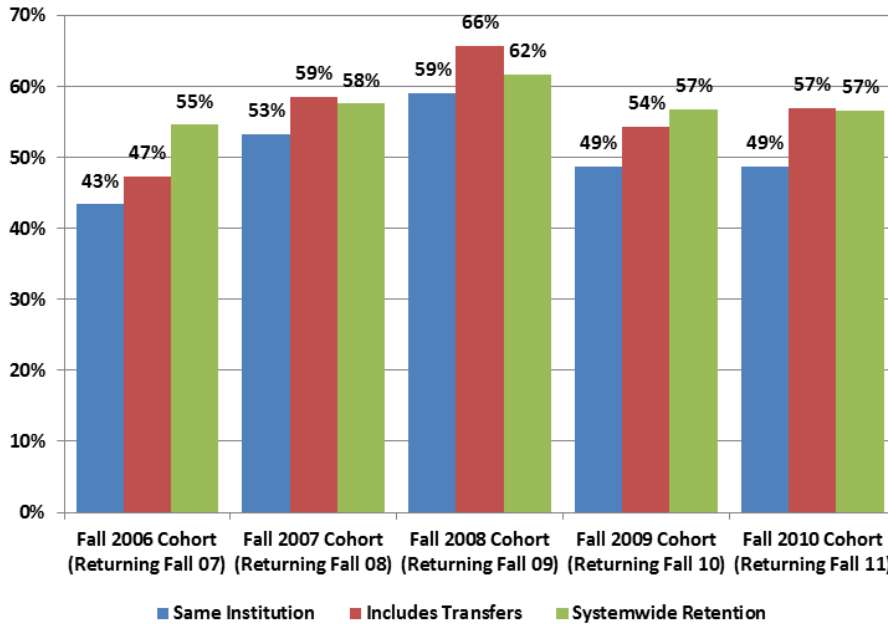
*Note – these and all other graphs exclude Gallatin College students.*

**Summary:** The number of degrees awarded by GFC MSU has increased by more than 80% since the 2007-2008 academic year. In particular, the number of Associate of Arts and Associate of Science degrees increased by more than 150%.

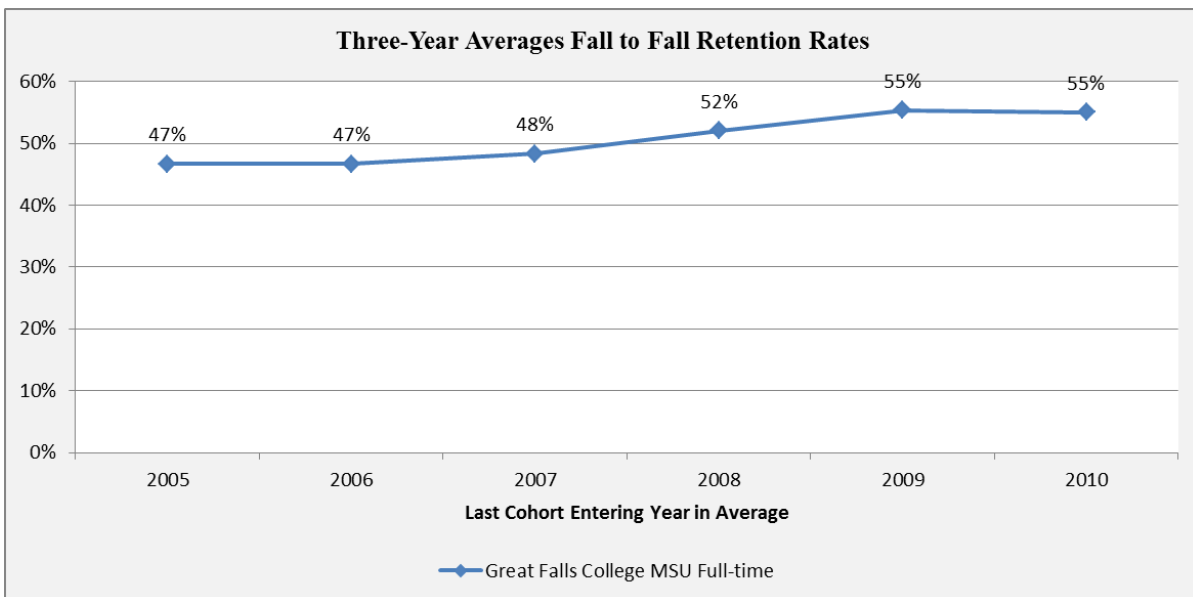


**Retention**

**Great Falls College Retention**  
**% of First-time, Full-time Freshmen Returning for a Second Year**



**Summary:** The *same institution* retention rate (percentage of first-time, full-time students returning for a second year at GFC MSU ) has varied from a low of 43% for the fall 2006 cohort to a high of 59% for the fall 2008 cohort. Small sample sizes play a part in this variance; therefore, it can be useful to look at a running average of these rates to smooth out this variation. Using the smoothed out average retention rates, it looks like retention has been increasing in the last few years. For example, the 2007 rate of 48% in the graph below averages data from 2007, 2006, and 2005.

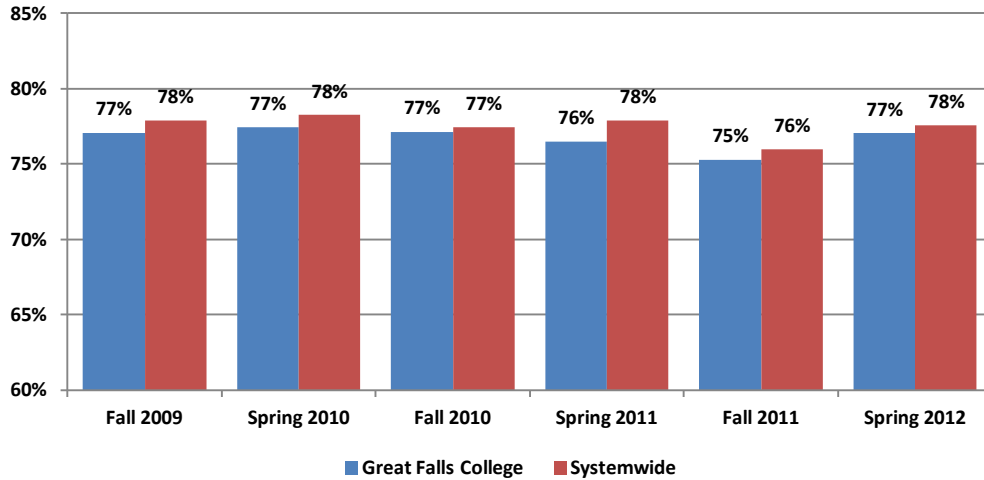


*The 3-year average is based on fall-to-fall retention rates for first-time, full-time students. The first year shown in the graph is the average of the rates for the fall 2003, fall 2004 and fall 2005 cohorts. Here's the table that creates this graph.*

<b>GFC MSU Full-Time Persistence</b>			
<b>AY</b>	<b>Cohort Entering Year</b>	<b>Persistence Rate</b>	<b>3-year average</b>
2004-05	2003	44%	
2005-06	2004	47%	
2006-07	2005	49%	47%
2007-08	2006	44%	47%
2008-09	2007	52%	48%
2009-10	2008	60%	52%
2010-11	2009	54%	55%
2011-12	2010	51%	55%

### Success Rates

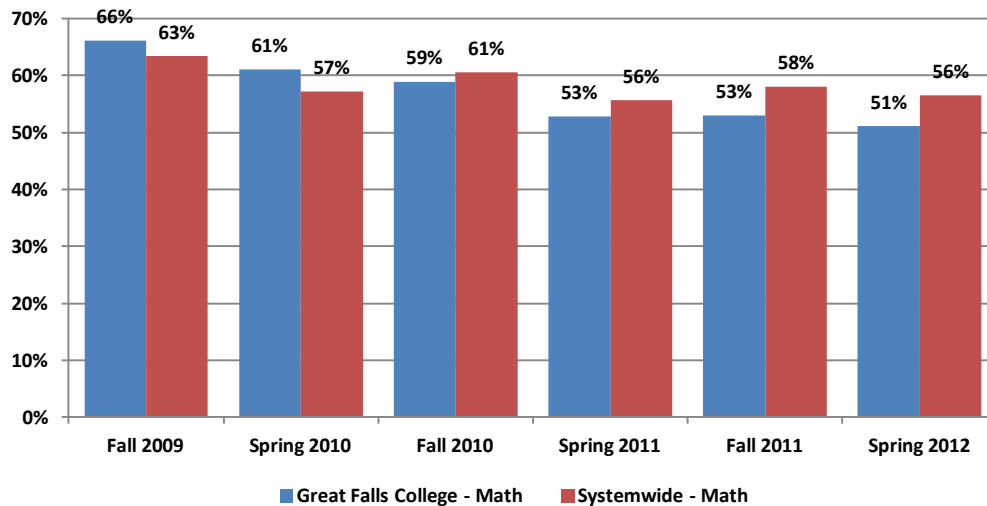
Great Falls College Student Success



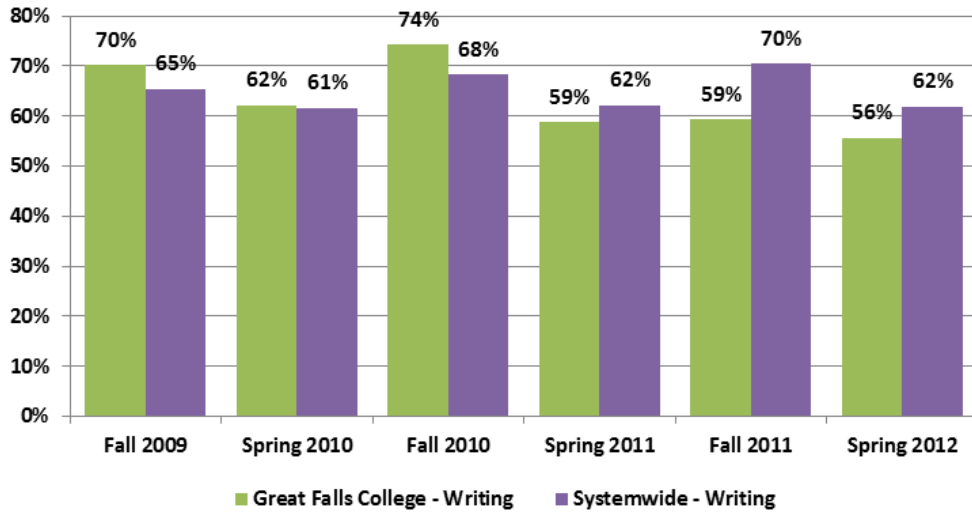
**Summary:** Success rates are defined as a grade of C- or higher. The graph above represents the average success rate in all credit-bearing coursework taken by all students at GFC MSU. The success rate at GFC MSU has stayed at about 77% for the last six semesters. Compared nationally to other two-year schools, the success rate at GFC MSU is about three percentage points higher (source: 2012 NCCBP reports). GFC MSU data is shown compared with Montana University System data.

### Developmental Education Success Rates

Great Falls College - Developmental Math Student Success



Great Falls College - Developmental Writing Student Success



**Summary:** Success in developmental math and writing courses at GFC MSU has been decreasing in recent years. The institution is working on a developmental education redesign process to address this issue since our research shows that passing the first developmental course (particularly in math) is a major stumbling block to our students’ success.

**D. Transfer and completion data**

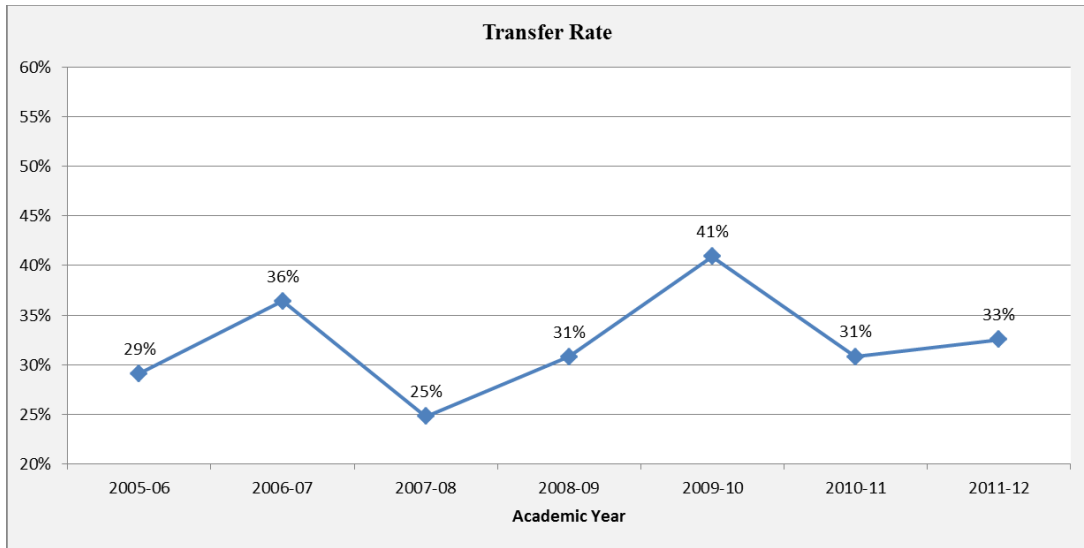
**Completion Profile**

GFC MSU - Completion and Transfer Profile									
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Earned CAS	3%	6%	3%	7%	5%	4%	3%	4%	5%
Earned AA/AAS	6%	12%	13%	8%	10%	11%	6%	3%	0%
Transferred to 4-yr	10%	8%	6%	10%	12%	13%	12%	7%	2%
Earned AA/AAS, tran, earned BA	3%	1%	1%	1%	1%	0%	0%	0%	0%
Transferred, earned BA	5%	5%	8%	3%	2%	0%	0%	0%	0%
None of the above	73%	68%	69%	72%	69%	72%	79%	87%	93%
	100%	100%	100%	100%	100%	100%	100%	100%	100%

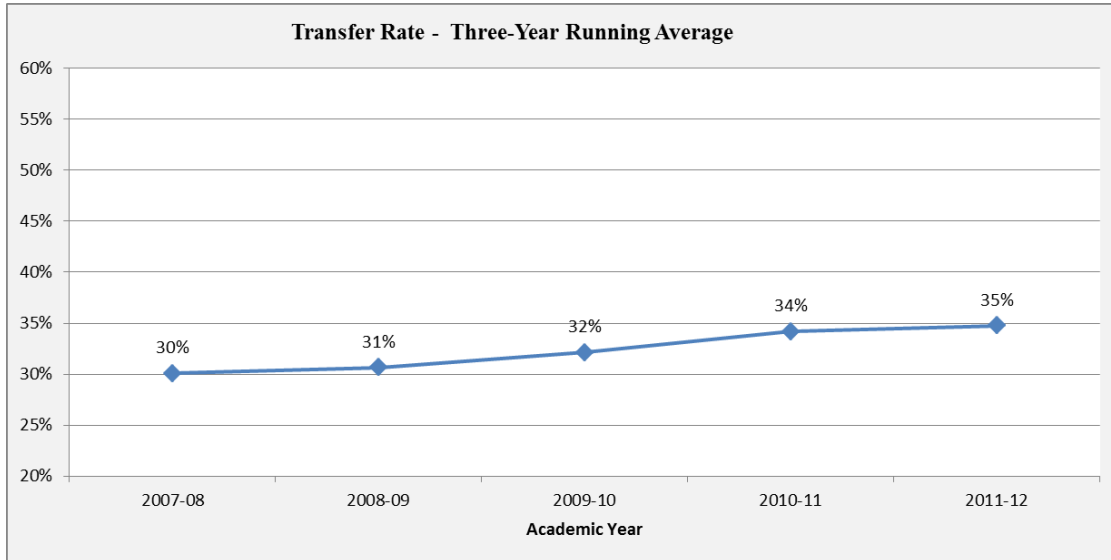
**Summary:** The table above illustrates the percent of the entering cohort each fall term that have earned a degree and/or transferred within the Montana University System through spring 2010. Therefore the fall 2001 cohort has had nine years to either earn a degree or transfer, while the fall 2009 cohort has only had one year. For those cohorts who have been followed for at least five years, roughly 70% of the students in the cohort neither earned a degree *nor* transferred with the MUS system.



## Transfer Rates



**Summary:** There are many ways to measure transfer rates. The graph above shows the percentage of students at GFC MSU who had completed at least 12 credits, were enrolled in the General Education program, and had transferred to a four-year school in the subsequent academic year. This is another measure where relatively small sample sizes can lead to large variations. Using a three-year running average for this rate leads to a graph that looks much smoother. This graph shows a gradual increase in transfer rates for this population of students.



E. Other

Co-Curricular Snapshots

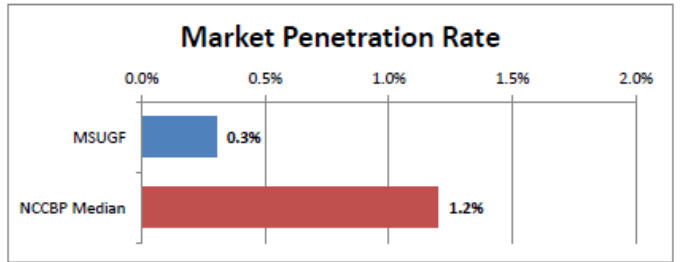
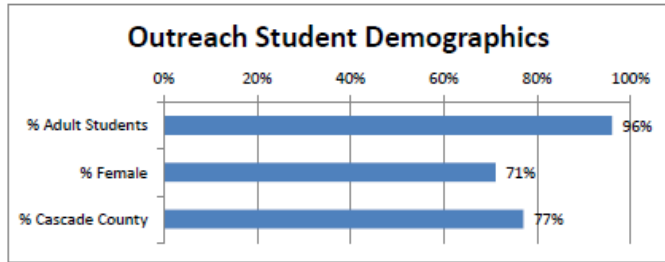
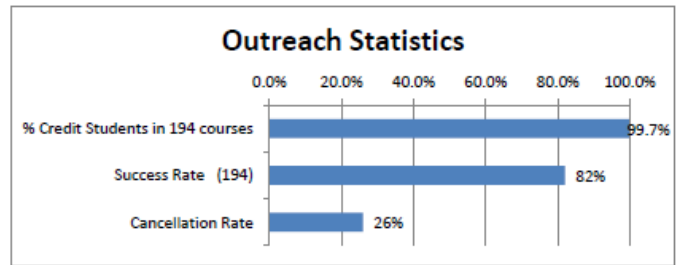
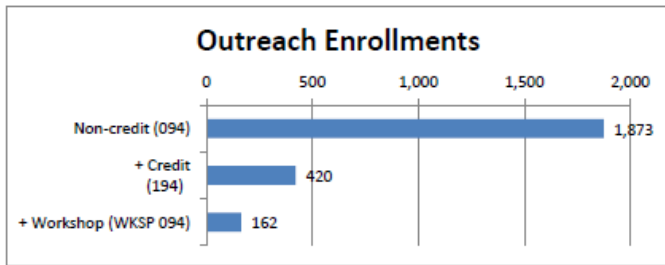


Great Falls College  
Co-Curricular Snapshot  
AY 2011-2012

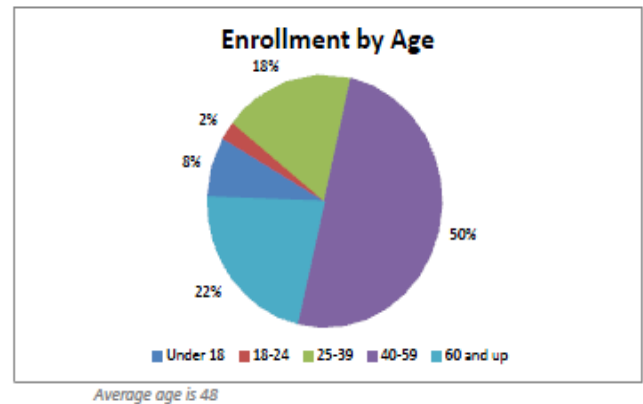
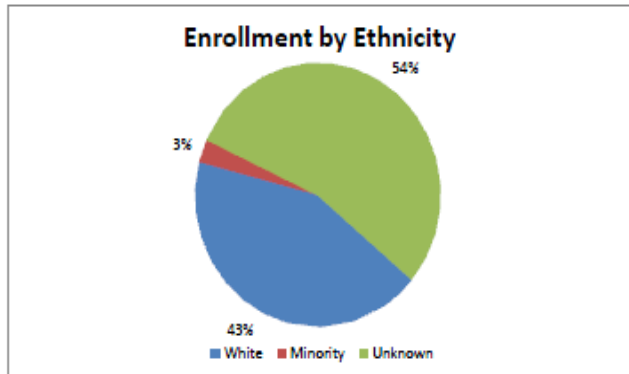
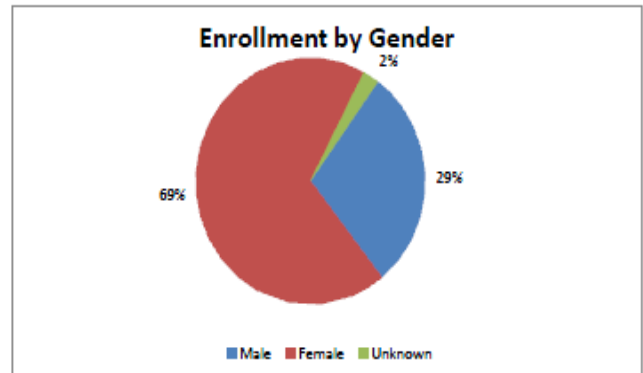
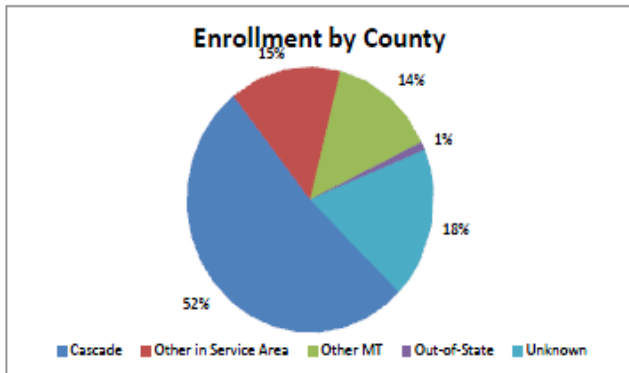
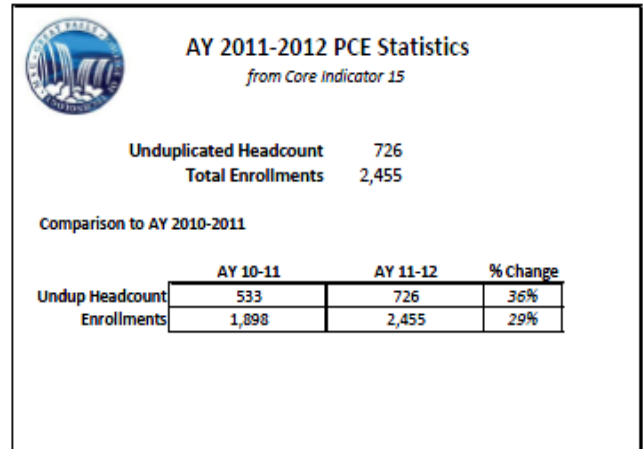
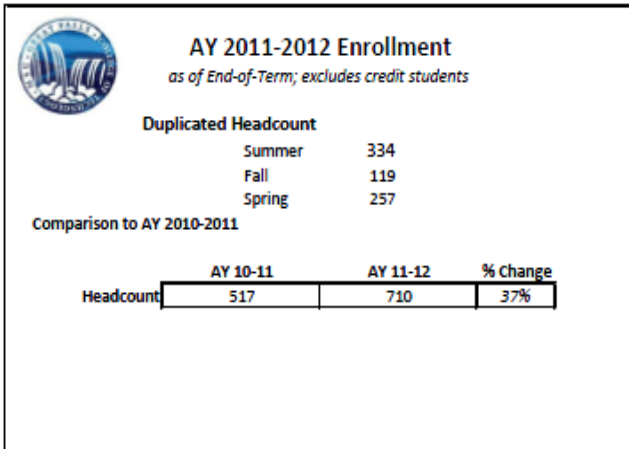
Co-curricular Area: Outreach

	Non-credit (094)	+ Credit (194)	+ Workshop (WKSP 094)	= Total
Total Enrollments (duplicated):	1,873	420	162	2,455
Unduplicated Headcount	603	292	133	1,008

Area Summary	# Courses Offered	Cancellation Rate	Avg Enrollment /Class	% Credit Students in 194 courses	Success Rate (194)	% Adult Students	% Female	% Cascade County	# FT Faculty Teaching for Outreach	B & I Training - Participants C I16	Market Penetration Rate (non-credit) - C12
Outreach - Total	391	26%	6.3	99.7%	82%	96%	71%	77%	4	1,809	0.3%



# Outreach Enrollment Dashboard - AY 2011-2012



### III. Initiatives

#### A. Transfer Education through the Associate Degree

#	Initiative Name	Description	Outcome	Completion Date(s)	Responsible Party	Resources Required	Strategy
1.	One-MSU Footprint: Joint Advising	Schedule an annual joint advising fair at GFC MSU with university partner advisors and admissions staff.	100% of One-MSU institutions participate. Increase # of students transferring by 10%.	October 2013 October 2014	Associate Dean of Student Services	Funding for lunch for university partners.	3-b 5-f
2.	One-MSU Footprint: Dual Admissions	Develop a dual admission agreement , including seamless policies, procedures and technology processes with MSU partner universities.	Increase number of students transferring by 10%.	Ongoing	Associate Dean of Student Services	Banner process development.	3-b 5-f
3.	One-MSU Footprint: Faculty "Round-up"	Schedule an annual two-year college and university faculty "round-up" to review and align course content and learning outcomes to improve transfer options for students.	100% of faculty delegates from each college and university in general education disciplines participate in spring semester 2013; plan drafted.	April 2013	Chief Academic Officer	Travel (mileage, lodging, per diem). Meeting expenses	3-b 5-f
4.	One-MSU-Footprint: Bachelor Degree Programs at GFC MSU	Increase local opportunities for four-year and beyond degrees offered in Great Falls. Work with each MSU partner to determine bachelor degree completion programs to be offered in Great Falls. Develop 3 new degree programs.	30 students enroll in new degree programs.	Fall 2015 and ongoing. And beyond	Chief Academic Officer	Banner process development and online delivery modalities. Faculty resources with appropriate degrees.	3-b 5-f
5.	One-MSU Footprint: Expand General Education Offerings	<b>Hire a transfer advisor.</b> Research expansion of general education offerings at GFC MSU that support transfer programs. Develop a priority list of general education offerings.	Add three additional general education courses in Fall 2014. Enroll at least 10 students in each course.	May 2015	Developmental Education and Transfer Division Director	<b>1 FTE Transfer Advisor</b>	3-b 5-f
6.	One-MSU Footprint: Visual evidence of educational partners	Display banners, flags or other visuals representing University Center partners in Atrium and/or other common areas. Track inquiries about partner programs prior to installation to establish benchmark. Track inquiries following installation to track change.	Increase inquiries about partner programs by 25% from benchmark.	August 2013	Executive Director of Community Relations	Donated banners or flags from each institution.	3-b 5-f

**B. Workforce Development, Including Certificates and Applied Associate Degrees**

#	Initiative Name	Description	Outcome	Completion Date(s)	Responsible Party	Resources Required	Strategy
7.	Workforce Development Leadership	Conduct a search for an <b>Executive Director for Workforce Development</b> to lead the College's efforts to fulfill its workforce education commitment.	Successful hire of an executive director of workforce development.	Spring 2013	CEO/Dean	<b>1 FTE + Operating expenses. Needs Assessment consultant. By FY20 salary and benefits for this position will be funded 50% on a cost recovery basis.</b>	1-d 2-a 3-a 3-f 5-all
8.	Workforce Strategic Plan	Focus efforts and results in engaging with community and regional economic and workforce development.	Workforce strategic plan that links workforce development courses with the academic/transfer area. Establish annual baseline data, set benchmarks, track numbers of students who transfer from WD.	January 2014 Ongoing	Executive Director of Workforce Development	See above.	1-3 2-a 2-c 3-a 3-f 5-d
9.	Contracted & Customized Training	Proactively secure contracted and customized training.	Expand client base and increase revenue by 20%, as compared with FY12.	June 2016	Executive Director of Workforce Development	See above.	2-a
10.	Continue strength and integrity of CAS/AAS degrees	Ensure program content of workforce degrees is relevant to employer needs and knowledge and skills of program graduates match job requirements.	Achieve a 95% employer satisfaction rating on the annual Employer Satisfaction Survey.	June 2015	Executive Director of Workforce Development	See above.	

**C. Developmental and Adult Basic Education**

#	Initiative Name	Description	Outcome	Completion Date(s)	Responsible Party	Resources Required	Strategy
11.	ABLE/GED students move into college programs	Increase the number of students earning the ABLE/GED credentials moving into college programs.	Increase the number of students from ABE/GFPS GED programs by 10%, as compared with FY12.	Aug 2014	Developmental Education and Transfer Program Director	Pathways Advisors are funded with Perkin's funds. <b>Continuation funding will be required Personnel + Operations</b>	1-b
12.	Pilot changes in Developmental Education	Evaluate Developmental Education pilots in Math and Writing for effectiveness and scalability.	Decrease the time to completion for developmental coursework, as compared with FY12.	May 2015	Developmental Education and Transfer Program Director		1-c
13.	Improve success for students in Developmental Education	Improve success rates of students enrolled in Developmental Math and Writing courses.	Increase three-year average success rates of students in developmental math by 5% and by 5% in developmental writing, as compared with FY12.	May 2020	Developmental Education and Transfer Program Director		

**D. Lifelong Learning**

#	Initiative Name	Description	Outcome	Completion Date(s)	Responsible Party	Resources Required	Strategy
14.	Military Billing Improvements	Design and implement a billing process allowing military personnel to better utilize military benefits when attending GFC MSU.	Create baseline data and measure. Increase number of active duty and military students by 10% compared with baseline data.	Aug 2014	Chief Financial Officer		5-a
15.	Explore Early College model	Explore Early College model in conjunction with current dual credit program to increase number of high school students graduating with college credit.	Increase number of GFPS students graduating with college credit from GFC MSU by 10%, as compared with FY12	June 2016	Chief Academic Officer		2-b
16.	Graduation Matters	Be active partners in the Great Falls and Montana <i>Graduation Matters</i> initiatives.	Decrease the number of high school dropouts by 5%, as compared with FY12.	May 2017	Associate Dean of Student Services		5-d
17.	CAEL Prior Learning Assessment	Increase awareness of how to obtain credit for prior learning.	Increase the number of prior learning credits earned by students by 10%, as compared with FY12.	May 2016	Registrar		

**E. Community Development**

#	Initiative Name	Description	Outcome	Completion Date(s)	Responsible Party	Resources Required	Strategy
18.	Develop Strategic Enrollment Management Plan	Contract with AARCROA to guide development of a Strategic Enrollment Management (SEM) Plan. Develop a comprehensive SEM plan to govern recruitment & retention of students.	Increase fall-to-fall retention to 65%.	June 2014 Ongoing	Associate Dean of Student Services	Funds for Consulting support	
19.	Develop Academic Master Plan	Prepare an academic master plan to ensure community and student needs are met.	Academic Master Plan completed	June 2013	CEO/Dean	Funds for Resources	
20.	Develop, revise, or eliminate programs	Use results of the Academic Master Plan, advisory board meetings, and other community meetings to determine what programs will strengthen the community and region. Develop a plan for modification of program offerings to match community needs.	Modify or eliminate top five priority program offerings.	June 2014 Ongoing	Chief Academic Officer		

**F. Branding and Marketing**

#	Initiative Name	Description	Outcome	Completion Date(s)	Responsible Party	Resources Required	Strategy
21.	Expand awareness of value of two-year education in Montana and of Great Falls College MSU	Strengthen the Great Falls College MSU reputation in the region. Educate communities on the value of the comprehensive two-year college mission.	Improve the average market penetration of GFCMSU by one percentage point.	June 2020	Executive Director of Community Relations	Ongoing marketing funds are required to continue promoting Great Falls College MSU.	5-a, 5d
22.	Sustained local marketing and brand building program	Develop and implement a sustained brand-awareness and marketing campaign to promote the College's opportunities, programs, and services using traditional advertising media and online advertising media.	Increase enrollment by 12% through better awareness of the college's services, programs and opportunities among prospective student groups and the public.	June 2018, ongoing	Executive Director of Community Relations	Funds required for dedicated outreach to prospective students.	5-a, 5-d, 5-e
23.	Local grassroots marketing and brand building program	Develop and implement a sustained grass roots marketing program to build awareness of the brand and promote the College's opportunities, programs and services utilizing events, social media, earned media, and community partnerships.	Increase enrollment by 12% through better awareness of the college's services, programs and opportunities among prospective students.	June 2018, ongoing	Executive Director of Community Relations	Funds required for dedicated outreach to prospective students.	5-a, 5-d, 5-e
24.	Targeted marketing and outreach programs	Develop and implement a comprehensive marketing and recruitment plan specific to different prospective student demographics, including Native American students, veterans, traditional students, and non-traditional students aged 25 and older without college degrees or in need of workforce retraining.	Increase enrollment by 12% through better awareness of the college's services, programs and opportunities among these prospective students.	June 2018, ongoing	Executive Director of Community Relations	Funds required for dedicated outreach to prospective students.	5-a, 5-e
25.	Local market research on veterans, active military families, and Native Americans	Conduct market research to customize marketing and programming to more effectively recruit and retain these prospective student groups.	Increase number veterans, people in active military families and Native Americans enrolled in Great Falls College MSU by 12%.	June 2018, ongoing	Executive Director of Community Relations	Funds required to better understand prospective student needs and ways to undertake effective prospective student outreach.	5-a, 5-e



## Summary of Initiatives

1. One-MSU Footprint: Joint Advising
2. One-MSU Footprint: Dual Admissions
3. One-MSU Footprint: Faculty “Round-up”
4. One-MSU-Footprint: Bachelor Degree Programs at GFC MSU
5. One-MSU Footprint: Expand General Education Offerings
6. One-MSU Footprint: Visual evidence of educational partners
7. Workforce Development Leadership
8. Workforce Strategic Plan
9. Contracted & Customized Training
10. Continue strength and integrity of CAS/AAS degrees
11. ABLE/GED students move into college programs
12. Pilot changes in Developmental Education
13. Improve success for students in Developmental Education
14. Military Billing Improvements
15. Explore Early College model
16. Graduation Matters
17. CAEL Prior Learning Assessment
18. Expand awareness of value of two-year education in Montana and of GFC MSU
19. Develop Strategic Enrollment Management Plan
20. Develop Academic Master Plan
21. Develop, revise, or eliminate programs

## Initiatives Needing Resources

1. One-MSU Footprint: Joint Advising
2. One-MSU Footprint: Dual Admissions
3. One-MSU Footprint: Faculty “Round-up”
4. One-MSU-Footprint: Bachelor Degree Completion Programs held at GFC MSU
7. Workforce Development Leadership
11. ABLE/GED students move into college programs
18. Expand awareness of value of two-year education in Montana and of GFC MSU
19. Develop Strategic Enrollment Management Plan
20. Develop Academic Master Plan

## Resources

- Funding for lunch for university partners
- Banner process development
- Travel resources
- Banner process development and online delivery modalities. Faculty resources with appropriate degrees. 1 FTE Transfer Advisor
- 1FTE. By FY20 salary and benefits for this position will be funded 50% on a cost recovery basis.
- Pathways Advisors are funded with Perkin’s funds. Continuation funding will be required.
- College!NOW will finance statewide marketing of two-year colleges. Ongoing marketing funds are required to continue promoting GFC MSU.
- Funds for Consulting Support.
- Funds for resources

## **I. Linkages to State and National Priorities and Other Educational Institutions in Montana**

### **A. K-12 System (e.g., Strategy 3-e & 3-f)**

GFC MSU has partnered with the Great Falls Public School district on a variety of initiatives including Big Sky Pathways, Graduation Matters, Bridging Opportunities, Montana Institute for Education Technology and Adult Basic and Literacy Education.

Big Sky Pathways, funded in part by Perkins money, builds pathways for high school students into college. The pathways are designed through a partnership with faculty from both GFC MSU and their high school counterparts. Currently GFC MSU has 19 partner high schools with 29 pathways forged. GFC MSU has prepared a proposal to strengthen Big Sky Pathways. GFC MSU developed College!HOW to develop a Foundation Pathway of Math, English and Computers that will become the building block of all Pathways. Existing Pathways will be shored up to shift to this emphasis; future Pathways will start with this foundation and add other courses specific to that discipline. Included is a component of finding methods for tracking Pathway participation so all parties know whether they are working and what changes need to be made. GFC MSU is seeking an appropriate funding source for this initiative.

GFC MSU business faculty and GFPS personnel will be working this coming year to merge the advisory committees for the college and high schools. This will give all involved a better understanding of the requirements from high school through college and help underscore the Pathway students need to follow.

Graduation Matters Great Falls is a community education initiative that is supported by GFC MSU. GFC MSU will work as a community partner with United Way and Great Falls Public Schools to identify support systems needed to ensure that each young person in our community graduates from high school.

Bridging Opportunities is a part of the Great Falls Workforce Development Initiative (GFWDI), a collaborative effort of businesses, government, community, and secondary and post-secondary education with a mission of strengthening the community's workforce. The GFWDI is driven by six main goals.

1. Align, coordinate, and improve the educational resources of the greater Great Falls area to build the region's workforce and create a vision for the future economic health of the community.
2. Increase the number of Great Falls area high school students and graduates participating in post-secondary education, apprenticeships or workforce training.
3. Reduce the number of recent high school students needing remedial coursework when they enter college.
4. Increase the number of students successfully earning credentials that create opportunities for occupational attainment leading to rewarding careers.
5. Improve employer satisfaction with the availability and quality of the community's workforce.
6. Establish a mechanism for frequent communication and collaboration between business, K12 and higher education in Great Falls.

GFC MSU is committed to the success of the GFWDI. Efforts have been hampered by the lack of a dedicated workforce development director. GFC MSU is pursuing the addition of this position to manage general workforce development, as well as specific initiatives as outline in Chapter III.

In partnership with Great Falls Public Schools, GFC MSU has been offering the Montana Institute on Educational Technology since 2004. This event, for K-12 educators, offers hands-on workshops on the most current

classroom technologies, best practices, equipment and the newest software applications. Over 200 Montana K-12 teachers attend annually.

Adult Basic Literacy and Education (ABLE) is housed on the GFC MSU campus with oversight provided by Great Falls Public Schools. The College and GFPS share two Pathway Advisors who provide guidance regarding college applications and admissions processes, financial aid application assistance, dual enrollment/ early college, workforce needs and the hard talk of whether or not a student should get a GED or drop out of high school. Our vision is to fully fund and expand the Pathways Advisors to our outlying communities within the Golden Triangle and provide those high school students with the same guidance.

GFC MSU also collaborated with ABLE, the Great Falls Job Service and Vocational Rehabilitation on a grant project to offer an intensive Bridge program to assist ABLE students in transitioning from ABLE to college. One pilot program was offered in late summer 2012; another is planned for early winter 2013 or for summer 2013. The project is funded by College!NOW. Depending on the results of these pilots, both ABLE and GFC MSU are committed to creating a program to assist students who are transitioning to college.

#### **B. Other Two-Year and Community Colleges (e.g., Strategy 1-c, 1-i & 2-d)**

GFC MSU has partnered with two year and community colleges colleagues on a variety of projects including the Wind Montana grant that included our colleagues from MSU Northern, Highlands College Montana Tech and City College of MSU Billings.

GFC MSU is part of the Consortium for Healthcare Education Online grant, funding by the Department of Labor, to develop online healthcare programming, including remote science labs for online classes. There are several two year and community colleges involved in CHEO: Kodiak College, AK; Otero Junior College, CO; Red Rocks Community College, CO; Flathead Valley Community College, MT; Lake Area Technical Institute, SD; Laramie County Community College, WY. GFC MSU's remote lab will serve its own students, as well as students at Flathead Valley CC and Laramie County CC. The project offers an opportunity to develop a regional approach to increasing the number of healthcare graduates.

GFC MSU will continue to seek out partnerships with two year and community colleges that will benefit our students and our community. For example, GFC MSU is seeking approval from the American Welding Society to become an Accredited Test Facility. If successful, this project offers an opportunity to work with welding programs statewide to increase access to welding certification testing.

#### **C. Four-Year Universities (e.g., Strategy 5-a & 5-f)**

GFC MSU is working with Montana State University Bozeman to become part of the four campus – one MSU. Utilizing this approach we are working with our partners in MSU to design and develop Bachelor's degrees for our dental hygiene and respiratory therapy assistant programs.

In addition, GFC MSU has articulation agreements with four year colleges and universities including:

- MSU Billings: BSBA – Accountancy; BSBA – Business; BS – Health Administration
- MSU Northern: BS – Business Administration; BS – Elementary Education; BS – Computer Information Systems
- Montana Tech: BS – Business & Information Technology
- University of Great Falls: BS – Accounting; Business; Elementary Education and Secondary Education
- Stephens College: BS – Health Information Administration

There are several programs of study that students can use to move on to other four year colleges before receiving an Associate's degree as well:

- MSU Bozeman – BSN Nursing
- UM Western: Early Childhood Development AAS and BS
- University of Great Falls: Core

Transfer is an important issue at GFC MSU. A Common Ground team, headed by the Transfer Advisor and including the Assistant Director of Development Education and Transfer, has been working to increase the number of transfer opportunities for students. The team is surveying students, former students and graduates to determine what transfer programs would be of the most interest. Results of this survey will help the team determine which programs to pursue.

#### **D. Tribal Colleges (e.g., Strategy 1-h)**

The Native American Student Center at GFC MSU is slated to open in spring 2013. The Center is a collaborative effort with Blackfeet Community College to support native students by providing a designated gathering place, a sense of belonging, academic and personal resources, and a visible presence on campus. A full-time coordinator is required and will be grant funded initially. However, funds will be needed to continue this position past grant funding.

Speakers on Native American culture and history are part of the celebration of Native American Heritage week at GFC MSU each September. Linkages with the Native American community and policy makers at the state level have enabled the College to share vital, current information with students, staff, faculty and the community each year. Expanding this to a more significant annual event is a goal of the College. The GFC MSU Native American Center Coordinator will lead this effort involving students, community and tribal partners. Funding to support this effort and to fund the Coordinator position will be needed after the grant expires.

The tribal communities at Rocky Boy and Fort Belknap requested customized training in summer 2012 to fill a community need for skilled emergency responders and phlebotomists. Their request has led to rich collaboration and a linkage with this tribal community. GFC MSU would like to continue providing this service, however, these efforts must be run on a cost recovery basis.

#### **E. AACC's Voluntary Framework for Accountability**

GFC MSU is addressing Developmental Education Progress Measures through several initiatives, led by the Development Education Redesign Common Ground team. Developmental Math has been one focus of the team. Based on the work of the team, GFC MSU has changed the scores that place students into the different math classes in order to better match the students' abilities with the appropriate math placement. Those students who score below a certain level are being referred to the Adult Basic Literacy Education (ABLE) program. The College also has scheduled more face-to-face developmental math classes, all the while working with faculty to improve online math instruction. The most closely watched innovation will be the modular pilot scheduled for spring 2013. In this pilot, students will be able to complete two developmental math courses in one semester, rather than the current two semesters. Math and carpentry faculty also are working to embed math into the carpentry curriculum, rather than requiring a separate math course. This initiative is planned for fall 2013 implementation.

In developmental writing, My Skills Lab was introduced into the development writing in spring 2012. Faculty also are working on an accelerated development education writing course, planned for implementation in fall 2013.

GFC MSU as outlined in this document is addressing workforce and community development with plans to hire an executive director of workforce development, to develop a workforce strategic plan and to further engage business and industry in driving appropriate education programs to meet their needs.

Since 2006, the faculty has been involved in the development of curricula that are student learning outcomes and assessment driven. Our outcomes assessment based curriculum requires the faculty to clearly define what we expect of our students (outcomes) and to use tools such as exams, performance, presentations, etc., that measure (assess) their achievement of those outcomes.

The rationale for clearly defining the outcomes and the assessment tools for measuring the achievement of these outcomes is to assure that the students' experiences in the classroom and in their community work is meaningful.

#### **F. Businesses in the Local Area, the State and the Region (e.g., Strategy 2-a & 3-f)**

GFC MSU is a proud community asset, serving the educational and career goals of over 2,400 individual students over one year— people who touch virtually every family, business, and community in our region. The college continues to respond to business and community needs within available resources as evidenced by the Sustainable Energy Technician and Health Sciences programs. Nationally recognized programs are among the finest in Montana as students have consistently achieved a 100% pass rate on national exams for Respiratory Care, Dental Hygiene, Surgical Technology, and Practical Nursing. The presence of local business people on each of the health science, business, trades, and technology program advisory committees ensures input on curriculum resulting in graduates who are exemplary employees.

The strength of a two-year college is its ability to respond quickly to rapidly changing business and community economic and workforce needs, often outside of the traditional academic planning and legislative time frames. One example for Great Falls College MSU is the business expansion of ADF Group, Inc. from Montreal to Great Falls, and Yates Construction and Lauren Construction opening steel assembly operations in the Bynum-Choteau area. Each company will initially need 150-200 highly skilled welders and/or fitters in 2013. Having access to post-secondary institutions is key to these business relocations to our area.

#### **G. Community Leaders (e.g., Strategy 5-d)**

Leadership of GFC MSU is active on the boards of the Great Falls Development Authority, the Chamber of Commerce, and United Way, in addition to serving on a wide variety of community organization, service club, and school district committees. The College is proactive in gathering information on the need for new workforce programs in north central Montana. Linkages with businesses, agencies and decision makers are invaluable in laying the foundation for new programs. Unfortunately, the lack of a provision for start-up funding to establish these programs has delayed or prevented the College from offering identified programs. Having a dedicated director for workforce development will assist in identifying potential public/private agreements that will foster a stronger response and revenue generation.

GFC MSU utilizes community leaders on its Development Board and Dean’s Advisory Council. Board members provide a community perspective on the College’s programs, services, and initiatives. They are a valuable resource to the College’s leadership.

**H. Policymakers (e.g., Strategy 5-a, 5-b, 5-c)**

As a key community resource, GFC MSU provides information to the community and has strong relationship with its State legislators and Congressional delegates. The College hosts candidate forums and also provides an interactive conversation utilizing METNET between community members who gather at the College and their legislators from Helena. The College facilitates meetings between students and legislators prior to the session starting and a meeting with elected legislators and College leadership shortly after the election. GFC MSU works closely with its One MSU partners to present a singular voice during legislative sessions.

# APPENDICES

**APPENDIX A**  
***Performance Report Card (Core Indicators)***





## Performance Report Card - 2011/2012

	AY 11/12	Goal	CI	Overall Performance
<b>Participation</b>				
Credit-Bearing Full-Time Equivalent (FTE) Enrollment	1,461	1,500	1	Partially Met
Credit-Bearing Headcount	2,621	2,835	1	
Regional Market Penetration Rates (Credit)	1.2%	1.3%	2	
<b>Student Success</b>				
Retention/Persistence - FTFT Students	51%	57%	3	Not Met
Retention/Persistence - FTPT Students	43%	50%	3	
Graduation Rates - FTFT Students within 3 years	18.0%	25.0%	4	
Graduation Rates - FTPT Students within 5 years	9.0%	17.0%	4	
Demonstration of 8 Abilities	4.0	4.0	5	
Student Success in College-level Coursework	78%	80%	17	
<b>Workforce Development (Core Theme 1)</b>				
Workforce Degree Production (# of degrees)	271	265	8	Partially Met
Workforce Degree Production (Rate)	29%	30%	8	
In-Field Job Placement Rates	49%	69%	9	
Graduate Earnings	\$16.46	\$15.30	9	
Licensure & Certification Pass Rates	92%	95%	10	
Employer Satisfaction with Graduates	94%	100%	11	
<b>Transfer Preparation (Core Theme 2)</b>				
Transfer Degree Production (# of degrees)	132	75	12	Partially Met
Transfer Degree Production (Rate)	28%	19%	12	
Transfer Rates to 4-year schools	33%	34%	13	
Performance After Transfer (MUS Graduates)	73	80	14	
<b>Academic Preparation (Core Theme 3)</b>				
Success of Students in Remedial Courses (Math)	53%	61%	6	Partially Met
Success of Students in Remedial Courses (Writing)	59%	75%	6	
Success in Subsequent Coursework (Math)	86%	78%	7	
Success in Subsequent Coursework (Writing)	77%	72%	7	
<b>Community Development (Core Theme 4)</b>				
Regional Market Penetration Rates (PCE)	0.3%	0.6%	2	Partially Met
Participation (PCE Unduplicate Headcount)	1,008	876	15	
Participation (PCE Enrollments)	2,455	2,088	15	
Business & Industry Training (Participants)	1,809	1,747	16	
Business & Industry Training (Businesses)	59	73	16	
<b>Increase Transfer Student Participation (SP 1)</b>				
Increase Transfer Student FTE	469	545		Partially Met
Increase Transfer Student Headcount	853	992		
Increase Transfer Student Degrees	132	75		
Increase Transfer Student % of Student Population	33%	35%		
<b>Increase Adult Student Participation (SP 2)</b>				
Increase Adult Student FTE	754	796		Partially Met
Increase Adult Student Headcount	1,352	1,418		
Increase Adult Student Degrees	252	204		
Increase Adult Student % of Student Population	52%	50%		
<b>Increase High School Student Participation (SP 3)</b>				
Increase High School Student FTE	60	66		Partially Met
Increase High School Student Headcount	167	184		
Increase High School Student % of Student Population	6%	7%		
<b>Increase Success in Developmental &amp; Subsequent Coursework (SP 4)</b>				
Increase Success in Developmental Math	51%	57%		Partially Met
Increase Success in Developmental Writing	57%	65%		
Increase Enrollment & Success in Subsequent Math Coursework	23%	24%		
Increase Enrollment & Success in Subsequent Writing Coursework	41%	31%		

## **Appendix B**

### **SENSE Survey**

- The Survey of Entering Student Engagement (SENSE) is an assessment tool that provides information on entering student engagement, a key indicator of learning and, therefore, of the quality of community colleges.
- The most recent results are from fall 2010 for GFC MSU. The survey was administered this fall (2012); however those results won't be available until early 2013.
- SENSE uses national benchmarks of effective education practice for community colleges. These benchmarks are standardized to a mean of 50 and a standard deviation of 25.
  - **Benchmark 1: Early Connections** – GFC MSU received a 60.5 in this benchmark area. This area includes questions about students' earliest experiences at GFC MSU.
  - **Benchmark 2: High Expectations & Aspirations** – GFC MSU received a 56.6 in this benchmark area. This area includes questions about how often students performed activities (such as turning in assignments on time) that have to do with success.
  - **Benchmark 3: Clear Academic Plan & Pathway** – GFC MSU received a 42.4 in this benchmark area. This area asked students questions about working with an academic advisor.
  - **Benchmark 4: Effective Track to College Readiness** – GFC MSU received a 50.0 in this benchmark area. This area asked students questions about placement exams and study skills.
  - **Benchmark 5: Engaged Learning** – GFC MSU received a 56.1 in this benchmark area. This area asked students questions about instructional approaches that foster engaged learning.
  - **Benchmark 6: Academic & Social Support Network** – GFC MSU received a 56.9 in this benchmark area. This area asked students questions about academic and social support that is critical to student success.
- Once fall 2012 survey results are available, GFC MSU plans to use those to help understand students' critical early experiences and improve institutional practices that affect student success in the first college year.

**APPENDIX C**  
**Common Ground Crosswalk**

<b>Crosswalk - College!Now Goals and Common Ground</b>						
<b>College Now Goals</b>		<b>Common Ground Goals</b>				
		<b>Goal 1 - Set &amp; Achieve Institutional &amp; Student Success Goals</b>	<b>Goal 2 - "Close the Loop" on the Assessment of Student Learning</b>	<b>Goal 3 - Strengthen Student Support Services &amp; Programs</b>	<b>Goal 4 - Enhance &amp; Strengthen the Learning Process through Curricular &amp; Pedagogical Reforms</b>	<b>Goal 5 - Strengthen External Linkages with K12 &amp; University Partners</b>
<b>Transfer Education</b>	<i>Joint Advising</i>			X		X
<i>One-MSU Footprint</i>	<i>Dual Admissions</i>			X		X
	<i>Faculty "Round-up"</i>					X
	<i>Bachelor Degree Programs at GFCMSU</i>					X
	<i>Expand General Education Offerings</i>				X	X
	<i>Banners</i>					X
<b>Workforce Development</b>	<i>Workforce Development Leadership</i>					
	<i>Workforce Strategic Plan</i>					
	<i>Contracted &amp; Customized Training</i>					
	<i>Continue strength and integrity of CAS/AAS degrees</i>				X	
<b>Developmental &amp; Adult Basic Ed</b>	<i>ABLE/GED students move into college programs</i>				X	X
	<i>Pilot changes in Developmental Education</i>		X		X	X
	<i>Improve success for students in Developmental Education</i>		X		X	X
<b>Lifelong Learning</b>	<i>Military Billing Improvements</i>			X		
	<i>Explore Early College Model</i>					X
	<i>Graduation Matters</i>			X		X
	<i>CAEL Prior Learning Assessment</i>			X		
<b>Community Development</b>	<i>Expand awareness of value of two-year education and GFCMSU</i>					
	<i>Revise marketing plan to reflect two-year mission</i>					
	<i>Develop Strategic Enrollment Management Plan</i>			X		
	<i>Develop Academic Master Plan</i>				X	
	<i>Develop, revise or eliminate programs</i>		X	X	X	