



Comprehensive Two-Year Mission Expansion Plan

Highlands College of Montana Tech
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
the Lumina Foundation for Education*

Consultant support provided by the College Brain Trust

Table of Contents

- I. Introduction To The College.....3**

- II. Data5**
 - Student Headcount 6
 - Student Enrollment Profile 7
 - Student Gender Profile 7
 - Student Age Profile 8
 - Student Full-time / Part-time Profile 9
 - FTEs per FTEF..... 9
 - Student success, retention metrics 10
 - Degrees and Certificates 10
 - Success Rates..... 13
 - Developmental Education Success Rates 13
 - Transfer and Completion Data 14
 - Completion Profile 14
 - Transfer Rates 15
 - Demographic Data 16

- III. Initiatives.....17**
 - Summary List of Initiatives by Name 22
 - Summary of Resources Required..... 23

- IV. Linkages to State/National Priorities and Other**
 - Educational Institutions in Montana.....24**
 - K-12 System 24
 - Other two-year & community colleges 24
 - Four-year universities 24
 - Tribal colleges..... 24
 - Business in the local area, State and region 24
 - Community leaders..... 25
 - Policymakers 25

I. Introduction to the College

With the presentation of this plan, Highlands 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. Include narrative statements addressing the following:

College history and development

Highlands College of Montana Tech (hereinafter “Highlands”) began as the Butte Vocational-Technical School embedded within the Butte School District. In 1984, the building which Highlands occupies was constructed for the “Butte Vo-Tech”.

In 1987, the Montana Legislature removed the “vo-techs” from the secondary school system and made them part of the higher-ed system renaming them as Colleges of Technology. As a result, the former Butte Vo-Tech was made part of Montana Tech and was renamed the Montana Tech College of Technology (hereinafter the “Tech COT”). Montana Tech embraced its Tech COT and its role in producing two-year workforce degrees, typically Associate of Applied Science degrees.

One of the carry-over anomalies of the 1994 restructuring of the Montana University System is that for some operational functions, the Tech COT was (and now Highlands is)

considered and treated like a completely separate institution from Montana Tech. For other functions, the institution is treated like one of the three undergraduate colleges of Montana Tech. While this anomaly has at times led to some confusion, it has not significantly hampered the operations of the college.

Since 1994, Montana Tech has worked diligently to incorporate and embed the Tech COT into the operations and life of the university. Students are permitted to participate in all Montana Tech activities including collegiate sports, student life activities and residence in the dorms.

In 2008, the Office of the Commissioner of Higher Education (OCHE) and the Board of Regents (BOR) began its journey to reform and renew two-year education in Montana and Montana Tech and its Tech COT have been full participants in this process. These efforts picked up speed in the 2011-12 and 2012-13 academic years. The culmination of the efforts was the BOR adoption of a resolution mandating that the two-year schools move forward toward the expansion of their mission to be more comprehensive and, as part of that, to rebrand the two-year schools as part of a major public awareness campaign.

In 2012, the BOR formally changed the name of the Tech COT to Highlands College of Montana Tech.

Soon after the BOR passed its resolution adopting the comprehensive mission for all two-year institutions, Montana Tech approved Highlands College offering its first transfer degree, the Associate of Science. In the year and a half since that time, the AS Program has grown to become the largest program in the college (with more than one-third of the students). The workforce programs in the Trades & Technical Department and the Health Programs Department are the next largest programs. The addition of the AS Program has really added a new, positive dimension to the life of the college.

College service area including unique characteristics, economic base and culture

There has been no formal allocation or designation of an official service area for Highlands College. That being said, it can be fairly stated that Highlands does service various areas with its workforce programs. The areas informally included in Highlands' service area are: Butte, Anaconda, Opportunity, Deer Lodge, Whitehall, Twin Bridges and Boulder.

The unique characteristics of Highlands' service area are that this is a rural, relatively poor, hardscrabble, working class area with a rich mining history and a sometimes sketchy history of environmental neglect. The landscape of Highlands' service area includes mining operations set within residential areas, making the environmental consequences of the extraction economy all the more apparent.

The economic base of the areas serviced by Highlands includes mining, of course, as well as a wide range of small businesses, from very small family operations and hobby

businesses to very successful restaurants, construction, retail stores, high tech, manufacturing and warehousing businesses.

The culture of Butte is characterized by intense pride in the town and the preservation of its history, which sometimes leads to a “place-bound” sense of students from the area. This area also revels in its architectural diversity and its civic ethos of rough-and-tumble individualism.

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.

College!Now Vision Statement - Montana’s two-year education: Transform lives and create opportunities through educating the citizens of the state of Montana.

College’s vision for its future

Montana Tech is currently engaged in a very robust review and development of a new Mission and Vision for itself. The process is intentionally involving every department both academic and non-academic. Highlands College intends to go through the same process but needs to wait for Montana Tech to be further along in their process so that Highlands’ and Tech’s Mission and Vision are in alignment.

That being said, it is fair to say that Highlands College and Montana Tech have embraced and are adopting the concepts which are inherent in the College!Now Initiative, including the expansion of the comprehensive two-year mission.

II. Data

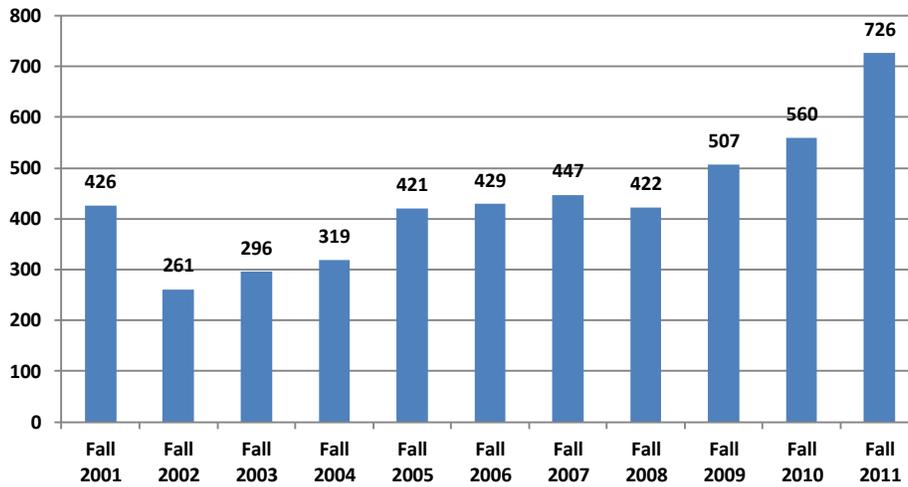
- A. Student enrollment trends
- B. Service area analysis
- C. Student success, retention metrics
- D. Transfer and completion data
- E. Other - College may add additional relevant data elements

Following is data obtained from the Office of the Deputy Commissioner that the colleges should use in their implementation plans. The colleges’ goals should be tied to measurable outcomes as much as possible and this data will provide useful metrics. The data is also provided in a form intended to be easily used and understood. The charts and graphs can be copied and pasted directly into implementation plans as needed. It is not necessary to use all of the data provided, rather, colleges should use metrics that relate to the goals and initiatives being developed.

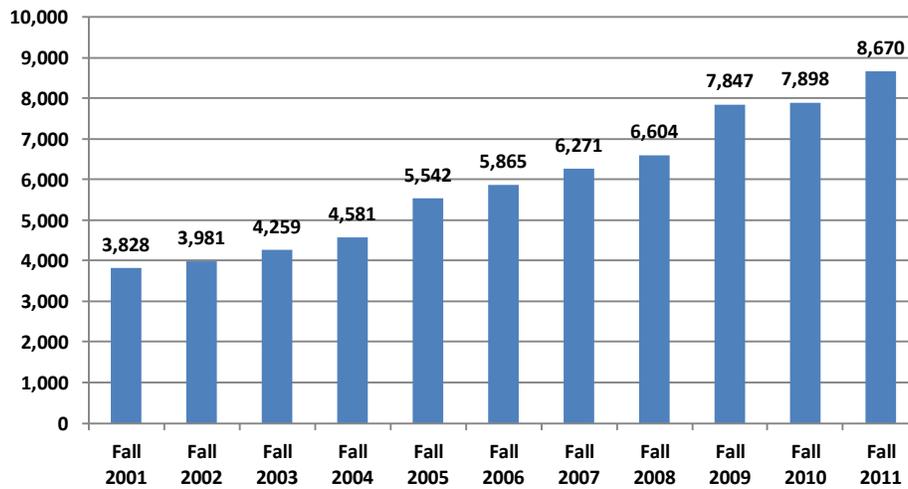
Student Headcount

The following data shows the student headcount over the past 11 fall semesters.

Highlands College - Student Headcount

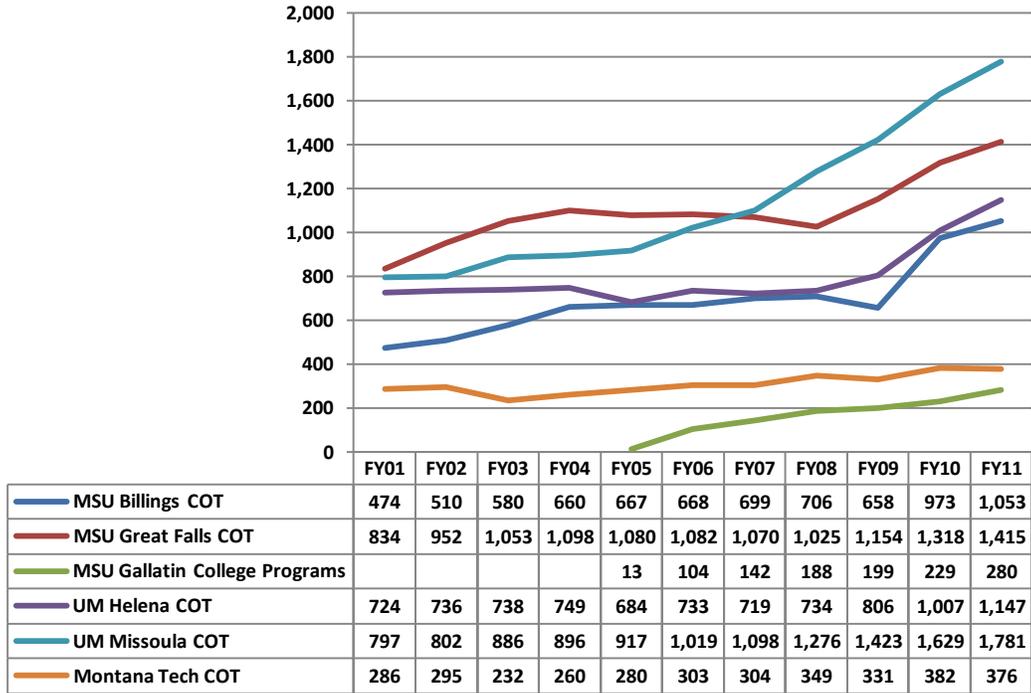


Six College Total - Student Headcount



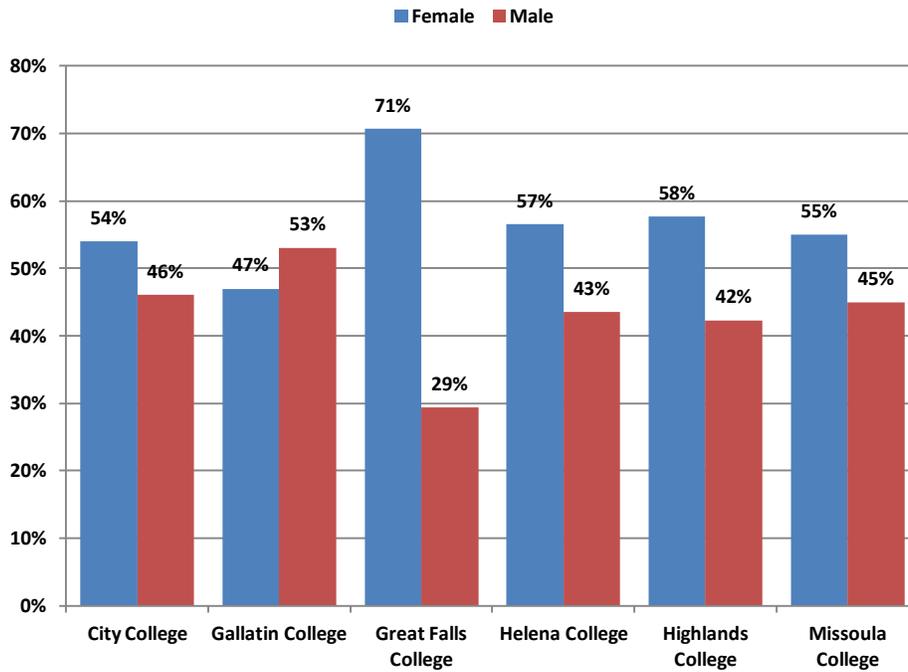
Student Enrollment Profile

Enrollment Profile (FTES)



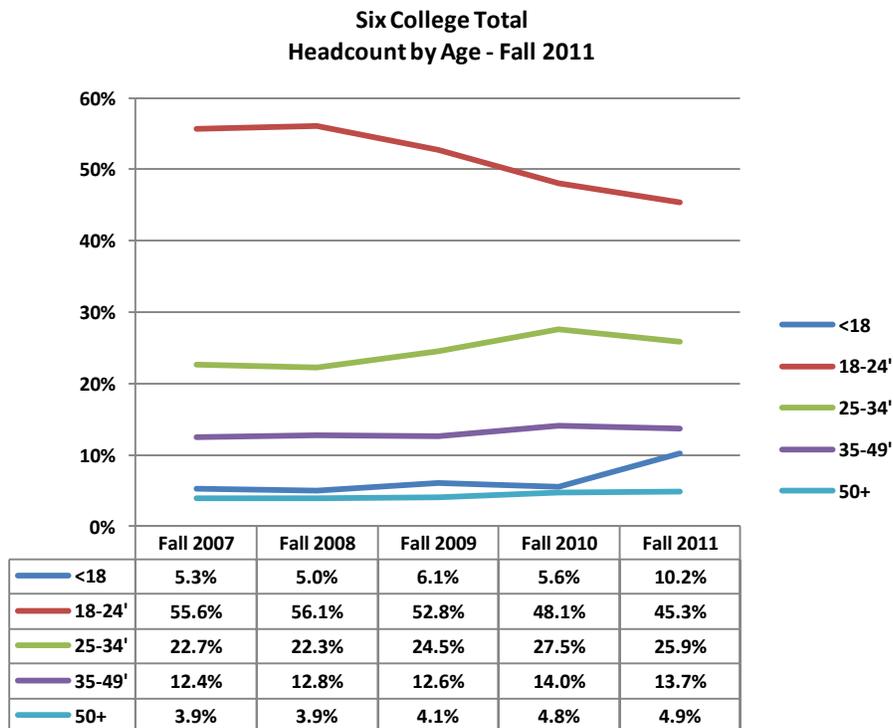
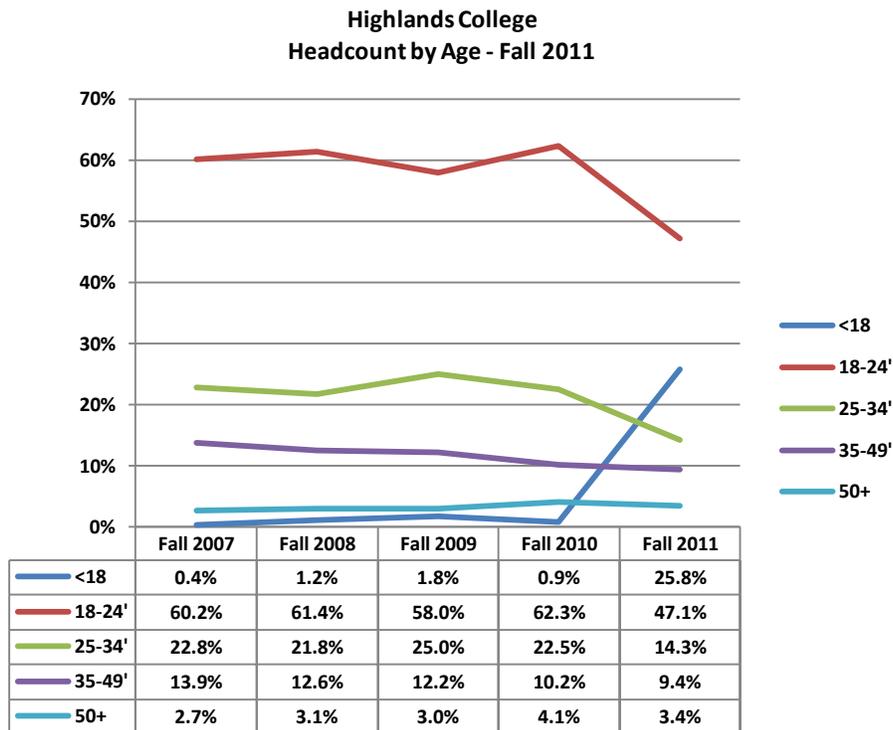
Student Gender Profile

Montana Colleges Gender Profile Fall 2011



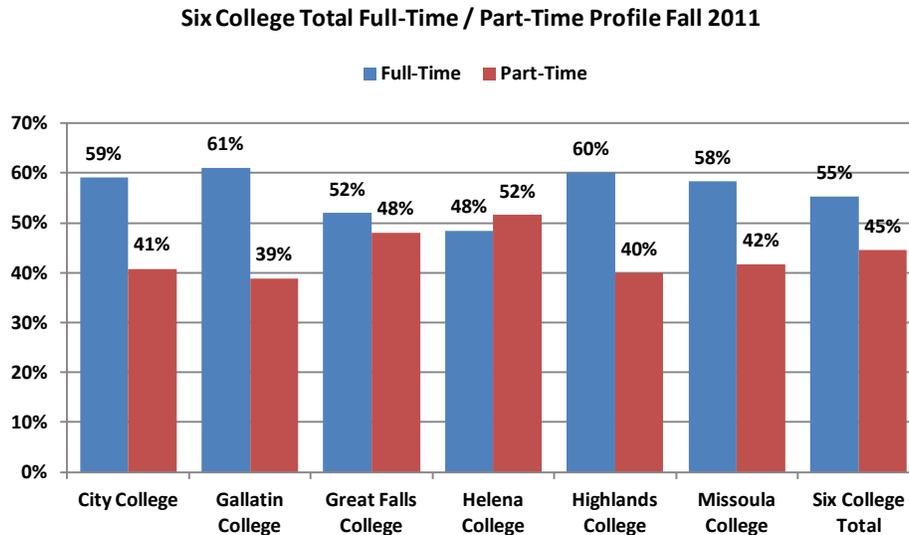
Student Age Profile

This graph shows the percentage trends in headcount by age range.



Student Full-time / Part-time Profile

The following data shows the full-time / part-time breakdown for each college during the fall 2011 semester. The six college total includes City, Gallatin, Great Falls, Helena, Highlands and Missoula Colleges.



FTES per FTEF

Definitions:

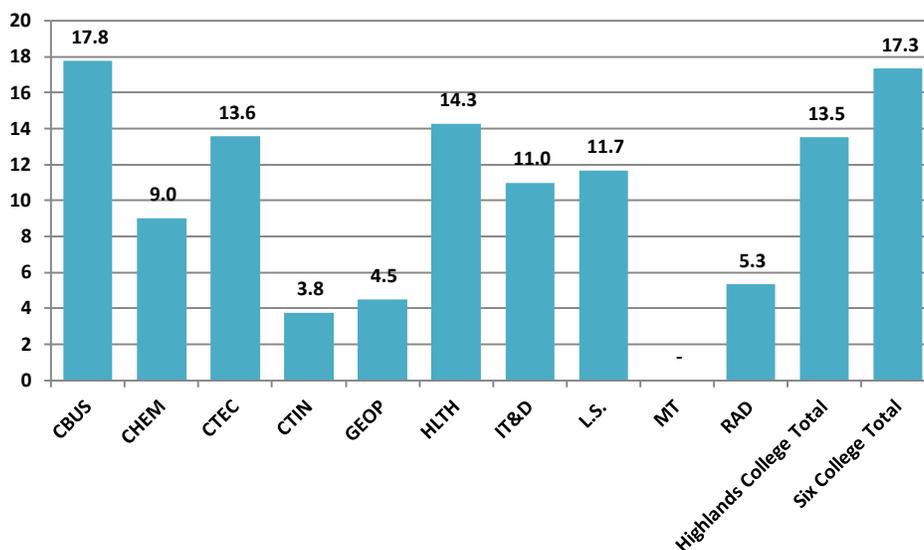
FTES (Full time equivalent students) - A full time equivalent student is a student who takes 15 units for an entire year (two semesters). This is also equal to 15 WSCH (weekly student contact hours).

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.

Highlands College FTES/FTEF - Fall 2011



Student success, retention metrics

Degrees and Certificates

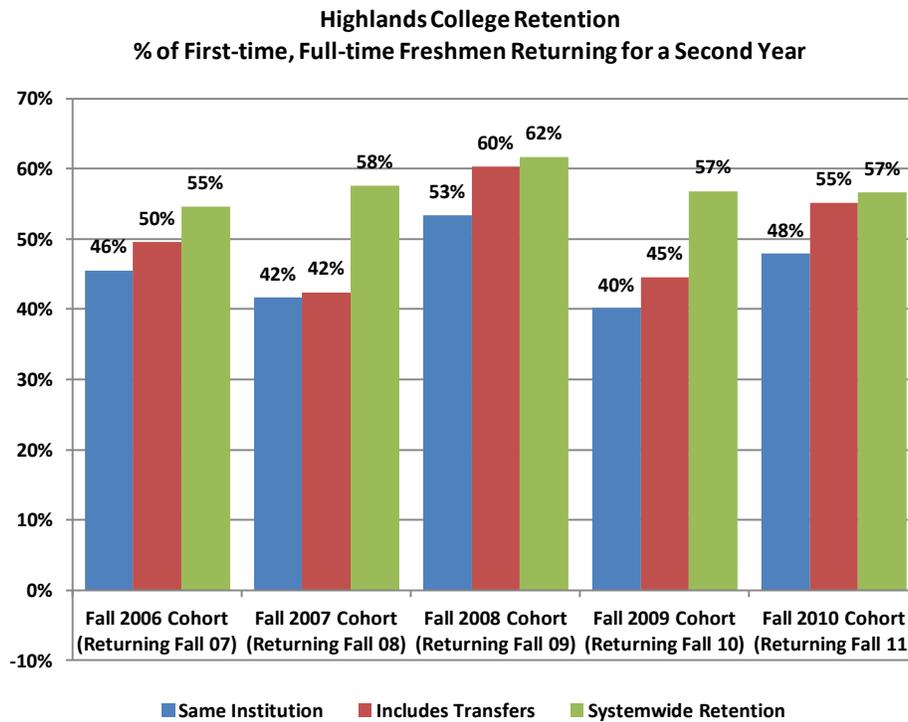
The table shows the numbers of degrees and certificates awarded during each of the school years. The 2011-12 numbers are preliminary as of July 13, 2012.

Degrees and Certificates by College Summary						
	2007-08	2008-09	2009-10	2010-11	2011-12	% Change
City College						
Certificates of Applied Science Total	31	32	28	29	11	-65%
Associate Degrees Total	203	189	196	211	188	-7%
Total	234	221	224	240	199	-15%
Great Falls College						
Certificates of Applied Science Total	61	54	63	62	64	5%
Associate Degrees Total	170	175	243	251	318	87%
Total	231	229	306	313	382	65%
Helena College						
Certificates of Applied Science Total	37	53	44	34	36	-3%
Associate Degrees Total	117	124	152	174	218	86%
Total	154	177	196	208	254	65%
Highlands College						
Certificates of Applied Science Total	5	30	20	38	34	580%
Associate Degrees Total	66	58	73	63	65	-2%
Total	71	88	93	101	99	39%
Missoula College						
Certificates of Applied Science Total	104	85	84	95	72	-31%
Associate Degrees Total	229	247	271	289	339	48%
Total	333	332	355	384	411	23%
Six College Total	1,812	1,873	2,124	2,252	2,491	37%

Student Awards by Major – Highlands College							
Type of Award	Major	Academic Year					% Change
		2007-08	2008-09	2009-10	2010-11	2011-12	
Certificates of Applied Science							
	Automotive Technology	4	2	4	1		
	Computer Assistant	1		1			
	Health Care Informatics					6	
	Medical Receptionist					1	
	Nurse Assistant					1	
	PreApprenticeship Line Program		28	15	37	26	
	Certificates of Applied Science Total	5	30	20	38	34	580%
Associate Degrees							
	Accounting Technology	11	6	14	7	10	
	Automotive Technology	7					
	Business Technology	4	2	7	4	11	
	Civil Engr Technology	2	5	8	7	7	
	Construction Tech-Carpentry	2	3	2	5	4	
	Drafting Technology	3	5	4	2	5	
	Energy Technology-Wind				2	3	
	GIS/GPS	1					
	Historic Preservation		4				
	Medical Assistant	6	7	11	5	10	
	Metals Fabrication	9	8	9	13	9	
	Network Technology	1	2	1	2		
	Office Technology		1				
	Radiologic Technology	20	15	17	15	5	
	Web Development & Administr.				1	1	
	Associate Degrees Total	66	58	73	63	65	-2%
	Highlands College Total	71	88	93	101	99	39%

Retention

This data shows the percentage of first-time full-time freshmen who return for a second year.¹



¹ Source: MUS Data Warehouse

(1) System-wide rate: includes students that enter at one campus and return for a second year at that campus or any another MUS campus

(2) DCC & MCC data comes from IPEDS 2005 - 2009; 2010 MUS Data Warehouse (EOT data match)

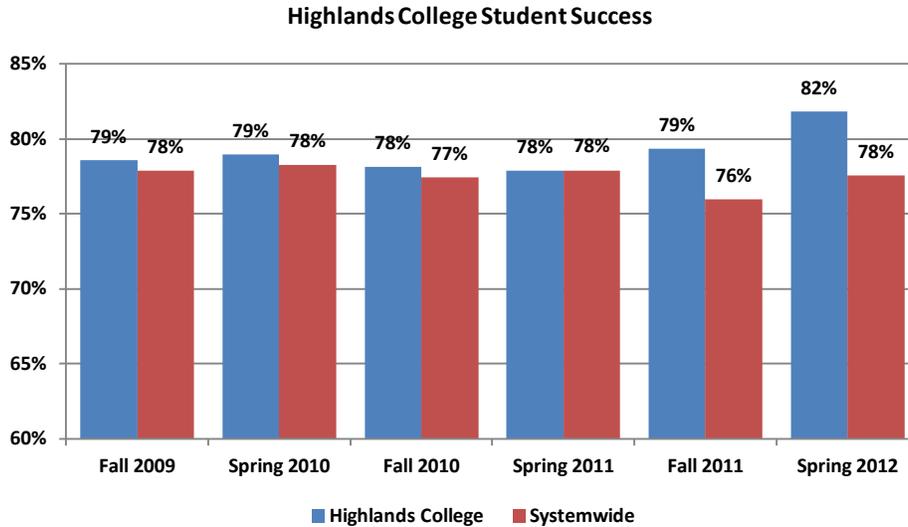
(3) institutional rates provided by FVCC; system-wide rates derived from data match with MUS Data Warehouse

Notes: A) students receiving 1-year Certificates within their first year are included in the numerator

B) embedded COT transfers to parent campuses are included in institutional retention rates (and vice versa, parent to COT)

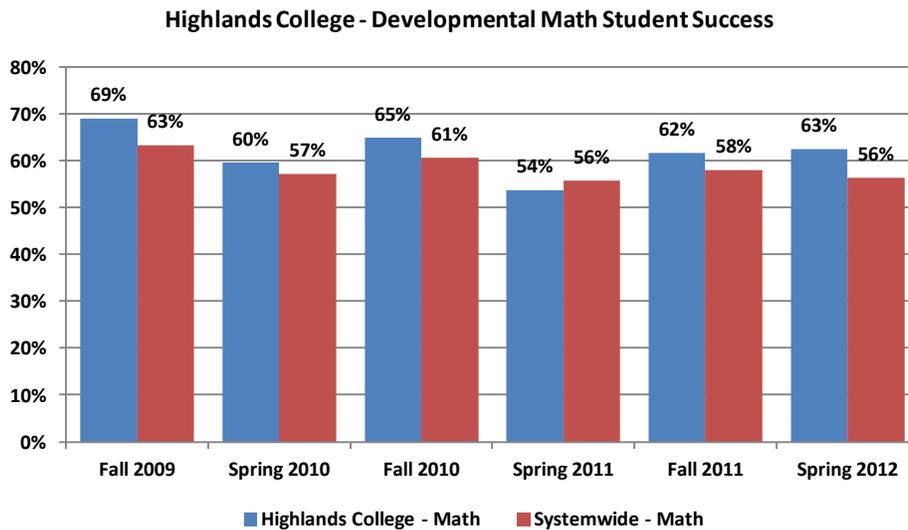
Success Rates

The following data shows student success rates for each of the past six semesters. Success is defined as a grade of A, B, C or P. The number of enrolled students included all students except those receiving grades of "I" (Incomplete) or "M" (EOT). Dual enrollment grades were not recorded.

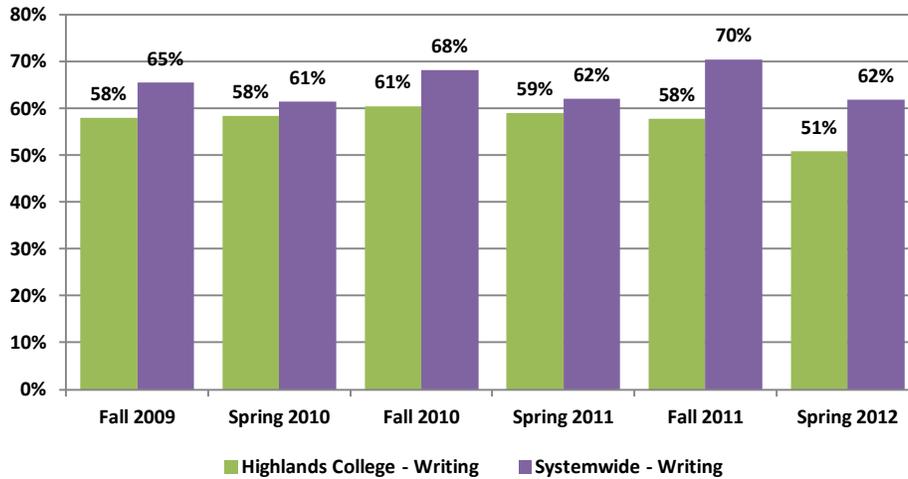


Developmental Education Success Rates

Two graphs are shown for the college. The first shows the percentage of student success (earning an A, B, C or P) in developmental math courses. The second shows the same data for developmental writing courses.



Highlands College - Developmental Writing Student Success



Transfer and Completion Data

Completion Profile

Percent of entering cohort (first-time freshmen) for each fall term, that earn degrees and/or transfer thru Spring 2010 in the Montana University System. Fall 2001 data represents completions/transfers over a nine year period. Fall 2005 data shows the percentage over a five year period.

Highlands College - Completion and Transfer Profile									
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Earned CAS	2%	0%	4%	2%	0%	2%	1%	5%	1%
Earned AA/AAS	15%	20%	17%	16%	11%	13%	12%	5%	0%
Transferred to 4-yr	24%	14%	13%	17%	21%	23%	19%	15%	6%
Earned AA/AAS, tran, earned BA	2%	5%	7%	3%	1%	1%	0%	0%	0%
Transferred, earned BA	8%	12%	4%	2%	4%	1%	0%	0%	0%
None of the above	49%	49%	55%	60%	63%	61%	69%	75%	93%
	100%	100%	100%	100%	100%	100%	100%	100%	100%

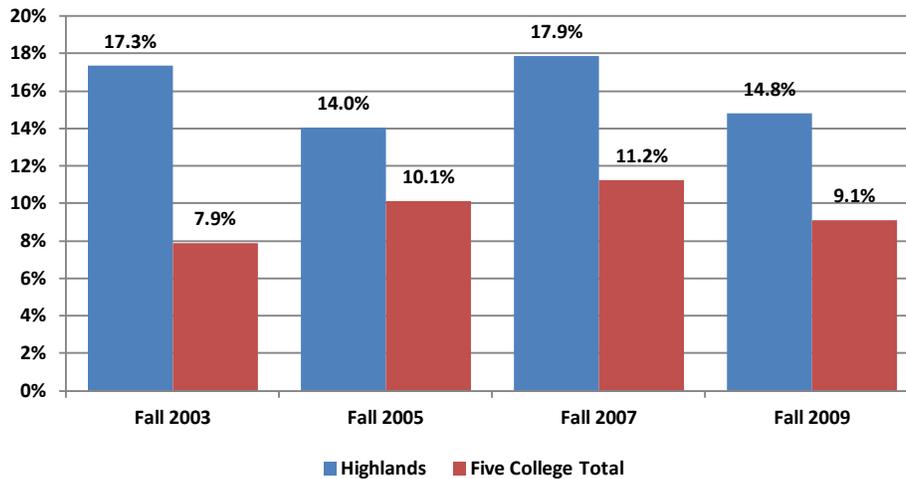
Systemwide - Completion and Transfer Profile									
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Earned CAS	5%	6%	5%	7%	5%	5%	5%	4%	2%
Earned AA/AAS	23%	26%	23%	17%	16%	15%	13%	7%	0%
Transferred to 4-yr	10%	9%	10%	11%	12%	14%	12%	7%	2%
Earned AA/AAS, tran, earned BA	3%	1%	1%	1%	1%	0%	0%	0%	0%
Transferred, earned BA	3%	4%	3%	3%	2%	0%	0%	0%	0%
None of the above	56%	54%	58%	62%	63%	65%	70%	81%	96%
	100%	100%	100%	100%	100%	100%	100%	100%	100%

Transfer Rates

Data shows the percentage of first-time degree-seeking students who transfer to a 4 year campus in a fall semester either one or two years out. Five College data includes City College, Great Falls, Helena, Highlands and Missoula.

Highlands College - Percentage of Students		
First-time Degree-seeking Cohort	Transferred to a Four Year Campus Within Two Years	Five College Total
Fall 2003	17.3%	7.9%
Fall 2005	14.0%	10.1%
Fall 2007	17.9%	11.2%
Fall 2009	14.8%	9.1%

Highlands College - Transfer Rates to Four Year Colleges



Demographic Data

Following is summary demographic information obtained for a geographic sample area for the College. The area is circular with a radius of 30 miles and the college at the center. Comparable data for the State of Montana and the Nation are also provided.

Highlands College - Geographic Sample Area Demographic Profile			
	Highlands College (30-Mile)	Montana	USA
Population	55,177	998,373	310,704,322
Population Growth	0.2%	0.7%	0.7%
Median Age 2011	43.3	40.0	37.2
Median Age 2016	44.4	40.7	37.6
Age 20-34 Growth 2011-2016	-0.5%	2.9%	3.2%
Median Household Income	\$ 38,508	\$ 42,087	\$ 50,227
Per Capita Income	\$ 22,701	\$ 23,593	\$ 26,391
Ethnicity			
White Alone	94.0%	89.5%	72.4%
Black Alone	0.4%	0.4%	12.6%
American Indian Alone	2.4%	6.3%	0.9%
Asian Alone	0.4%	0.6%	4.7%
Pacific Islander Alone	0.1%	0.1%	0.2%
Some Other Race Alone	0.6%	0.6%	6.3%
Two or More Races	2.1%	2.5%	2.9%
Hispanic Origin (Any Race)	3.2%	2.9%	16.6%
2010 Consumer Spending on Education (Avg)	\$ 781	\$ 856	\$ 1,220
2010 Consumer Spending on Education as a % of MT	91.2%	100.0%	142.5%
2010 Educational Attainment (25+ years of age)			
Less Than 9th Grade	4.2%	3.0%	6.3%
9th to 12th Grade, No Diploma	8.5%	5.6%	8.5%
High School Graduate	37.9%	31.8%	29.6%
Some College, No Degree	23.4%	23.2%	19.9%
Associate Degree	6.0%	8.7%	7.7%
Bachelor's Degree	13.6%	18.8%	17.7%
Graduate/Professional Degree	6.4%	8.8%	10.4%
2010 Associate Degree or Higher Attainment	26.0%	36.4%	35.7%
2010 Employed Population 16+ by Industry			
Agriculture/Mining	8.3%	7.8%	1.8%
Construction	5.0%	6.9%	6.5%
Manufacturing	2.9%	3.9%	9.6%
Wholesale Trade	1.8%	2.9%	3.2%
Retail Trade	11.4%	11.5%	11.4%
Transportation/Utilities	6.8%	5.3%	4.9%
Information	2.2%	2.0%	2.3%
Finance/Insurance/Real Estate	3.4%	5.2%	7.1%
Services	50.2%	47.9%	48.0%
Public Administration	8.0%	6.7%	5.1%
Source: ESRI business Analyst Online; Data from the U.S. Census 2010 and 2000; Analysis by College Brain Trust			

III. Initiatives

a. Transfer Education Through the Associate's Degree

#	Initiative Name	Description	Outcome	Completion Date(s)	Responsible Party	Resources Required	Strategy
1	AS Program	The purpose of the Associate of Science Degree Program is to encourage and support traditional and non-traditional students who are interested in transferring to a 4-year degree program but who are not yet fully prepared in the areas of math and/or writing, as well as students who are unsure of their academic major. Highlands will market and promote this educational opportunity	Increase of 10% of students who reached their academic goal of: <ul style="list-style-type: none"> - Completed certificate or degree - Moved into a 2-year or 4-year degree program at Tech or elsewhere - Still enrolled at Tech 	Fall, 2012 Ongoing	Director of the Associate of Science Program	New resources 1 FTE	1-a
2	Expand Gen Ed	Increase the number of general education courses at HCMT while continuing to partner with Tech's North Campus for courses requiring specialized science labs.	5% increase of the number of general education courses offered at HCMT.	Fall, 2014	HCMT Dean	New or reallocated resources; at least 1 FTE	1-e
3	Program	Develop an Associate of Arts Degree Program to create non-STEM, transferrable, academic opportunities for students, including an emphasis toward social service degree programs to address regional issues such as poverty, suicide and drug offense rates.	Enrollment of at least 25 students in the first semester after development of an AA Program.	Fall, 2015	HCMT Dean	New resources; at least 1 FTE	1-a

b. Workforce Development, Including Certificates and Applied Associate's Degrees

#	Initiative Name	Description	Outcome	Completion Date(s)	Responsible Party	Resources Required	Strategy
4	Big Sky Pathways	Enhance the Perkins/Big Sky Pathways initiative between the 2-year puts high school and college curricula in alignment to create clear pathways for K-12 students who want to pursue post-secondary disciplines.	Increase of 3% of students who enter college as math and/or writing ready	Fall, 2011 Ongoing	HCMT Perkins Coordinator	New resources; 1 FTE	2-b
5	Construction Mgmt AAS	An AAS in Construction Management will be tailored specifically for local construction tradespeople and has the intent to provide them with the credential to move into higher paying management positions.	Development of an AAS in Construction Management with a projected annual enrollment of 15 students	Fall, 2015	Department Chair in Trades & Technical	New resources; 1 FTE	1-d, 2-a

6	Training Modules	Just in Time/As Needed Training Modules would be focused on local and regional business to offer modularized training, such as: CDL, Flagging, Rigging, OSH Safety, Concrete Testing, etc.	Development and implementation of 3 training modules serving 30 students.	Fall, 2014	Department Chair in Trades & Technical	New resources, 1 FTE	1-d, 2-a
7	SET Expansion	New degree programs in Sustainable Energy Technology focused on Solar and Geothermal energy will add to our SET-Wind Program.	Development and implementation of one new SET program with a projected annual enrollment of 15 students.	Fall, 2016	Department Chair in Trades & Technical	New resources; at least 1 FTE	1-d, 2-a
8	Prior Learning Assessment	Adopt robust prior learning assessment at Tech.	Development of a specific, robust PLA policy at Tech with increase of enrollment of 10 students	Fall, 2013	HCMT Dean	Existing resources	2-c
9	Increase Dual Enrollment	Increasing dual enrollment will make some high school students more prepared for college and perhaps motivate some high school students to go to college.	Number of high school students taking college courses increases by 10%.	Fall, 2013	Director of the Institute for Educational Opportunities	Existing resources; 1 FTE	2-b, 3-e

c. Developmental and Adult Basic Education

#	Initiative Name	Description	Outcome	Completion Date(s)	Responsible Party	Resources Required	Strategy
10	Evaluate Student Services	As the number of AS and transfer students increases, student service needs are expected to increase, thereby urging an evaluation of student services, especially for adult learners, veterans and student-parents. Initiate an annual review of student services focused on 2-year education.	Begin annual reviews of student services focused on 2-year education.	Fall, 2013	Dean of Students	New or reallocated resources; .5 FTE	1-a
11	Dev Ed Department	The development of a Department of Developmental Education would raise the awareness of, profile of and support for the unique needs of students who score into developmental math and/or writing, with the intended purpose of helping them complete. Provide staffing and strategic plan for the program.	Increase of 5% of students completing their dev-ed courses.	Fall, 2014	Department Chair of the Department	New resources, 1 FTE	1-c
12	Student Tutoring	The Student Tutoring Program is intended to offer tutoring in Math and Writing.	Increase of 5% of students who are tutored	Fall, 2011 Ongoing	HCMT Perkins Coordinator	Existing and new resources; .25 FTE	1-c
13	Examine Recruitment	During regular Recruitment meetings, explore efforts as they relate to lifelong learning.	Reports drafted regarding lifelong learning initiatives.	Fall, 2012 Ongoing	Director of Recruiting	Existing resources	1-a

14	Front Office Service	A fully functioning Front Office would be a tremendous help to our students. Those functions include: Business Office, Recruiting, Admission, Financial Aid and Registration	Implementation of all functions of a fully functioning Front Office	Fall, 2012 Ongoing	HCMT Dean	Existing and new resources; 2 FTE	1-a, 5-e
----	----------------------	--	---	--------------------	-----------	-----------------------------------	----------

d. Lifelong Learning

#	Initiative Name	Description	Outcome	Completion Date(s)	Responsible Party	Resources Required	Strategy
15	Focus on Non-Trads	Charge the HCMT External Advisory Board to conduct a systematic and rigorous review of the opportunities to meet the unmet needs of this population.	Completed review by the HCMT External Advisory Board	Spring, 2013	HCMT Dean & Director of Business & Community Relations	New resources; 1 FTE	2-c
16	Expanded Scheduling	The concept is to offer courses at times which are more adult friendly (i.e., evenings and weekends).	Increase the number of courses offered in the evenings and on weekends.	Fall, 2013	HCMT Dean	New resources; 1 FTE	2-c
17	Veterans Research	Highlands College will partner with Helena College to conduct a research project on the perceptions and needs of veterans.	The research survey is conducted and analyzed	Fall, 2012 Ongoing	HCMT Dean Helena College faculty member	Existing resources	2-d

e. Community Development

#	Initiative Name	Description	Outcome	Completion Date(s)	Responsible Party	Resources Required	Strategy
18	K-12 Partnerships	Continue and expand partnerships with regional school districts in areas such as Compass testing.	Increase of 5% in the number of K-12 students taking the Compass test	Fall, 2013	HCMT Perkins Coordinator	Existing and new resources; .25 FTE	1-b
19	Student-Parent Program	Enhance the Student-Parent Mentoring program which is intended to provide mentoring services focused specifically to the needs and at the times beneficial to students who are parents.	Increase of 3% of student-parents who are retained and/or complete	Fall, 2011 Ongoing	HCMT Perkins Coordinator	Existing and new resources; .25 FTE	2-c
20	Adult Community Ed	Partner with the Butte School District to offer Adult Community Education courses.	Increase in the number of courses and students participating	Spring, 2012 Ongoing	HCMT Dean	Existing and new resources; .25 FTE	1-b, 2-c

21	External Adv Board	HCMT will create an External Advisory Board to offer good advice and counsel to the Dean and Tech leadership.	Development of the HCMT External Advisory Board and holding first meeting	Spring, 2013	HCMT Dean & Director of Business & Community Relations	Existing resources	5-a
----	--------------------	---	---	--------------	--	--------------------	-----

f. Branding and Marketing

#	Initiative Name	Description	Outcome	Completion Date(s)	Responsible Party	Resources Required	Strategy
22	HCMT Recruitment	HCMT recruitment should be fully focused on the students and local regions from which approximately 90% of our students hail.	Increased awareness of HCMT programs and services	Fall, 2013	HCMT Dean & Director of Recruiting	Existing resource; 1 FTE	1-a, 5-e
23	Radio Commercials	84 thirty second radio commercials have been donated to HCMT. These spots will become part of the HCMT marketing effort.	The radio spots are aired.	Spring, 2013	HCMT Dean & Director of Public Relations	Existing resources	5-a, 5-d, 5-e
24	2012 Straw Poll and Shirt Marketing Initiative	HCMT will hold a Straw Poll to raise civic awareness of voting in the 2012 election. Students who vote will receive a HCMT shirt.	The Straw Poll is conducted.	Fall, 2012 Ongoing	John Garic and Marilyn Patrick	Existing resources	5-e
25	HCMT Signage	New name and logo will be put on new signage both externally and internally	The signage is installed	Fall, 2012 Ongoing	HCMT Dean	Existing resources	5-a, 5-d, 5-e
26	Montana Tech Catalog Amendments	The COT name will be fully replaced by the Highlands College name in the Montana Tech Catalog	The catalog changes are made.	Fall, 2012 Ongoing	Registrar	Existing resources	5-e
27	Montana Tech Website Update	The COT name will be fully replaced by the Highlands College name on the Montana Tech website.	The website changes are made.	Fall, 2012 Ongoing	Director of Public Relations	Existing resources	5-a, 5-d, 5-e
28	Local branding program	Develop Highlands College brand identity and leverage traditional marketing, online and social media to help define and promote the unique Highlands College brand within MT Tech and to the local and regional community.	Increase awareness of the unique identity of Highlands College within MT Tech. Increase enrollment by [xx] percentage points through enhanced brand recognition and brand preference.	June 2013, ongoing	Administrator	Funds required for dedicated outreach to prospective students and faculty, and tools to carve out a unique identity on campus and in the community.	5-a, 5-d, 5-e
29	Website development and maintenance	Create user-friendly web pages integrated with social media campaign to increase accessibility to information on Highland College's programs, services, and opportunities in coordination of MT Tech.	Optimize online tools to enhance new student recruitment and increase enrollment by [xx] percentage points.	June 2013, ongoing	Administrator	Funds required for dedicated outreach to prospective students.	5-a, 5-d, 5-e

30	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 [xx] percent through better awareness of the college's services, programs and opportunities among prospective student groups and the public.	June 2013, ongoing	Administrator	Funds required for dedicated outreach to prospective students.	5-a, 5-d, 5-e
31	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 [xx] percent through better awareness of the college's services, programs and opportunities among these prospective students.	June 2013, ongoing	Administrator	Funds required for dedicated outreach to prospective students.	5-a, 5-e

g. Other Institutional Elements

#	Initiative Name	Description	Outcome	Completion Date(s)	Responsible Party	Resources Required	Strategy
32	Reduce Faculty Overloads	Faculty overloads can lead to burnout. More faculty will be hired to reduce faculty overloads.	Fewer than 5% of the faculty have overloads per year	Fall, 2014	HCMT Dean	New resources; 2 FTE	1-f
33	Refresh Building	The building housing HCMT should be refreshed with new paint and carpet.	New paint and carpet is installed.	Summer, 2012 Ongoing	Director of Facilities	Existing resources	5-d

Summary List of Initiatives by Name

Initiative Name

- 1** AS Program
- 2** Expand Gen Ed
- 3** AA Program
- 4** Big Sky Pathways
- 5** Construction Mgmt AAS
- 6** Training Modules
- 7** SET Expansion
- 8** Prior Learning Assessment
- 9** Increase Dual Enrollment
- 10** Evaluate Student Services
- 11** Dev Ed Department
- 12** Student Tutoring
- 13** Examine Recruitment
- 14** Front Office Service
- 15** Focus on Non-Trads
- 16** Expanded Scheduling
- 17** Veterans Research
- 18** K-12 Partnerships
- 19** Student-Parent Program

Initiative Name

- 20** Adult Community Ed
- 21** External Adv Board
- 22** HCMT Recruitment
- 23** Radio Commercials
- 24** 2012 Straw Poll and Shirt Marketing Initiative
- 25** HCMT Signage
- 26** Montana Tech Catalog Amendments
- 27** Montana Tech Website Update
- 28** Local branding program
- 29** Website development and maintenance
- 30** Sustained local marketing and brand building program
- 31** Targeted marketing and outreach programs
- 32** Reduce Faculty Overloads
- 33** Refresh Building

Summary of Resources Required

#	Initiative Name	Resources Required
1	AS Program	New resources 1 FTE
2	Expand Gen Ed	New or reallocated resources; at least 1 FTE
3	AA Program	New resources; at least 1 FTE
4	Big Sky Pathways	New resources; 1 FTE
5	Construction Mgmt AAS	New resources; 1 FTE
6	Training Modules	New resources, 1 FTE
7	SET Expansion	New resources; at least 1 FTE
8	Prior Learning Assessment	Existing resources
9	Increase Dual Enrollment	Existing resources; 1 FTE
10	Evaluate Student Services	New or reallocated resources; .5 FTE
11	Dev Ed Department	New resources, 1 FTE
12	Student Tutoring	Existing and new resources; .25 FTE
13	Examine Recruitment	Existing resources
14	Front Office Service	Existing and new resources; 2 FTE
15	Focus on Non-Trads	None needed
16	Expanded Scheduling	New resources; 1 FTE
17	Veterans Research	Existing resources
18	K-12 Partnerships	Existing and new resources; .25 FTE
19	Student-Parent Program	Existing and new resources; .25 FTE

#	Initiative Name	Resources Required
20	Adult Community Ed	Existing and new resources; .25 FTE
21	External Adv Board	Existing resources
22	HCMT Recruitment	Existing resource; 1 FTE
23	Radio Commercials	Existing resources
24	2012 Straw Poll and Shirt Marketing Initiative	Existing resources
25	HCMT Signage	Existing resources
26	Montana Tech Catalog Amendments	Existing resources
27	Montana Tech Website Update	Existing resources
28	Local branding program	Funds required for dedicated outreach to prospective students and faculty, and tools to carve out a unique identity on campus and in the community.
29	Website development and maintenance	Funds required for dedicated outreach to prospective students.
30	Sustained local marketing and brand building program	Funds required for dedicated outreach to prospective students.
31	Targeted marketing and outreach programs	Funds required for dedicated outreach to prospective students.
32	Reduce Faculty Overloads	New resources; 2 FTE
33	Refresh Building	Existing resources

IV. Linkages to State/National Priorities and Other Educational Institutions in Montana

Following are descriptions of ways that linkages can be developed/promoted.

K-12 System

Linkages with the Butte School District have been difficult. We have made some minor inroads in that we have developed a partnership with the Butte School District's Adult Community Education office and are offering non-credit, adult community education courses.

Linkages with other school districts, such as Anaconda and Deer Lodge have been much more fruitful. We have good linkages there, especially via Big Sky Pathways.

It is our hope/plan that the Big Sky Pathways Initiative will serve as a process to allow more opportunities for communication, trust-building and partnership development with the K-12 System, especially the Butte School District.

Other two-year & community colleges

We have positive linkages with both Missoula College and Miles Community College which can be further developed/promoted. With Missoula College, we offer much of the Surgical Technology degree. So, although the degree belongs to them, we teach the classes at our location. With Miles Community College, we have a branch of our Rad Tech Program. The degree belongs to us, but the students do their clinical education there. This program could be promoted in better ways.

Four-year universities

Being embedded in a four-year university, we have a strong linkage in that regard. There is much cross-transfer of students in that many Highlands students take classes on Tech's main campus and many students from Tech's main campus take classes at Highlands. This is especially the case in the sciences requiring labs. Highlands does not have any science labs of its own. This sharing process will continue in the future.

Tribal colleges

While we do have Native American students attending, we do not have any formal relationships with the tribal colleges. This is an area which could/should be developed and promoted.

Business in the local area, State and region

We have good connections with our business in the local area, state and region. Much more could be done to align with the 4-year campus employers and thereby take a ladder approach to placement for our students.

In terms of servicing our local businesses, we have strong relationships, but, it should go without saying that it could be better. One example of this is our vibrant partnership with energy giant, NorthWestern Energy. While Montana Tech has enjoyed a long time relationship with NorthWestern Energy, Highlands College secured its own robust relationship with them upon the development of the Lineman Program (more formally known as the Pre-Apprentice Line Program). In addition to hiring our Highlands College graduates, local NorthWestern Energy officials serve on our industrial advisory board and also assist us by raising funds.

Community leaders

Our connection to Montana Tech automatically puts in an advantageous position with our community leaders. The development of our own external advisory board should help us establish our own more independent relationship with community leaders.

Policymakers

Most of the contact with policymakers is handled by our parent campus, Montana Tech. From time to time, we are called upon to assist.