



Montana State University-Great Falls College of Technology Vision, Mission, Values & Core Themes

Changing Lives – Achieving Dreams

Vision

In the next decade, MSU-Great Falls 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 the use of partnerships, innovation, outreach and technology.

Mission

Our Mission is 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.

Values

- **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.

Core Themes

At MSU-Great Falls we live 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. We strive to attain our Mission through the core themes and goals of:

1. **Workforce Development:** Through applied programming our students successfully attain a credential leading to life sustaining careers;
2. **Transfer Preparation:** Our students complete transfer programming and successfully transfer toward a four-year degree;
3. **Academic Preparation:** We prepare individuals for success in college coursework through developmental (remedial) education and adult basic education; and
4. **Community Development:** As the community’s college, we support social and economic development through outreach, lifelong learning, and active partnership.

Montana State University - Great Falls College of Technology
Core Indicators of Institutional Effectiveness

MSU - Great Falls College of Technology (MSUGF), is committed to the evaluation of institutional effectiveness and the assessment of student learning outcomes. This commitment is reflected through an assortment of activities and processes emanating from the College's mission, vision, values, core themes, and strategic plan.

As we strive to become more performance based in the allocation of resources and create a mission-centric model to document our effectiveness, MSUGF has established a set of measures to guide our processes. These measures, known as core indicators of institutional effectiveness¹, support our everyday operations and assist us as we seek continuous improvement towards mission achievement.

MSUGF's core indicators of institutional effectiveness² stem from the Montana Board of Regent's system measures of effectiveness, federal accountability law and policy and the College's core themes and values. The core indicators of institutional effectiveness are summarized and grouped in the following:

Participation

Core Indicator 1: Enrollment Rates

Core Indicator 2: Regional Market Penetration Rates

Student Success

Core Indicator 3: Persistence (Retention)

Core Indicator 4: Graduation Rates

Core Indicator 5: Demonstration of Abilities

Academic Preparation

Core Indicator 6: Success of Remedial Students in Developmental Coursework

Core Indicator 7: Success of Remedial Students in Subsequent and Related Coursework

Workforce Development

Core Indicator 8: Workforce Degree Production

Core Indicator 9: Placement Rates

Core Indicator 10: Licensure and Certification Pass Rates

Core Indicator 11: Employer Satisfaction with Graduates

Transfer Preparation

Core Indicator 12: Transfer Degree Production

Core Indicator 13: Transfer Rates

Core Indicator 14: Performance after Transfer

¹ A core indicator is "...a regularly produced measure that describes a specified condition or result that is central (or foundational) to the achievement of a college's mission and to meeting the needs and interests of key stakeholders" (Alfred, Shults, and Seybert, 2007, p. 12). Alfred, Shults, and Seybert (2007, p. 23) identified sixteen core indicators of effectiveness for community colleges. If applied comprehensively, these indicators will establish the foundation for a model of institutional effectiveness that will allow us to document our performance. We have adapted those core indicators and they are divided into five components related to our mission: student progress; developmental education; outreach; workforce development; and transfer preparation (Alfred, Shults, & Seybert, 2007, p. 23).

² Core Indicators of Institutional Effectiveness are assessed at the institutional level. In addition departments and divisions maintain and assess their effectiveness with unit-level indicators.

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Eight Abilities

The faculty and staff of MSU–Great Falls College of Technology have deemed the following abilities to be central to the personal and professional success of all graduates:

1. **Communication:** The ability to utilize oral, written and listening skills to effectively interact with others.
2. **Quantitative Reasoning:** The ability to understand and apply mathematical concepts and models.
3. **Inquiry and Analysis:** The ability to process and apply theoretical and ethical bases of the arts, humanities, natural and social science disciplines.
4. **Aesthetic Engagement:** The ability to develop insight into the long and rich record of human creativity through the arts to help individuals place themselves within the world in terms of culture, religion, and society.
5. **Diversity:** The ability to understand and articulate the importance and influence of diversity within and among cultures and societies.
6. **Technical Literacy:** The ability to use technology and understand its value and purpose in the workplace.
7. **Critical Thinking:** The ability to understand thinking that is responsive to and guided by intellectual standards such as relevance, accuracy, precision, clarity, depth, and breadth.
8. **Effective Citizenship:** The ability to commit to standards of personal and professional integrity, honesty and fairness.