APPENDIX B
Lumina Foundation for Education
Grantee Interim Narrative Report Outline

Legal Name of Organization: Montana Office of the Commissioner of Higher Education
Common Name of Organization: College!NOW
Lumina Foundation Issued Grant Number: 6701
Grant start date: December 1, 2009  Grant end date: November 30, 2013
Period covered by report: November 1, 2010-October 31, 2011

PROGRESS ON GOALS, ACTIVITIES AND TIMELINE

List the major objectives of the project as outlined in your proposal.

Describe major grant milestones and the progress you have made toward achieving these objectives within your proposed timeline.

Note where activities have differed from the initial plan.

The goal of Montana’s College!NOW initiative is to increase the state’s educational attainment levels from 35% in 2008 to 55% in 2025, representing an overall increase of 24,500 degree recipients. To achieve this goal, our objectives are to increase enrollments, transfers, completions, and efficiency, initially at the two-year college level, but ultimately at all levels of higher education. College!NOW is pursuing five strategies designed to improve the coordination, programming, and access to Montana’s two-year colleges in order to create the environment that will produce these objectives. Progress, not previously reported, related to each strategy is summarized below.

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Activities: Extend Comprehensive Community College Mission to Five COTS

- Refer to mission and vision statements for Montana two-year education as overarching guide. (See Attachment A of this report)

- Coordinate inventories of programs/services at each two-year college; assess progress toward implementation of comprehensive two-year college mission at each college.
  1. Gap Analysis: Identify what attributes of the comprehensive community college mission/vision are missing at each COT.
  2. Develop goals and strategies for addressing gaps at each COT with respect to the comprehensive community college mission/vision.
3. Lay out strategies/timeline for each COT to achieve the comprehensive community college mission/vision.
4. Present update to C!N Advisory Committee and BOR.

- Explore potential to create statewide recognition through consortia approach.

**Accomplishments: Extend Comprehensive Community College Mission to Five COTS**

- The Board of Regents approved Montana’s first ever statewide Mission and Vision for Public Two-Year Education in May, 2011. (See Attachment A of this report.)

- The Regents also approved a 25-month timeline to extend the comprehensive mission to the five COTs (Billings, Butte, Great Falls, Helena and Missoula). This includes rebranding and renaming the five colleges. (See Attachment B of this document.)

In August, 2011 Dr. Pamela Fisher conducted college baseline interviews with each COT to determine which attributes of comprehensive community college mission/vision were offered and which were missing. A draft summary assessment report, Status Assessment Extending Comprehensive Mission to COT’s Sept 12, 2011, was reviewed by the Comprehensive Two-Year Mission Task Force in early September, 2011. (See Attachment C of this report.)

- Goals, strategies and timelines are being formulated by each COT Dean/CEO to address gaps and to help build strategies for next steps toward achieving the comprehensive community college mission.

- Listening Sessions were conducted in Billings, Butte, Great Falls, Helena and Missoula by Deputy Commissioner Cech with assistance from Strategies 360 and College!Now staff to help gather internal and external input on the rebranding and renaming of the five COTs in these communities. Listening sessions to gather feedback were also held at Montana’s MEA convention and with a Montana SHRM human resources personnel meeting.

- Deputy Commissioner Cech and others have presented updates to the Board of Regents at their meetings throughout the year.

**Activities: Making Developmental Education and ABLE Available at All Two-Year Institutions**

- Reconstitute workgroup including possible changes in membership and co-chairs.

- Reconfigure to combine Developmental Education and ABLE workgroups.

- Develop a comprehensive inventory of ABLE programs currently in place in communities across the state (regardless of who delivers them).

- Monitor progress of MSU Great Falls COT and MSU Billings COT which have recently established ABLE/GED partnerships with secondary schools. Formulate strategy for additional partnerships toward goal to have all COTs with ABLE/GED partnership by 2013.

- Monitor progress of existing ABLE/GED partnership programs (Flathead Valley CC, CC, and Dawson CC).

- Identify effective practices in co-located developmental and ABLE/GED programs.
• Identify pricing, policy and statutory issues that affect delivery of ABLE/GED/Developmental Education.

**Accomplishments: Making Developmental Education and ABLE Available at All Two-Year Institutions**

• Combined the Adult Basic Education and Developmental Education workgroups and reconstituted workgroup membership. Margaret Bowles, Director of Adult Basic Education for the Office of Public Instruction and Darren Pitcher, Vice President for Student Affairs at Miles Community College were appointed as co-chairs.

• Developed summary of ABLE programs and satellite locations across Montana.

• Convened newly configured workgroup via conference call in June, 2011 and in person in Bozeman on September 15, 2011 for strategy session with Dr. Barry Shaffer, Director of Adult Education for Minnesota.

  1. Discussed alignment of Adult Basic Education and Developmental Education.
  2. Identified and addressed institutional policy changes which will provide for seamless access for students.
  3. Addressed strategies to create more synergy with business and industry.
  4. Addressed financial issues related to allocation of monies for ABLE programs in Montana.
  5. Identified recommendations for next steps which include transforming ABLE to a transition program.

• Gathering data about need for job certification in the future in contrast to the concept of groups of skills.

• Developing mission and vision for ABE/Developmental Education for Montana.

• Continuing to monitor existing and new ABLE/GED partnership programs between colleges and secondary schools/systems.

• Working to establish criteria to enable mini grants to be awarded to campuses to create incentive for building partnerships between secondary ABE/GED programs and two-year colleges to increase the number of partnerships similar to those at MSU Billings COT and MSU Great Falls COT.

• Developed a statewide grant proposal for the US Department of Labor TAA Initiative (see below for additional detail) to replicate the Emporium Developmental Education pilot which is being conducted at MSU Billings COT and MSU Great Falls COT. These pilots were developed in response to earlier College!NOW exploration via the State of Tennessee. The grant proposal was not funded; however, the group is preparing to modify the proposal based on reader comments and resubmit. (See Attachment D of this report.)
Activities: Improving Delivery of Services & Enhancing Innovation

- Research external funding opportunities for curriculum development and professional development on the Emporium model for developmental math courses.
- Create task team for potential conversion of CCNS Math 65, 90, and 95 to Emporium model.
- Identify and hire expert two-year college Emporium model consultants to assist.

Accomplishments: Improving Delivery of Services & Enhancing Innovation

- Identified Emporium Developmental Education model as a best practice to replicate across the state. Included this in a statewide TAACCCT proposal submitted to the US Department of Labor which included 12 colleges and programs (five Colleges of Technology, Gallatin College Programs, Bitterroot College Programs, MSU Northern, UM Western, and five Tribal Colleges). Proposal was not funded in round one of TAACCT US DOL grants, but a plan is in place to resubmit with changes based on DOL reader comments. The US DOL has indicated they will issue an RFP for round two in January 2012.
- Identified need to work with Strategies360, our Communications Engagement consulting firm, to develop public relations plan and materials with respect to the need which exists in Montana to engage adults and create pathways to postsecondary education.

Activities: Full Two-Year Mission Professional Development Workgroup

- Engage Montana’s three community colleges to provide professional development and strategy support for the Colleges of Technology and two-year programs as they work to assume the comprehensive two-year college mission.
- Develop a comprehensive community college annual leadership summit beginning in summer 2011.

Accomplishments: Full Two-Year Mission Professional Development Workgroup

- Appointed co-Chairs for the Professional Development workgroup: John Cech, Deputy Commissioner for Two-Year and Community College Education; Stefani Hicswa, President, Miles Community College; and Anne Clark, Evaluator, CRA.
- On August 15, convened the first annual leadership summit at the UM Helena COT with Dr. Terry O’Banion, a national leader in two-year college education and policy, focusing on student success. The summit included nearly 100 participants from across the state.
Strategy 2: Every Montana Region is Served by a Two-Year College as its Regional Clearinghouse Hub for Education

Activities: Implementation Team

- Conduct a Regional Hub/Clearinghouse retreat in January 2011.

- Communicate Regional Hub purpose as “regional clearinghouse” for locations which emerged from January retreat.

- Use “regional clearinghouse” approach to improve both internal and external communication as well as provide a comprehensive approach to regional outreach and public communication.

- Enlist participation of Tribal Colleges in “regional clearinghouse” approach.

- Seek policy changes as needed for “regional clearinghouses” that support internal communication and collaboration efforts (ensuring the campus in each region receives communication and opportunity for input from any other campus desiring to offer services or programs in a region).

- Coordinate with statewide workforce development stakeholders.

- Monitor progress of College!NOW (C!N) High School to College Transitions; Curriculum Coordination & Alignment; and Workforce Responsiveness workgroups.

Accomplishments: Implementation Team

- On January 6, 2011 conducted a meeting to gather input and discuss strategies regarding “making Montana’s two-year colleges regional hubs.” The group of 24 participants meeting at the UM Helena COT reached consensus on the concept of “Regional Clearinghouse Hubs” where each College serves its respective region but acts as a clearinghouse to coordinate with other colleges to serve the education and workforce needs of each region.

- The group agreed that follow up communication will center on the concept of regional hubs viewing themselves as service centers, reaching out to regions with informal boundaries to enhance existing relationships and maximize student opportunities.

- Engaged strategic communications and engagement firm to help improve internal communication among campuses and external communication to stakeholder groups.

- Joyce Silverthorne was appointed in early January, 2011, to continue to serve as the Implementation Team’s tribal representative. However, since then, she has retired from her position. OCHE has hired a Director of American Indian/Minority Achievement, Brandi Foster, who is now working closely with College!NOW initiatives.

- The US Department of Labor grant proposal described above under Improving Delivery of Services focused on leveraging Montana’s two-year colleges and programs to extend existing and develop new
workforce development programs. As noted, the partnership plans to revise and resubmit the proposal.

- David Hall serves on the state team for the Career Pathways Technical Assistance initiative with John Cech and Sue Jones attending selected meetings. Representatives include the Office of Public Instruction, Department of Labor & Industry, various community organizations as well as business and industry. Montana representatives attended a Career Pathways summit in Washington, DC, and convened a follow up statewide Career Pathways summit in Helena on August 17, 2011.

- Various two-year institution faculty and OCHE staff serve as members and share pertinent information regarding the High School to College Transitions, Curriculum Coordination and Alignment and Workforce Responsiveness workgroups.

**Activities: High School to College Transitions Workgroup**

- Include high school/college relationships and regions served in inventory of existing institutions, programs, and services.

- Leverage support and collaboration from existing state initiatives including Carl Perkins, GEAR UP, and Montana’s TRIO programs.

- Ensure BOR approved dual enrollment guidelines are disseminated and monitor implementation.

- Expand on existing partnership with the Montana Digital Academy for providing web-based dual-credit learning opportunities for Montana’s secondary school students. ([http://montanadigitalacademy.org/dual-credit-information](http://montanadigitalacademy.org/dual-credit-information))

- Conduct conference in May 2011 in collaboration with ASPIRE and Perkins to further transitions initiative and disseminate learning / best practices.

- Develop statewide protocol for advising and refining web-based advising tools.

- Communication protocols will be established through the regional clearinghouse hub where campuses will communicate with other campuses their desire to offer programs/services. The goal will be to improve communication and invite collaboration whenever possible.

- The concept of “traditional” service areas has been discussed and accepted by the two-year colleges. Montana’s two-year leaders must now identify delivery area “gaps” that exist in delivering the two-year mission, and then work to identify the “logical” source for making that service delivery under the Hub Concept. If delivery by one college is desired in what has traditionally been another college’s service region, the colleges have agreed to an early and fully informed discussion before venturing outside the traditional service hub areas.

- Seek policy changes as needed.

**Accomplishments: High School to College Transitions Workgroup**

- College!NOW linked with Montana’s Carl Perkins Big Sky Pathways Initiative to coordinate identification of Educational and Career Pathways with Montana High Schools. A total of 465 pathways have been identified and articulated.
• Monthly Academic, Research, and Student Affairs Committee meetings among College!NOW, Carl Perkins, GEAR UP, TRIO and related academic representatives ensure sharing of information and collaboration. Additionally, a bi-monthly "Two Year Council" group meets to ensure all two-year education entities are interfacing.

• Dual Enrollment guidelines available to all entities with review pending in upcoming 12 months.

• After extensive review and deliberation of current practices, followed by extensive input from Montana University System (MUS) administrators and staff, the Board of Regents approved a common approach to Dual Enrollment Tuition and Application (including those through Montana Digital Academy) on August 2, 2011.

• The Montana Board of Regents approved a common approach to dual enrollment tuition and application procedures at the August BOR meeting. The proposal was based on 50% of resident two-year college tuition with no additional fees assessed including application fee. This proposal resulted in the cost of all dual enrollment courses being lowered to $62-$65 per credit for institutions with a COT or two-year college and approximately $80 per credit for dual enrollment courses offered at UM Western and MSU Northern. It is expected this Regent action will dramatically increase Montana’s secondary participation in dual enrollment courses.

• John Cech served as a keynote speaker for the State of Montana ASPIRE conference speaking about the College!NOW Initiative in Kalispell on May 17-18, 2011. Over 100 state educators (secondary and postsecondary) participated in the conference.

• Career Pathways (described above) were established and linked to the Office of Public Instruction (OPI) Website with linkage to the Montana Career Information System for advising purposes.

• Communication protocols will be established through the regional clearinghouse hub.

Activities: Adult Friendly Programming Workgroup /Formation & Information Gathering

• Launch new workgroup by Spring 2011.

• Collect baseline data on adult participation and completion by Spring 2011.

• Research and gather information about models in other states, nations (e.g. Rio Salado, AZ Strategy Lab) by March 2011.

• Hire consultants and conduct Adult Learning Focused Institutional Assessment (ALFI Project) at the three Community Colleges and five COTs by Summer 2011.

• Create RFP for consultant to conduct Montana Adult Surveys of three target populations:
  1. Adults currently enrolled in two-year institutions,
  2. Adults previously enrolled in two-year institutions, but didn’t stay through completion, and
  3. Adults not enrolled in higher education by Summer 2011.


• Analyze data collected to inform policy changes and programming focus.
• Foster development of new innovative, adult-friendly programming through flexible schedules, Credit for Prior Learning, and course-redesign.

Accomplishments: Adult Friendly Programming Workgroup / Formation & Information Gathering

• Appointed Dr. Joe Schaffer, Dean and CEO of MSU Great Falls College of Technology and Robert Hietala, Dean of MSU Gallatin College Programs as co-chairs of the Adult Friendly Workgroup.

• Identified and appointed workgroup members.

• Conducted initial meeting where Associate Commissioner for Planning and Analysis, Tyler Trevor presented baseline data on Montana's adult learner enrollment, retention, and success. Findings include:

  1. Overall, the numbers of adults participating in two-year colleges and programs has increased from 2206 in Fall 2001 to 3877 in Fall 2010.

  2. However, adult students as a percent of all students enrolled in the MUS have decreased from 53% in 2001 to 45% in 2011.

  3. There is considerable variation in individual campus percent of adult students, ranging from 26% at the low to 52% at the high.

  4. On average though, the number of adult students as a percent of the total student population in the MUS is similar to the regional average (43% for Montana in Fall 2009 versus 45% for the WICHE states).

  5. Roughly half of these students will/do earn a two-year degree or certificate. However, only a small number ever achieve a four-year degree.

  6. Montana ranks 11th out of 14 states in the region for the number of 25-64 year old adults enrolled in two-year institutions/programs as a percent of the total population of 25-64 year old adults.

  7. Montana enrolls a significantly lower percent of the adult population in two-year education than the regional average (7.7% of the population in Montana versus 21.7% as the average of regional states).

• The Council for Adult and Experiential Learning (CAEL) gave the Adult Friendly workgroup a presentation on the programs and services they provide that might be useful to the CIIN project, including CAEL's Adult Learner Focused Institution (ALFI) assessment process.

• Workgroup recommended conducting ALFI assessment across Montana's two-year institutions to help understand how they are aligned to engage, retain, and graduate adult students, with an eye toward improvement.

• OCHE staff applied for and secured sole source contracting authority from Montana's Procurement Bureau for CAEL to conduct the ALFI assessment for Montana's two-year programs.

• Each of Montana's public two-year colleges and college programs (five COTs, Gallatin College Programs, Bitterroot College Programs, MSU Northern, UM Western, and three Community
Colleges) have agreed to conduct ALFI assessments this spring 2012. This will provide valuable baseline data for future planning for adult friendly programming at Montana's public two-year colleges.

Strategy 3: Montana Two-Year Education is Streamlined Through Coordinated Curricula and Integrated

Activities: Curriculum Coordination and Alignment

- Share Choices That Count (CTC) Pathway Document with BOR as part of General Education Transfer Core; assign oversight of CTC core to General Education Advisory Council. Promote CTC across the MUS and at Tribal Colleges.

- Work on reciprocity agreements for general education core with regional systems.

- Identify and implement across the system, related course standards appropriate for AAS and Certificate degrees.

- Continue discussion on revision of General Education Core to align with Learning Outcomes (LEAP) – General Education Council and Chief Academic Officers.

- Continue common course numbering initiative, focusing especially on strengthening shared learning outcomes.

Accomplishments: Curriculum Coordination and Alignment

- Common course numbering (CCN) now permeates the culture of all Montana University System (MUS) campuses. Students, advisors, faculty, and parents can easily scan lists of course on the MUS Transfer web portal. Each campus has appointed a person to serve as a single point of contact. Almost 80% of the total number of courses offered in the system have been reviewed and aligned for the MUS CCN.

- Representatives from Montana campuses attended a spring 2011 meeting in Chicago sponsored by the Association of American Colleges & Universities that focused on reinvigorating a comprehensive set of core expectations for all postsecondary experiences and credentials.

- Attendees at the "LEAP States Summit" returned to Montana with a commitment to make Montana a "LEAP state". The implications are far-reaching for one-year and two-year terminal (workforce development) programs at two-year campuses, which tend to think of "liberal education" goals as only peripherally relevant to their mission.
• A publication of Learning Outcomes statements for introductory college courses has generated more interest in secondary/postsecondary credit opportunities. This has created more interest in pathways for high school students.

• Further efforts to improve alignment of general education core requirements of the MUS were extended to the broader region of Western States where the Montana Office of the Commissioner of Higher Education (OCHE) helped initiate a WICHE-sponsored project to establish processes and protocols for an "interstate transfer passport for general education."

• Gallatin College Programs (GCP) initiated the development of a proposal to begin offering AA/AS transfer degrees and a "Choices that Count" Certificate.

• Montana Tech transferred its Associate of Science transfer degree to its COT as a part of the College!NOW initiative.

Activities: Technology for Efficiency Workgroup- Strive to improve efficiency, productivity, and quality of information through the following information technology strategies

• Integrate the Community Colleges into the MUS enterprise information system in order to maximize administrative efficiencies, allow for seamless student enrollment between campuses, and promote consistent business practices.

• Provide high speed telecommunications opportunities that connect the Community Colleges to the U-System education network.

• Include Community College data in the MUS data warehouse in order to facilitate centralized reporting and quality information.

1. Full Banner system implementation at MCC and DCC by February 11, 2011.
2. Identify additional training needs and current levels of functionality. Student data has been moved into the MUS data system; begin generating and validating Student Data Warehouse reports.
3. Develop plans to increase connectivity to the U-System Network.
4. Implement Broadband systems upgrades as per funding received from NSF/EPSCoR.
5. Cyber Infrastructure Network Grant.
6. Identify and resolve any integration issues.
7. Increase connectivity to U-System network through a long-term, sustainable plan.
8. Integrate finance data into MUS Finance Data Warehouse.
9. Address Banner add-ons needed (i.e. on-line payment, check printing).

Accomplishments: Technology for Efficiency Workgroup

• Full Banner implementation is complete at Miles CC and Dawson CC. Problems still exist in reporting functionality in the Finance module. A team of OCHE and campus experts visited DCC and MCC in October 2011 and further plans are in development to ensure full Banner Finance functionality.
• All student data has been migrated to the MUS Student Data Warehouse. The data has been validated and full reporting functionality is available.

• Significant progress has been made in providing high speed telecommunications that connect the Community Colleges to the U-system education network. The MUS committed NSF/EPSCoR Cyberinfrastructure Grant funding, over $1.1 million, to enhance network links to Montana’s community and tribal colleges, as described below.

1. Creation of Network Junction Points in Missoula, Billings, and Miles City, to provide Montana’s community and tribal colleges points at which to connect to the MUS research and educational network. The NJP is Missoula is complete, Billings is expected to be complete by the end of 2011, and Miles City is expected to be complete by the end of 2012.

2. The EPSCoR grant supported and paid for 100Mb connections, for six years, linking Flathead Valley Community College (FVCC) and SKC to the Missoula NJP. Those links are now being tested and are expected to be fully operational by January 1, 2012.

• The EPSCoR grant and other funding provided by the MUS will support 50Mb connections, for 2-3 years, linking Miles CC and Dawson CC to the Billings NJP. Those links are expected to go live as soon as the Billings NJP is completed, with a target of January 1, 2012.

• In addition to enhancing communication with MUS campuses, many of the community and tribal colleges are expected to utilize these links to obtain (through the University of Montana) higher bandwidth/lower cost connectivity to the "open internet" and also the US-wide research and education network.

Activities: On-Line Workgroup

• The dual credit offerings will include a mix of transfer core CTC courses and workforce training programs. All of the two-year colleges will have CTC courses available, providing they have OPI-licensed faculty to teach the courses. Several of the two-year colleges have online workforce training programs that will be made available.

• Work with colleges to identify any quality and sustainability issues and solutions from the broader perspective.

• Explore the collaborative use of online delivery to ensure academic program quality and address gaps in online student services support.

• By July 2011, launch first phase of College!NOW On-Line website with a selection of CTC offerings from at least three categories.

• Work closely with Associate Commissioner Tyler Trevor and the OCHE web maintenance contractor to initiate the C!N web site launch in close coordination with the Montana Digital Academy (MTDA).

• Develop a financial model that works for the colleges within their respective “cost of education” realities while also determining more equitable pricing for all.
• Keep the other C!N work groups, OCHE administration, and BOR fully advised of the direction the project is moving and of the intent of the workgroup’s exploratory work.

Accomplishments: On-Line Workgroup

• Among the 60 on-line Dual Credit courses to be offered during Spring 2012 there is a mix of transfer core CTC courses along with selected workforce training courses. Five of Montana’s twelve two-year colleges are currently among those offering on-line Dual Credit via the Montana Digital Academy. There are currently no Tribal Colleges offering on-line Dual Credit via the Digital Academy. The 60 Spring 2012 offerings represent dramatic growth from nine courses offered during Spring 2011.

• The Montana Board of Regents approved a common approach to dual enrollment tuition and application procedures at the August BOR meeting, as detailed above under High School to College Transition Workgroup.

• Dual credit course offerings continue to follow guidelines established earlier in the project to ensure high quality, college-level instruction.

• The on-line Dual Credit portion of the MTDA website was revised and improved. Prospective students are now linked directly with the college they would like to enroll in.

• Revised the Montana University System Two-Year and Community College Education website to increase effectiveness and improve user friendliness of the site. New site was launched October 1, 2011.

• Developed College!NOW electronic newsletter to keep the public and the other C!N work groups, OCHE administration, and BOR fully advised of C!N activities, including those related to the Montana Digital Academy and online education.

Strategy 4: Montana’s Higher Education Funding Model Includes Performance-Based Components

Activities: Outcomes-Based Funding (OBF) Workgroup

• Continue work facilitated by consultant Dennis Jones of NCHEMS (National Council for Higher Education Management Systems) on the concept of using course completions as the basis for a new funding formula.

• Discuss with the BOR allocating a portion of the state funding to a BOR incentive pool to allow a proportion of funding to be targeted to the achievement of BOR goals.

• Engage in discussion and planning at BOR January 2011 Retreat.
• Hold statewide faculty leadership roundtable discussion with consultant on February 16, 2010.

• Explore and model options for outcomes-based funding.

• Monitor results and identify challenges.

**Accomplishments: Outcomes-Based Funding (OBF) Workgroup**

• The Board of Regents approved a three year phase-in of rebasing the Montana University System allocation with implementation beginning in FY12. Course completions, weighted by the cost of discipline, are utilized to determine the percent allocated to Montana State University and U of Montana campuses. The two Presidents were provided weighted course completion data to help inform and guide the allocation to their affiliated campuses.

• Board of Regents discussions held during January 2011 and August 2011 retreats resulted in approval of the rebasing phase-in and tasking the Presidents with the responsibility of allocation to their affiliated campuses. The August retreat touched upon the need for further allocation discussions regarding graduation success recognition and at-risk students.

• A faculty leadership roundtable discussion was held at MSU on February 16, 2011, “The Future of Higher Education in Tight Economic Times,” featuring national higher education consultant Dennis Jones of NCHEMS (National Council for Higher Education Management Systems). The sessions were well attended, with a total of about 70 people (mostly faculty) attending one of two sessions. The first session was a smaller group that focused on possible new allocation formulas for the MUS, in the context of national best practices and trends, including a discussion of performance based funding. Following this session, a lunch was held where on-site participants could follow-up with detailed questions for Dennis. The second forum involved a broader audience that listened to Dennis’ presentation on the proper role and function of governing boards, administrations, and faculties; achieving academic efficiencies; trends in higher education financing; best practices and new strategic financing ideas; the future of shared governance, and more. A discussion, mostly centered on performance based funding, followed the presentation. Primary Outcome: These meetings served to engage and educate faculty system-wide on the topic of performance based funding, national best practices in higher education, and the role of governing boards.

• An October 11, 2011 meeting at UM Missoula highlighted the “new normal” with respect to college and university funding focusing on reallocation of funds as the most likely source of “investment” dollars. The need to prioritize programs and related needs are to be tied directly to the investment of scarce resources.

• A September 20, 2011 meeting in Billings included campus CFOs and CAOs with Dennis Jones presenting “Best Practices Regarding Performance Funding.” Specific discussions focused on incentivizing graduation successes and success with at-risk students.
Strategy 5: Through Effective Communication, Constituent Groups are Aware, Informed, and Engaged with Two-Year College Education and Montana’s Goals for Increased Education Attainment

Activities: Employ targeted communications to effectively engage constituent groups with the comprehensive two-year college education mission and vision in Montana.

- Hold February 4, 2011 retreat with Implementation Team to review and plan communications strategy.

- Post new RFP for Strategic Communications & Engagement consultant and award contract, Spring, 2011.

- Review previous efforts, develop strategies, and interact with key constituents to enhance ownership and support for rebranding of COTs and two-year programs.

- Plan for and launch comprehensive community college leadership summit in Summer 2011.

- Identify public relations, messaging, and media strategies to build external awareness and support among policymakers, Tribal college leaders, business owners, community leaders, educators, families, students, and the media including creating additional awareness and appreciation for degree and credential attainment.

- Conduct listening sessions in communities where Montana’s five Colleges of Technology reside to discuss and seek input on extending comprehensive two-year mission and rebranding of the COTs.

- By October 2011, conduct first “roll-out” system wide summit on extending the comprehensive two-year education mission to Montana’s five COTs.

- Targeted communications to Montana policy makers, Tribal college leaders, business owners, community leaders, educators, families, students and the media to ensure each are accurately informed and involved with Montana’s two-year education initiative.

Accomplishments: Employ targeted communications to effectively engage constituent groups with the comprehensive two-year college education mission and vision in Montana.

- Implementation Team meeting met on February 10, 2011 and discussed overall process for extending an RFP for Internal/External Communications. A subcommittee laid out the scope of work and timeline. On February 24 the Implementation team submitted feedback on the RFP.
• The RFP was processed via legal and posted on March 25, 2011. Proposals were received from six companies; Strategies 360, with headquarters in Seattle, WA, and a branch office in Montana, was selected. They formally began their work on June 20, 2011.

• Developed initiative timeline, passed by Board of Regents August, 2011. (See Attachment B of this report).

• Developed College!NOW: Our Story Newsletter September, 2011. Shared e-newsletter with entire Montana University System, Governor’s Office, members of the Montana Legislature, Montana Department of Labor and Industry, Montana Department of Commerce, The Office of Public Instruction, and other key leaders around the state.

• Built College!NOW Facebook page September 2011 which grew to 55 fans in first month. Shared pictures, status updates, and media through regular postings.

• Built College!NOW Blog [www.montanacollegenow.com](http://www.montanacollegenow.com) September, 2011. Shared newsletter content and engaged listening session participants in follow-up conversation.

• Conducted 14 listening sessions on expanding the comprehensive community college mission and rebranding across 5 communities October, 2011. A total of eight themes emerged as a part of the listening sessions (See Attachment E of this report). Strategies 360 assisted in developing listening session program and presentation.

• Engaged community and campus participation through radio, PSAs, media, campus flyers, email and community calendars. Generated print, radio and TV media stories in each of the 5 cities where COTs are located. Designed College!NOW “Stay Connected” cards.

• Conducted Extending the Comprehensive Mission Retreat November 3-4, 2011, with assistance from Strategies 360 and Public Agenda (See Attachment F of this report).

**Activities: Research**

• Conduct baseline opinion research on two-year education statewide.

• Coordinate with project evaluator.

• Provide support to each two-year college to conduct its own:

  1. Regional opinion research on public opinions, barriers, and perceptions of two-year education
  2. Community needs assessments
  3. Adult learning needs and delivery modalities including:
      a) Adults currently enrolled in two-year institutions,
      b) Adults previously enrolled in two-year institutions, but didn’t stay through completion.
      c) Adults not enrolled in higher education by Summer 2011.
Accomplishments: Research

- Conducted 14 listening sessions across five communities during October, 2011 on expanding the comprehensive community college mission and rebranding, as noted above. Campus-specific data from the listening sessions was summarized and provided to each COT.

- Conducted an analysis of each COT establishing a baseline for how close each was with respect to providing the comprehensive two-year mission (See Attachment C of this report).

- Laid the groundwork for surveys of adult needs and delivery modalities through the CAEL ALFI assessment, as described earlier.

- Deputy Commissioner Tyler Trevor shared a 10-year overview with key C!N workgroups of adult learner data points for Montana’s two-year education. Included was:
  1. Enrollment by campus including comparisons with regional peers as well as the overall general Montana population.
  2. Retention, transfer and completion data.
  3. Average credit load, age distribution, major areas of study.
  4. Montana’s adult population engaged in two-year education compared to the region.

Major Changes

Describe any major changes or experiences that have had, or will have, an impact on the work supported by the grant.

Describe changes occurring within your organization and/or outside your organization that have an impact on the work supported by the grant (e.g., in the community, in your local government, etc.) since your last report.

Describe how you have responded or plan to respond to these changes.

On January 1, 2011, Dr. John Cech succeeded Dr. Mary Moe as the Deputy Commissioner for Two-Year and Community College Education and Project Director for the College!NOW Initiative. Dr. Cech worked to quickly learn about the challenges and issues associated with both the position and the College!NOW Initiative. Challenges and opportunities included:

- Developing a sense of teamwork and collaboration among the State’s two-year college leaders.

- Developing a statewide two-year vision and mission statement.

- Revising the College!NOW Scope of Work.

- Securing Strategies 360 as the Communications Engagement Firm.

- Revising the College!NOW budget to hire the Senior Program Specialist position.
• Revising the College!NOW budget to fund .25 FTE of an administrative assistant position to support initiatives.

• With announcement of the upcoming retirement of the Commissioner of Higher Education, worked with the Board of Regents to ensure two-year education initiatives are recognized in the position description for new commissioner.

• In light of the Commissioner's announced retirement, Montana brought a large contingent to the National Productivity Conference to solidify the state team. Participants included representatives from the Board of Regents, Office of Public Instruction, Governor's Office, community college trustees, university academic administration, and business/civic community, as well as several OCHE staff.

EVALUATION

Activities: Evaluation

• Retain evaluator.

• Evaluator conducts mid-course assessment and reports on data and observations to state Advisory and Implementation Teams/ Project Director. Project leadership shares evaluation findings and provides appropriate guidance to work groups and consultants.

• Evaluator assists Project Director with evaluation of responses from statewide visits to Montana’s two-year colleges and two-year programs including seven Tribal Colleges.

• Evaluator summarizes results from prior and current college/program/community visits.

Accomplishments: Evaluation

• On April 16, 2011, College!NOW renewed its contract with state-specific evaluator, Collaborative Research Associates (CRA)—Dr. J. Anne Clark—for a second year of evaluation services. Additional funds were allocated to evaluation through a 10-28-2011 contract addendum with CRA to carry out further data collection, analysis, and presentation related to Strategy One: Extending the Comprehensive Community College Mission to the five Colleges of Technology.

• CRA tracked College!NOW strategy actions and events throughout the Nov 2010 to Oct 2011 grant period and used a policy/strategy tracking model to categorize these actions and events within the model, as described in:

    The College!NOW Policy Tracking Process Conducted by Collaborative Research Associates (CRA), 10-20-2010

• Progress across the five College!NOW Strategies was reported by Collaborative Research Associates in:

    College!NOW Five Strategies; Progress Through February 2011 And Potential Next Steps Through February 2012 Collaborative Research Associates, LLC April 2011 (See Attachment H of this report.)

    And
College!NOW Evaluation Memo #1
Recent Progress on the College!NOW Five Strategies, July 15, 2011 (See Attachment I of this report.)

- CRA collaborated on data collection for the Fall 2010 and Fall 2011 campus/community Listening Sessions across Montana. CRA analyzed Listening Session data and submitted the following report during the November 2010 through October 2011 time period:

  Findings from OCHE Fall 2010 Community Listening Sessions
  PART B: Sessions at All 17 Sites
  Prepared by Collaborative Research Associates, LLC

- Project Director, Dr. John Cech, conducted breakout group discussions in conjunction with the Fall 2011 campus/community Listening Sessions. CRA conducted qualitative analysis of discussion notes and prepared a written report for each of the five Colleges of Technology.

- Dr. Cech conducted qualitative data analysis on participant feedback from all Fall 2011 Listening Sessions and outlined the overall themes in a document that has been widely shared with stakeholders and the Board of Regents.

  Eight General Themes Emerged—Billings, Butte, Great Falls, Helena, and Missoula
  College!NOW Listening Sessions (See Attachment E of this report.)

- College!NOW and CRA conducted an online survey of Fall 2011 Listening Session participants, and CRA prepared a written report for each of the five Colleges of Technology.

- The College!NOW Project Director shared the evaluation reports listed above with the College!NOW Implementation Team; relevant College!NOW workgroups and consultants; and COT work teams.

**COMMUNICATION**

Provide an update on the project communication plan outlined in your proposal.

- Develop and conduct rebranding group exercises and presentation at December 2011 Rebrand Summit.

- Conduct public opinion research on rebranding and renaming December 2011-February 2012.
  1. Public opinion poll.
  2. Prospective student focus groups.
  3. Provide assistance and support in creation of local 2-year education advisory councils specifically in Missoula and Butte.
  4. Facilitation, guidance on expectations and parameters.

- Align communications and rebranding plan with broader message of parent universities UM and MSU.

- Conduct regular PR/communications calls with local staff throughout plan rollout.

- Develop plan for video production and presentation for the brand rollout.
• Conduct editorial board meetings and place Opeds signed by local opinion leaders lauding the rebrand efforts prior to the March 2012 Board of Regents meeting and decision.

• Generate positive testimony for rebranding at the March 2012 Board of Regents meeting.

• Continue to release regular College!NOW: Our Story eNewsletters.

• Maintain dynamic Facebook presence.

• Grow Facebook fan page to 300 by February 2012.

Provide copies of any media coverage or communication products developed during this period

• (See Attachment G of this report.)

**Activities and Accomplishments: Communication**

• Activities and accomplishments in this area are detailed above under Strategy 5, concerning communications.

**LEARNING**

Describe lessons learned that will help you in your continued efforts to achieve your intended goals.

• Buy-in / participation in working toward project goals are essential, but time and resource intensive. Building relationships and trust among project leaders, institutional stakeholders, and community leaders is essential to progress.

• Communication must be constant and in as many formats as possible, whether it is in the newspaper, on the radio, on the web or in-person. Actively listening to what people are saying has been invaluable.

• Firm deadlines and benchmarks are important, but flexibility in planning must allow for increased participation and alternative methods to achieve goals such as increasing faculty participation in implementing comprehensive mission.

Describe any changes you have made or plan to make in light of what you have learned.

• Additional resources were allocated to data collection, analysis, and dissemination to colleges.

• Further commitment and investment of time for future follow-up listening sessions, for example, is critical to ensure the public that they are indeed being heard and one’s opinion is validated.

• There are institutional structures that this plan must operate within. We are working to understand the players and decision-makers, so that we can find ways to collaborate without alienating the institutions or traditions.
If applicable, describe any links you have made or would like to make between this project and other Lumina grants.

- College!NOW is being assisted by Public Agenda and Andy Goodman through Lumina funding in addition to the Montana productivity grant.

- Public Agenda will play an important role in engaging key internal audiences, earning buy in, and ensuring the sustainability of the plan moving forward.

- John Cech visited Iris Palmer (HCM Strategists) about Prior Learning Assessment strategies and outcomes from Tennessee and Arkansas. This information was used to support Montana's proposal for a sole source for CAEL ALFI Assessment. The Sole Source proposal was approved by the Montana State Procurement Division.

**Sustainability**

**Provide an update on the status of the sustainability plan outlined in your proposal.**

- The five strategies of Montana's College!NOW Initiative are being integrated into all aspects of the State's two-year and postsecondary education initiatives. For example, the State's Carl Perkins Big Sky Pathways Initiative and College!NOW are working to integrate strategies and initiatives.

- Another key aspect of sustainability of the College!NOW Initiatives involves integrating them into the comprehensive planning for two-year education in Montana. For example, Strategy One was expanded at the mid-November Board of Regents meeting to add Gallatin College Programs, Bitterroot College Programs, MSU Northern, and UM Western.

- A significant outcome of the College!NOW Initiative will be to create a two-year system, a system with a lower case "s", which will increase the collaboration, planning, and sharing of academic programming and services around the state. A key outcome from this will be the increased ability of the two-year system to secure additional grant funding to further both continuing and new initiatives.

- Changing public misperceptions and building a recognized brand for Montana's two-year education is another key area which will aid with sustainability. For example, the ability to collectively identify the brand and build public recognition of the work being done at Montana's two-year colleges is significant and will help with improving awareness among the State's legislature and future governor.

- The College!NOW initiative has precipitated significant discussion among the Board of Regents about the important role and purpose of two-year education in Montana, as was evidenced by the Regent's approving the State's first comprehensive two-year mission statement. These discussions and the commitment the Regents have made to the College!Now Initiative have helped ensure the work of this initiative will continue long past the expiration of the Lumina funds.

- Finally, the Commissioner has asked Deputy Commissioner Cech to prepare justification for additional state funds to support continuation of programmatic staff in the Two-Year and Community College Division necessary to ensure that the College!Now and two-year education statewide initiatives are sustained and further developed following the completion of College!Now grant in fall 2013.
**FINANCIAL REPORT**

Use the accompanying budget template to indicate how Lumina grant funds have been spent according to the categories submitted in the proposal budget.

Indicate any anticipated changes and explain any budget variances.

As you make your plans for the next reporting period, remember that you will need the Foundation’s approval for line-item changes greater than 10 percent or $5,000. (Please refer to paragraph 8 of your grant agreement for additional information.)

[Signature]

Project Director

[Date]

12/11/11
Attachment A:
Mission and Vision for Public Two-Year Education in Montana
MONTANA UNIVERSITY SYSTEM
COMPREHENSIVE TWO-YEAR EDUCATION MISSION/VISION

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.

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

Key Purposes and Attributes
Montana’s two-year education is centered around the attributes of the comprehensive community college mission and is committed to providing:

• Transfer Education Through the Associate’s Degree
• Workforce Development, Including Certificates and Applied Associate’s Degrees
• Developmental and Adult Basic Education
• Lifelong Learning
• Community Development

The attributes of two-year education in Montana include:

• Open Access Admissions
• Affordable
• Student-Centered
• Adult Focused and Accessible Learning
• Responsiveness to Local Needs
• Cultivation of Partnerships

Core Values

• Require Excellence
• Embrace Diversity
• Encourage Innovation
• Be Accountable
• Embody Inclusivity
• Promote Lifelong Learning
• Provide Rigor and Relevance
• Expect Civic Engagement
• Insist on Integrity
• Retain Transparency
• Offer Consistent Unified Support
• Celebrate Student Success
Attachment B:

25 Month Timeline for Extending the Comprehensive Mission
Attachment C:

Status Assessment Extending
Comprehensive Mission
A STATUS ASSESSMENT OF MONTANA UNIVERSITY SYSTEM COLLEGES OF TECHNOLOGY
AND THE COMPREHENSIVE TWO-YEAR COLLEGE MISSION

prepared by Dr. Pamila Fisher, Ed.D.
final edits in response to group feedback prepared by John E. Cech, Ph.D., Deputy Commissioner for Two-Year
and Community College Education

September 27, 2011

Background and Need

Montana has a long and illustrious history of providing support for its universities which has resulted in excellent
national reputations. The state also has three successful locally governed community colleges and seven tribal
colleges. In 1994, the state formed five Colleges of Technology by legislatively affiliating five existing Vocational
Technical Schools with a designated university. Two of the five COTs are stand alone colleges reporting directly
to UM and MSU respectively and three of the COTs are embedded with a regional university (separate campuses
but structurally embedded). In addition, two-year programs are offered at MSU Bozeman through Gallatin
College Programs, MSU Northern through its College of Technical Sciences, UM Bitterroot College Programs, and
UM Western. Each of the five COTs have been faithfully fulfilling their workforce development and career and
technical education roles with the two stand alone COTs having expanded their breadth of operations to include
full transfer programs.

While the purpose of the COTs was to serve the community and state, there was no specific goal of creating
comprehensive two-year colleges. In the intervening 17 years, for a variety of reasons, the five COTs evolved
differently. Today they vary greatly in their daily governance and operations, in their offerings and in their
enrollment patterns. Although that variation is understandable, along with a lack of a clear identity and role, the
result led to confusion for many Montana residents.

In that same past 17 years, the state's growth, changing economy and demographics created a need for a larger
trained workforce. Leaders also recognized that while community colleges and other two-year programs had
grown exponentially throughout the country for the previous forty years, that was not true for Montana. For
example, in 2001, Montana's undergraduate participation rates in the State's two-year colleges was 49th in the
nation. By 2010, Montana's two-year colleges had witnessed dramatic growth with nearly 90 percent growth in
FTES at the COTs since 2001. However, the state's two-year college participation rate was still far below the
national average of 45% of all undergraduate enrollment.

"College!NOW"

Thus it was with great enthusiasm that in 2009 the MUS Office of Higher Education applied for and received a
Lumina Foundation planning grant designed to address this low participation rate. Since 2010, state and local
two-year program representatives have been working to implement this grant, now titled "College!NOW". This
initiative's purpose is to enhance Montana's higher education productivity though increased participation and
success of both traditional and adult students throughout Montana's various two-year higher education colleges
and programs. Strategy One of College!NOW calls for ensuring that the mission in all these two-year programs
is, in fact, comprehensive in order to achieve this purpose.
A number of specific objectives leading to this goal are outlined in the CollegeNOW Scope of Work, which was refined in March of 2011. The first of these objectives, ensuring a comprehensive mission, was endorsed in May of 2011 by the MUS Board of Regents. At that time, they took official action adopting the goal that all MUS Two-Year colleges would implement the comprehensive mission by Fall 2013 (with the focus to be on the state's five Colleges of Technology).

"The Comprehensive Mission Task Force"

The intent of the Board of Regents' goal was clarified in their adopted statement that included a "Mission and Vision", "Key Purposes and Attributes", and "Core Values" for comprehensive two-year education within the state of Montana (see attachment.) The Board of Regents also charged the Office of the Commissioner of Higher Education to convene a task force to plan and implement this goal by the fall of 2013.

That Task Force was convened and is co-chaired by Dr. John Cech, Deputy Commissioner for Two-Year and Community College Education, and Dr. Rolf Groseth, Chancellor for MSU Billings. One of the first considerations of the Task Force was the need to assess the current status of the five Colleges of Technology with respect to the criteria outlined in the Board of Regents' statement on the comprehensive two-year mission. The results of such an assessment would then inform the Task Force, the various committees, and the COTs and their affiliated universities, as to what aspects of the comprehensive mission, and its accompanying support services and characteristics, were missing or in need of attention in order to accomplish the goal set by the Board of Regents.

Methodology

The Office of the Commissioner for Higher Education contracted with Dr. Pamila Fisher (see attached resume) to develop, conduct and compile the results of a short assessment of the five COTs with respect to the characteristics and components of a two-year college that offers a comprehensive mission. Dr. Fisher developed the questionnaire based on the Board of Regents' adopted comprehensive mission statement and her own and other leaders' knowledge of a comprehensive community college mission. The draft questionnaire was reviewed by the presidents of Montana's three community colleges, the Deans/CEOs of Montana's five COTs, and the members of the Task Force. Revisions were made and the final questionnaire approved by Dr. Cech.

In early August, Dr. Fisher interviewed by phone each of the five deans (with Dr. Groseth responding for MSUB COT who did not currently have a dean) for an hour to an hour and a half. The deans' responses and comments were written in a draft response and sent to the deans for their review. Changes they requested were made. Each complete final response and comments are available in appendix 3 to this report. It should be noted that these responses are self-reports and have not been independently validated.

The results of the five interviews have been compiled and are displayed in the graphs and tables within this report. The summary, observations and recommendations, while based on the data and conversations, are those of the consultant.

Summary of Findings

Within the five COTs there is a large degree of variance with respect to the criteria used in this survey. In general, the two "stand-alone" COTs are far more comprehensive. However, even within the three "embedded" COTs, there is significant variation with the responses.
Considered collectively, the COTs’ greatest challenge is within the areas of Adult Basic Education, which is administratively coordinated by the Office of Public Instruction and coordinated through the local public school districts in the communities where the colleges of technology are located. Transfer education has the greatest disparity within the COTs and is another major challenge. There is significant inconsistency in the provision of the full general education core and transfer opportunities at the embedded COTs. Support services, while available, are COT-directed initially at admissions but are primarily the responsibility of the university after that for the three embedded COTs. While the ties to the local community are stronger in some COTs than others, there is an identity and/or local visibility challenge for most COTs.

There are a few mission components missing in one or more COTs, and far more that are not directed by the COT. There are many support services critical to the comprehensive mission that are not directed by all the COTs (particularly the three embedded COTs). The degree of community responsiveness appears high in three of the five COTS.

The relationships with the affiliated universities vary greatly and affect breadth of course offerings, support services and local responsiveness. The "stand-alone" COTs have been allowed to evolve into fairly comprehensive two-year colleges. This has not uniformly happened in the “embedded” colleges, although MSUB is farther along than the other two.

**Results Related to Mission**

Graphs One, Two, Three and Four display the findings related to Mission, which includes developmental education (Items #1-3), Adult Basic Education (Items #4-5), Workforce Development (Items #6-8) and Transfer Programs (Items #9-12). A copy of the interview questionnaire is located in Appendix 1 of this summary report. Appendix 2 includes a summary spreadsheets depicting the answers for each of the five Colleges. Appendix 3 includes a summary of each College’s response. The following section of this report includes brief summaries of the findings by category with color-coded charts depicting responses to the questions. In order to construct graphs for visual depiction for questions 1 through 12 of the interviews, numbers were assigned to the letters: A=4; B=3; C=2; and D=1.
Developmental Education:

- With respect to developmental education, three COTs directly manage the developmental education programs and opportunities on their campuses while two provide developmental education courses which are coordinated through their parent universities. (Table One)

<table>
<thead>
<tr>
<th>Table One: Developmental Education</th>
<th>Montana Tech</th>
<th>UM Missoula</th>
<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(A) Developmental coursework and academic support services are offered on our two-year college campus.</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>(B) Some developmental coursework and academic support services are offered on our two-year college campus but some also are offered only on the university campus.</td>
<td></td>
<td></td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(C) Developmental coursework and academic support services are available primarily through either the affiliated university or other external location.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(D) Developmental coursework and academic support services are not readily available at either our two-year college or the nearby university.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(A) Developmental coursework is offered at our two-year college at the two-year college tuition rate.</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>(B) Developmental coursework is offered at the two-year college tuition rate at both our two-year college and the affiliated university.</td>
<td></td>
<td></td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(C) Most developmental coursework is offered at the university only, but at the two-year college tuition rate.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(D) All developmental coursework, regardless of location, is offered at the university tuition rate.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(A) Our two-year college directs the design, delivery and assessment of our developmental education program.</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(B) Our two-year college assumes primary responsibility (but does not direct) the design, delivery and assessment of our developmental education program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(C) Our two-year college program plays a significant role (but does not direct nor have primary responsibility) for the design, delivery and assessment of the developmental education program attended by our students.</td>
<td></td>
<td></td>
<td></td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>(D) Developmental education is not available through our two-year college.</td>
<td></td>
<td></td>
<td></td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>
**Adult Basic Education:**

- The COTs’ lowest participation scores as a group are within the adult and basic education area. A number of reasons for this were mentioned in the interviews, including coordination of ABE being the responsibility of the local school district, lack of legislative role and varying philosophies of local superintendents. (Table Two)

<table>
<thead>
<tr>
<th>Table Two: Adult Basic Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Montana Tech</th>
<th>UM Missoula</th>
<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A. Our two-year college is legislatively authorized to provide ABE coursework and support programs leading to GED and college admission.</td>
<td></td>
<td>B</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. There is a formal established partnership between local ABE providers and our two-year college to provide ABE coursework on our campus.</td>
<td></td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. There is informal, occasional or partial collaboration between a local ABE provider and our two year college and/or limited offerings at the college to provide ABE coursework to our students.</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. There are no functional partnerships with local ABE provider or there are no ABE coursework or services available in the community.</td>
<td></td>
<td>D</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A. Available ABE/GED coursework is offered at no cost.</td>
<td></td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Available ABE/GED coursework is offered at little to modest cost.</td>
<td></td>
<td>D</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Available ABE/GED coursework is offered at considerable cost.</td>
<td></td>
<td>D</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. ABE/GED coursework is not available.</td>
<td></td>
<td>D</td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>
Workforce Development:

- In the area of workforce development, four out of five COTs are directly involved with the coordination and operation of all aspects of workforce development. (Table Three)

<table>
<thead>
<tr>
<th>Table Three: Workforce Development</th>
<th>Montana Tech</th>
<th>UM Missoula</th>
<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. A. Our two-year college oversees the development, delivery and assessment of an array of credit and non-credit workforce specific training programs which are offered through our college (on campus, at the business site or online). Follow Up: Credit, Non-Credit or Both</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B. Our two-year college oversees an array of credit and non-credit workforce specific training programs that are offered through coordinated partnerships with our affiliated university or another two-year college. Follow Up: Credit, Non-Credit or Both</td>
<td>C</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>C. Our two-year college offers some credit and non-credit workforce specific training programs but most are offered by our affiliated university. The college's role in the development of those university related programs varies and is not necessarily significant. Follow Up: Credit, Non-Credit or Both</td>
<td></td>
<td>B</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Our two-year college does not offer credit or non-credit workforce specific programs, or if offered, it does not oversee the design, delivery or assessment of all parts of the program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. A. Our college ensures that our credit and non-credit workforce development programs are responsive to local employer needs within our service area and rely on business/industry collaboration and support.</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B. Our credit and non-credit workforce development programs are offered in collaboration with the university but we ensure these programs are developed in collaboration with local business and industry.</td>
<td></td>
<td>B</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Our college shares with the university the responsibility for being responsive to community workforce needs through credit and non-credit workforce development programs.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>D. Our college is not seen as the entity responsible for responding to local community needs by providing credit and non-credit workforce development programs.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8. A. Our college regularly provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Our college occasionally provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.</td>
<td></td>
<td>B</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Our college sometimes provides workforce training for local employers but has no formal systems in place for support of these services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Our college does not offer customized workforce training.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Transfer Education:

- The area of transfer education varies the most dramatically with the stand-alone colleges serving far more of these students. However, three of the five COTs cited major challenges with respect to providing the full general education core and some challenges with articulation for individual majors/programs through the university system. (Graph Four)
- Not all COTs actively market their reduced tuition rate. (Table Four, Question #11)

<table>
<thead>
<tr>
<th>Table Four: TRANSFER PROGRAMS</th>
<th>Montana Tech</th>
<th>UM Missoula</th>
<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 A. Our two-year college oversees the development, delivery and assessment of its own courses leading to completion of both the Associate of Arts and Associate of Science degree programs.</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Our two-year college oversees the development, delivery and assessment of both the Associate of Arts and Associate of Science degree programs but collaborates with our affiliated university to provide portions of these programs.</td>
<td>C</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Our two-year college offers either the AA or AS degree program but is not primarily responsible for all the coursework and relies upon the affiliated university to provide that.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>D. Our two-year college does not provide access to an AA or AS degree program or, if it is available through the affiliated university, we play no significant role in its development or delivery.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 A. Our two-year college offers all courses necessary to complete an AA or AS degree.</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B. Our two-year college offers the majority of the courses necessary to complete an AA or AS degree with some of the general education courses provided through the affiliated university.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Our two-year college offers only schedules the technical courses necessary to complete an AA or AS degree with the majority of the general education courses provided through the university.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Our two-year college offers only a few courses applicable to completion of an AA or AS degrees while the majority of the courses are provided through the university.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 A. Our college actively promotes its AA or AS degree options with reduced tuition rates.</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Our college simply lists its AA or AS degree options with reduced tuition rates as an option on its website and catalog but does not actively promote it.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Our college collaborates with the affiliated university to offer the AA and AS degrees which are offered at the reduced two-year tuition rate.</td>
<td>C</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Access to the associate's degrees is available only at the regular tuition rate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 A. Our college offers both associate degrees and has developed and maintained transfer articulation agreements with four-year degree programs throughout the MUS.</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Our college offers both associate degrees and has transfer articulation agreements primarily with the affiliated university.</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Our college relies primarily on the university to offer major parts of the coursework necessary for an associate's degree but the college plays a role in the development of articulation agreements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Our college does not offer access or provide collaboration for the acquisition of the associate's degrees and therefore is not involved in articulation, per se.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Results Related to Support Services

Tables one, two, three, four, five, and six display the findings related to the various support services deemed necessary to successfully carry out the comprehensive mission within a two-year college. Questions #13-25 list the specific responses for each.

Enrollment and Advising Services:
- The COTs report they direct and implement effective admission and orientation services, although the embedded COTs do so in conjunction with their affiliated university. (Table Five, Question # 14)
- The COTs report they also provide ready access to academic and transfer advising. (Table Five, Questions # 15 and 16)

<table>
<thead>
<tr>
<th>Table Five: SUPPORT SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13 Dual Enrollment/Dual Credit Programs</strong></td>
</tr>
<tr>
<td>A. Our two-year college offers this service.</td>
</tr>
<tr>
<td>B. Our two-year college offers this service in collaboration with our affiliated university.</td>
</tr>
<tr>
<td>C. The affiliated university directs and offers this service to our students.</td>
</tr>
<tr>
<td>D. This service is not readily available to our students.</td>
</tr>
<tr>
<td><strong>14 Admissions, Orientation, Assessment</strong></td>
</tr>
<tr>
<td>A. Our two-year college offers this service.</td>
</tr>
<tr>
<td>B. Our two-year college offers this service in collaboration with our affiliated university.</td>
</tr>
<tr>
<td>C. The affiliated university directs and offers this service to our students.</td>
</tr>
<tr>
<td>D. This service is not readily available to our students.</td>
</tr>
<tr>
<td><strong>15 Academic Advising</strong></td>
</tr>
<tr>
<td>A. Our two-year college offers this service.</td>
</tr>
<tr>
<td>B. Our two-year college offers this service in collaboration with our affiliated university.</td>
</tr>
<tr>
<td>C. The affiliated university directs and offers this service to our students.</td>
</tr>
<tr>
<td>D. This service is not readily available to our students.</td>
</tr>
<tr>
<td><strong>16 Transfer Advising</strong></td>
</tr>
<tr>
<td>A. Our two-year college offers this service.</td>
</tr>
<tr>
<td>B. Our two-year college offers this service in collaboration with our affiliated university.</td>
</tr>
<tr>
<td>C. The affiliated university directs and offers this service to our students.</td>
</tr>
<tr>
<td>D. This service is not readily available to our students.</td>
</tr>
</tbody>
</table>
Business, Library, and Computing Services:

- Library and Computer Services are readily available. (Table Six, Question #19)

<table>
<thead>
<tr>
<th>Table Six: SUPPORT SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Financial Aid Services</td>
</tr>
<tr>
<td>A. Our two-year college offers this service.</td>
</tr>
<tr>
<td>B. Our two-year college offers this service in collaboration with our affiliated university.</td>
</tr>
<tr>
<td>C. The affiliated university directs and offers this service to our students.</td>
</tr>
<tr>
<td>D. This service is not readily available to our students.</td>
</tr>
<tr>
<td>18 Business Services</td>
</tr>
<tr>
<td>A. Our two-year college offers this service.</td>
</tr>
<tr>
<td>B. Our two-year college offers this service in collaboration with our affiliated university.</td>
</tr>
<tr>
<td>C. The affiliated university directs and offers this service to our students.</td>
</tr>
<tr>
<td>D. This service is not readily available to our students.</td>
</tr>
<tr>
<td>19 Library and Computer Services</td>
</tr>
<tr>
<td>A. Our two-year college offers this service.</td>
</tr>
<tr>
<td>B. Our two-year college offers this service in collaboration with our affiliated university.</td>
</tr>
<tr>
<td>C. The affiliated university directs and offers this service to our students.</td>
</tr>
<tr>
<td>D. This service is not readily available to our students.</td>
</tr>
</tbody>
</table>

Onsite Bookstore and Food Services:

- Food Service is generally available while bookstore access varies with the embedded COTs. (Table Seven)

<table>
<thead>
<tr>
<th>Table Seven: SUPPORT SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 On-site Bookstore</td>
</tr>
<tr>
<td>A. Our two-year college offers this service.</td>
</tr>
<tr>
<td>B. Our two-year college offers this service in collaboration with our affiliated university.</td>
</tr>
<tr>
<td>C. The affiliated university directs and offers this service to our students.</td>
</tr>
<tr>
<td>D. This service is not readily available to our students.</td>
</tr>
<tr>
<td>25 On-site Food Service</td>
</tr>
<tr>
<td>A. Our two-year college offers this service.</td>
</tr>
<tr>
<td>B. Our two-year college offers this service in collaboration with our affiliated university.</td>
</tr>
<tr>
<td>C. The affiliated university directs and offers this service to our students.</td>
</tr>
<tr>
<td>D. This service is not readily available to our students.</td>
</tr>
</tbody>
</table>
**Tutoring, Disability, and Career Services:**

- Most other support services such as tutoring, disability, and career services are provided in collaboration with the affiliated university in the embedded colleges and provided directly by the two stand-alone colleges. (Table Eight)

<table>
<thead>
<tr>
<th>Table Eight: SUPPORT SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Tutoring</td>
</tr>
<tr>
<td>A. Our two-year college offers this service.</td>
</tr>
<tr>
<td>B. Our two-year college offers this service in collaboration with our affiliated university.</td>
</tr>
<tr>
<td>C. The affiliated university directs and offers this service to our students.</td>
</tr>
<tr>
<td>D. This service is not readily available to our students.</td>
</tr>
<tr>
<td>21 Disability Services and Program Assistance</td>
</tr>
<tr>
<td>A. Our two-year college offers this service.</td>
</tr>
<tr>
<td>B. Our two-year college offers this service in collaboration with our affiliated university.</td>
</tr>
<tr>
<td>C. The affiliated university directs and offers this service to our students.</td>
</tr>
<tr>
<td>D. This service is not readily available to our students.</td>
</tr>
<tr>
<td>22 Coordination of Academic Support Services with Developmental Education</td>
</tr>
<tr>
<td>A. Our two-year college offers this service.</td>
</tr>
<tr>
<td>B. Our two-year college offers this service in collaboration with our affiliated university.</td>
</tr>
<tr>
<td>C. The affiliated university directs and offers this service to our students.</td>
</tr>
<tr>
<td>D. This service is not readily available to our students.</td>
</tr>
<tr>
<td>23 Career Advisement and Job Placement</td>
</tr>
<tr>
<td>A. Our two-year college offers this service.</td>
</tr>
<tr>
<td>B. Our two-year college offers this service in collaboration with our affiliated university.</td>
</tr>
<tr>
<td>C. The affiliated university directs and offers this service to our students.</td>
</tr>
<tr>
<td>D. This service is not readily available to our students.</td>
</tr>
</tbody>
</table>
Results Related to Community Responsiveness

Tables five and six display the findings related to those attributes that demonstrate responsiveness to the local community. As a hallmark of the comprehensive community college mission, these questions reflect the responses which describe how the COTs serve their local communities and provides an adult-friendly environment conducive to participation and success.

- Some have flexible calendar opportunities. (Table Nine, Question #27)
- Some have attractive college-like physical environments. (Table Nine, Question #30)
- Most COTs welcome and accommodate adult part-time students. (Table Nine, Question #31)

<table>
<thead>
<tr>
<th>Table Nine: COMMUNITY RESPONSIVENESS</th>
<th>Montana Tech</th>
<th>UM Missoula</th>
<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 Offers Flexible Calendars (evening, weekend, year-round, optional start dates &amp; term length)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A. Our two-year college does this.</td>
<td></td>
<td></td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>B. Our two-year college does this in collaboration with the affiliated university.</td>
<td></td>
<td></td>
<td></td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>C. The affiliated university does this.</td>
<td></td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. This does not happen or is not available.</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
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</tr>
<tr>
<td>25 Conducts Community Needs Assessments and operates based on Strategic Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Our two-year college does this.</td>
<td></td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>B. Our two-year college does this in collaboration with the affiliated university.</td>
<td></td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. The affiliated university does this.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>D. This does not happen or is not available.</td>
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<tr>
<td>26 Offers Service Learning</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A. Our two-year college does this.</td>
<td></td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>B. Our two-year college does this in collaboration with the affiliated university.</td>
<td></td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. The affiliated university does this.</td>
<td></td>
<td></td>
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<tr>
<td>D. This does not happen or is not available.</td>
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</tr>
<tr>
<td>27 Maintains an identifiable, accessible, attractive college-like physical environment</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A. Our two-year college does this.</td>
<td></td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>B. Our two-year college does this in collaboration with the affiliated university.</td>
<td></td>
<td></td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. The affiliated university does this.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>D. This does not happen or is not available.</td>
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</tr>
<tr>
<td>28 Welcomes and accommodates working adults who are part-time students</td>
<td></td>
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</tr>
<tr>
<td>A. Our two-year college does this.</td>
<td></td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>B. Our two-year college does this in collaboration with the affiliated university.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>C. The affiliated university does this.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>D. This does not happen or is not available.</td>
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</tbody>
</table>

- Most COTs conduct Community Needs Assessments and operate based on a Strategic Plan. Table Ten, Question #28
- Some do not have high local visibility. Table Ten, Question #33
- Some do not have local advisory boards for the total COT. (Table Ten, Question #34)
- The local partnership level varies greatly. (Table Ten, Question #35) Not displayed in this table is the follow-up question to #35 which was an estimate of the number of partnerships the COT had during the previous year. The answers were: "a few", 12, 60, 65 and 79.
### Table Ten:
**COMMUNITY RESPONSIVENESS**

<table>
<thead>
<tr>
<th></th>
<th>Conducts Community Needs Assessments and operates based on Strategic Plan</th>
<th>Montana Tech</th>
<th>UM Missoula</th>
<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td></td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Our two-year college does this.</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>B. Our two-year college does this in collaboration with the affiliated university.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>C. The affiliated university does this.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. This does not happen or is not available.</td>
<td>B</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Offers Service Learning</th>
<th>Montana Tech</th>
<th>UM Missoula</th>
<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td></td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Our two-year college does this.</td>
<td>B</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>B. Our two-year college does this in collaboration with the affiliated university.</td>
<td>B</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. The affiliated university does this.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. This does not happen or is not available.</td>
<td>B</td>
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<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Maintains an identifiable, accessible, attractive college-like physical environment</th>
<th>Montana Tech</th>
<th>UM Missoula</th>
<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td></td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Our two-year college does this.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Our two-year college does this in collaboration with the affiliated university.</td>
<td>B</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>C. The affiliated university does this.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. This does not happen or is not available.</td>
<td>B</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Welcomes and accommodates working adults who are part-time students</th>
<th>Montana Tech</th>
<th>UM Missoula</th>
<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td></td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Our two-year college does this.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Our two-year college does this in collaboration with the affiliated university.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. The affiliated university does this.</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. This does not happen or is not available.</td>
<td>B</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Provides array of extracurricular clubs and activities</th>
<th>Montana Tech</th>
<th>UM Missoula</th>
<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td></td>
<td>A</td>
<td>A</td>
<td>A</td>
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<td>A. Our two-year college does this.</td>
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<td>B. Our two-year college does this in collaboration with the affiliated university.</td>
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<td></td>
<td>C. The affiliated university does this.</td>
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<td></td>
<td>D. This does not happen or is not available.</td>
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<th></th>
<th>Has high positive visibility in the local community</th>
<th>Montana Tech</th>
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<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
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<td>A. Our two-year college does this.</td>
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<th>Utilizes an active and involved local college Advisory Committee or Board</th>
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<td>B. Our two-year college does this in collaboration with the affiliated university.</td>
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<td>C. The affiliated university does this.</td>
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<td>D. This does not happen or is not available.</td>
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<th>Regularly interacts and partners with local business and industry</th>
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<td>A. Our two-year college does this.</td>
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<td>C. The affiliated university does this.</td>
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<td>D. This does not happen or is not available.</td>
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Extra Curricular Activities:
- The stand-alone COTs directly coordinate and manage all of their extracurricular and service learning opportunities; the three embedded either offer these services in conjunction with their parent university or rely on the parent university to solely offer the extra-curricular activities. (Table Ten, Question # 32)

Conclusions and Recommendations

MUS's Colleges of Technology have carried out their assigned objectives well since their inception in 1994. This current assessment in no way detracts from that accomplishment. Rather, this assessment's criteria was based on a vision of what MUS's two-year colleges need to look like in the near future in order to meet the education and training needs of the state. With the support of College!Now, the direction provided by the Board of Regents, and the leadership of the Office of the Commissioner of Higher Education, the stage is set for transforming the two-year colleges into comprehensive institutions that better serve the people of Montana.

Based on current research, practice, and thinking, several principles have evolved that are relevant to decision makers leading this transformation. Some of the identified needed changes are likely to result in increased participation based on accepted principles related to post-secondary education. Examples include:

- Developmental education of some kind is needed for the majority of entering college students and easy access to relevant quality instruction is critical to their success.
- Adults in need of basic education are more apt to attend ABE/GED classes on a college campus than on a site associated with K-12 students; adults who attend ABE/GED classes on a college campus are more likely to continue with post secondary education upon completion of their studies.
- Graduating high school students and adults are more likely to view a comprehensive two-year college more as a viable option than a "college of technology".
- Even those graduating high school students and adults seeking workforce-oriented post secondary training are more likely to attend a "college" than a post secondary institution which may be perceived as a "Vo-Tech" institution.
- Flexible scheduling and alternative delivery modes of instruction provide a more adult friendly environment and thus attract more adult students.
- Completion rates (i.e. graduation and transfer to a university) are highest when the transfer process is clear, as uniform as possible, easy to understand and maximizes the number of units a student can take at the two-year college.
- Affordability is a major consideration for prospective students; but only if they are aware of the lower tuition rate.
- A state's resources are invested most wisely by maximizing the provision of lower division offerings at the two-year college.

Such a transformation will not necessarily require a change in the broad governance structure; but it will require local changes some COTs to ensure they are able to provide the comprehensive two-year mission. The findings of the surveys reveal variation in the levels of services and the existence of gaps in programming with respect to the embedded colleges of technology offering the full comprehensive two-year mission. CEO interviews also indicate the need for continued communication and engagement regarding the complimentary role comprehensive two-year institutions can play in adding value to existing services and programming provided by
parent universities in locations where there are embedded COTs (alleviating the potential for fear of competition).

Thus, leaders at all levels, from the Board of Regents and the Office of the Commissioner of Higher Education to the university presidents and chancellors, will have to play a key role in ensuring this transformation occurs at each COT to ensure each COT provides the comprehensive two-year mission. This will not occur without hard work on the part of practitioners and strict vigilance on the part of system leaders.

Additionally, there are several statewide challenges or barriers that will need to be addressed at the legislative, Board of Regents, or Commissioner's level. These include:

- Confirming a clear and consistent identity, role and authority of the COTs for providing comprehensive two year mission for their communities
- Renaming the Colleges of Technology to more accurately reflect their new mission
- Advocating for a role for the COTs in Adult Basic Education
- Insisting on an efficient and easy transfer process within the entire Montana University System
- Marketing the two-year colleges (and their reduced tuition rate) to residents of all ages
- Promoting the two-year colleges to government and business and industry as critical components to the state's economic future
- Utilizing the two-year colleges more fully as the most cost effective way to provide lower division education to Montanans
- Expanding Montana's Two-Year colleges so that access is available to one of them wherever a Montana resident lives

Models for implementing all of this exist in both Montana's three community comprehensive community colleges and in numerous colleges across the country. The findings of this survey also show that some of the COTs are well on their way to becoming comprehensive two-year institutions. Fortunately, there is growing support and momentum for even more transformation. Recent actions by the Board of Regents and the Office of the Commissioner of Higher Education, the support of the Lumina Foundation for College!Now, and the strong community support for emerging two-year programs such as those at the UM Bitterroot College Programs and MSU Gallatin College Programs all indicate that the time is right for transforming Montana's Colleges of Technology into comprehensive institutions relevant to this century. Using the findings of this survey and the discussion it provokes should help Montana's leaders with the next steps in this process.
APPENDIX 1

Copy of Interview Questionnaire
EXTENDING COMPREHENSIVE TWO-YEAR COLLEGE MISSION
TO MUS COLLEGES OF TECHNOLOGY

A Status Assessment

In order to continue toward the achievement of the Board of Regents' goal of extending the comprehensive two-year college mission (centered around the attributes of the comprehensive community college mission) to all five of the MUS Colleges of Technology by the fall of 2013, it is necessary to assess the current status of the COTs with respect to that goal. The mission, vision, key purposes and attributes, as outlined in the Board of Regents' statement (see attached), served as the basis for the questions in the following questionnaire. The questions attempt to provide more specificity as to the measurable characteristics of those colleges who have in place some or all of the components found in a comprehensive community college.

Each CEO/Dean of the Colleges of Technology in a telephone interview conducted by the Dr. Pamila Fisher, Consultant to THE Montana University System will be asked the same set of questions. The results of each interview will be reviewed by the COT CEO/Dean for factual accuracy. The compiled results will be submitted to Dr. John Cech for his use and for use by the Task Force that is working to implement the Regents' direction.

This survey will be administered and reviewed in early August with compilation and submission to Dr. Cech by late August.

MISSION

Directions: Please select from the possible responses the one which most accurately describes your College of Technology.

Developmental Education

1.  ____ A. Developmental coursework and academic support services are offered on our two-year college campus.

       ____ B. Some developmental coursework and academic support services are offered on our two-year college campus but some also are offered only on the university campus.

       ____ C. Developmental coursework and academic support services are available primarily through either the affiliated university or other external location.
2. D. Developmental coursework and academic support services are not readily available at either our two-year college or the nearby university.

2. A. Developmental coursework is offered at our two-year college at the two-year college tuition rate.

B. Developmental coursework is offered at the two-year college tuition rate at both our two-year college and the affiliated university.

C. Most developmental coursework is offered at the university only but at the two-year college tuition rate.

D. All developmental coursework, regardless of location, is offered at the university tuition rate.

3. A. Our two-year college directs the design, delivery and assessment of our developmental education program.

B. Our two-year college assumes primary responsibility (but does not direct) the design, delivery and assessment of our developmental education program.

C. Our two-year college program plays a significant role (but does not direct nor have primary responsibility) for the design, delivery and assessment of the developmental education program attended by our students.

D. Developmental education is not available through our two-year college.

Comments:

Adult Basic Education

4. A. Our two-year college is legislatively authorized to provide ABE coursework and support programs leading to GED and college admission.

B. There is a formal established partnership between local ABE providers and our two-year college to provide ABE coursework on our campus.
C. There is informal, occasional or partial collaboration between a local ABE provider and our two-year college and/or limited offerings at the college to provide ABE coursework to our students.

D. There are no functional partnerships with local ABE provider or there are no ABE coursework or services available in the community.

5.  
A. Available ABE/GED coursework is offered at no cost.

B. Available ABE/GED coursework is offered at little to modest cost.

C. Available ABE/GED coursework is offered at considerable cost.

D. ABE/GED coursework is not available.

Comments:

Workforce Development

6.  
A. Our two-year college oversees the development, delivery and assessment of an array of credit and non-credit workforce specific training programs which are offered through our college (on campus, at the business site or online).

Follow Up: Credit, Non-Credit or both _______

B. Our two-year college oversees an array of credit and non-credit workforce specific training programs that are offered through coordinated partnerships with our affiliated university or another two-year college.

Follow Up: Credit, Non-Credit or both _______

C. Our two-year college offers some credit and non-credit workforce specific training programs but most are offered by our affiliated university. The college's role in the development of those university related programs varies and is not necessarily significant.

Follow Up: Credit, Non-Credit or both _______
D. Our two-year college does not offer credit or non-credit workforce specific programs, or if offered, it does not oversee the design, delivery or assessment of all parts of the program.

7.____ A. Our college ensures that our credit and non-credit workforce development programs are responsive to local employer needs within our service area and rely on business/industry collaboration and support.

____  B. Our credit and non-credit workforce development programs are offered in collaboration with the university but we ensure these programs are developed in collaboration with local business and industry.

____  C. Our college shares with the university the responsibility for being responsive to community workforce needs through credit and non-credit workforce development programs.

____  D. Our college is not seen as the entity responsible for responding to local community needs by providing credit and non credit workforce development programs.

3.____ A. Our college regularly provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.

____  B. Our college occasionally provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.

____  C. Our college sometimes provides workforce training for local employers but has no formal systems in place for support of these services.

____  D. Our college does not offer customized workforce training.

Comments:
Transfer Programs

9.   A. Our two-year college oversees the development, delivery and assessment of its own courses leading to completion of both the Associate of Arts and Associate of Science degree programs.

     B. Our two-year college oversees the development, delivery and assessment of both the Associate of Arts and Associate of Science degree programs but collaborates with our affiliated university to provide portions of these programs.

     C. Our two-year college offers either the AA or AS degree program but is not primarily responsible for all the coursework and relies upon the affiliated university to provide that.

     D. Our two-year college does not provide access to an AA or AS degree program or, if it is available through the affiliated university, we play no significant role in its development or delivery.

10.   A. Our two-year college offers all courses necessary to complete an AA or AS degree.

       B. Our two-year college offers the majority of the courses necessary to complete an AA or AS degree with some of the general education courses provided through the affiliated university.

       C. Our two-year college offers only schedules the technical courses necessary to complete an AA or AS degree with the majority of the general education courses provided through the university.

       D. Our two-year college offers only a few courses applicable to completion of an AA or AS degrees while the majority of the courses are provided through the university.

11.   A. Our college actively promotes its AA or AS degree options with reduced tuition rates.

       B. Our college simply lists its AA or AS degree options with reduced tuition rates as an option on its website and catalog but does not actively promote it.
C. Our college collaborates with the affiliated university to offer the AA and AS degrees which are offered at the reduced two-year tuition rate.

D. Access to the associate's degrees is available only at the regular tuition rate.

12. A. Our college offers both associate degrees and has developed and maintained transfer articulation agreements with four-year degree programs throughout the MUS.

B. Our college offers both associate degrees and has transfer articulation agreements primarily with the affiliated university.

C. Our college relies primarily on the university to offer major parts of the coursework necessary for an associate's degree but the college plays a role in the development of articulation agreements.

D. Our college does not offer access or provide collaboration for the acquisition of the associate's degrees and therefore is not involved in articulation, per se.

Comments:

SUPPORT SERVICES

Directions: For each of the following support services, please indicate which statement is the best description of the current status.

A. Our two-year college offers this service.

B. Our two-year college offers this service in collaboration with our affiliated university.

C. The affiliated university directs and offers this service to our students.

D. This service is not readily available to our students.

13. Dual Enrollment/Dual Credit Programs
14. _____ Admissions, Orientation, Assessment
15. _____ Academic Advising
16. _____ Transfer Advising
17. _____ Financial Aid Services
18. _____ Business Services
19. _____ Library and Computer Services
20. _____ Tutoring
21. _____ Disability Services and Program Assistance
22. _____ Coordination of Academic Support Services with Developmental Education
23. _____ Career Advisement and Job Placement
24. _____ On-site Bookstore
25. _____ On-site Food Service
COMMUNITY RESPONSIVENESS

Directions: For each of the following operational strategies, programs or services please indicate which statement is the best description of the current status.

A. Our two-year college does this.

B. Our two-year college does this in collaboration with the affiliated university.

C. The affiliated university does this.

D. This does not happen or is not available.

26. _____ Provides Lifelong learning for Adults

27. _____ Offers Flexible Calendars (evening, weekend, year-round, optional start dates and lengths of terms)

28. _____ Conducts Community Needs Assessments and operates based on Strategic Plan

29. _____ Offers Service Learning
30. ______ Maintains an identifiable, accessible, attractive college-like physical environment

31. ______ Welcomes and accommodates working adults who are part-time students

32. ______ Provides array of extracurricular clubs and activities

33. ______ Has high positive visibility in the local community

34. ______ Utilizes an active and involved local college Advisory Committee or Board

35. ______ Regularly interacts and partners with local business and industry

Follow Up: What is the approximate number of partnerships the college had last year with local entities including business and industry, government, non-profit organizations and other educational entities? _________

Comments:

prepared by Dr. Pamila Fisher, Ed.D., LLC

7-27-11
Appendix 2

Summary Spreadsheet
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<thead>
<tr>
<th>Developmental Education</th>
<th>Montana Tech</th>
<th>UM Missoula</th>
<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
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<tbody>
<tr>
<td>1. Developmental coursework and academic support services are offered on our two-year college campus.</td>
<td>A</td>
<td>A</td>
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<td>B. Some developmental coursework and academic support services are offered on our two-year college campus but some are offered only on the university campus.</td>
<td>B</td>
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<td>C. Developmental coursework and academic support services are available primarily through either the affiliated university or other external location.</td>
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<td>D. Developmental coursework and academic support services are not readily available at either our two-year college or the nearby university.</td>
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<td>2. Developmental coursework is offered at our two-year college at the two-year college tuition rate.</td>
<td>A</td>
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<td>B. Developmental coursework is offered at the two-year college tuition rate at both our two-year college and the affiliated university.</td>
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<td>C. Most developmental coursework is offered at the university only, but at the two-year college tuition rate.</td>
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<td>D. All developmental coursework, regardless of location, is offered at the university tuition rate.</td>
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<td>3. Our two-year college directs the design, delivery and assessment of our developmental education program.</td>
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<td>B. Our two-year college assumes primary responsibility (but does not direct) the design, delivery and assessment of our developmental education program.</td>
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<td>C. Our two-year college program plays a significant role (but does not direct nor have primary responsibility) for the design, delivery and assessment of the developmental education program attended by our students.</td>
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<td>D. Developmental education is not available through our two-year college.</td>
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**Adult Basic Education**

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<td>A.</td>
<td>Our two-year college is legislatively authorized to provide ABE coursework and support programs leading to GED and college admission.</td>
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<td>B.</td>
<td>There is a formal established partnership between local ABE providers and our two-year college to provide ABE coursework on our campus.</td>
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<td>C.</td>
<td>There is informal, occasional or partial collaboration between a local ABE provider and our two-year college and/or limited offerings at the college to provide ABE coursework to our students.</td>
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<td>D.</td>
<td>There are no functional partnerships with local ABE provider or there are no ABE coursework or services available in the community.</td>
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<td>A.</td>
<td>Available ABE/GED coursework is offered at no cost.</td>
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<td>B.</td>
<td>Available ABE/GED coursework is offered at little to modest cost.</td>
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<td>C.</td>
<td>Available ABE/GED coursework is offered at considerable cost.</td>
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<td>D.</td>
<td>ABE/GED coursework is not available.</td>
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**Workforce Development**

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<td>A.</td>
<td>Our two-year college oversees the development, delivery and assessment of an array of credit and non-credit workforce specific training programs which are offered through our college (on campus, at the business site or online).</td>
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Follow Up: Credit, Non-Credit or Both

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<td>B.</td>
<td>Our two-year college oversees an array of credit and non-credit workforce specific training programs that are offered through coordinated partnerships with our affiliated university or another two-year college.</td>
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<td>C.</td>
<td>Our two-year college offers some credit and non-credit workforce specific training programs but most are offered by our affiliated university. The college's role in the development of those university related programs varies and is not necessarily significant.</td>
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<td>D. Our two-year college does not offer credit or non-credit workforce specific programs, or if offered, it does not oversee the design, delivery or assessment of all parts of the program.</td>
<td></td>
<td></td>
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<td>A</td>
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</tr>
<tr>
<td>A. Our college ensures that our credit and non-credit workforce development programs are responsive to local employer needs within our service area and rely on business/industry collaboration and support.</td>
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<td></td>
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<td>B</td>
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<tr>
<td>B. Our credit and non-credit workforce development programs are offered in collaboration with the university but we ensure these programs are developed in collaboration with local business and industry.</td>
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<td>C</td>
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<tr>
<td>C. Our college shares with the university the responsibility for being responsive to community workforce needs through credit and non-credit workforce development programs.</td>
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<tr>
<td>D. Our college is not seen as the entity responsible for responding to local community needs by providing credit and non credit workforce development programs.</td>
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<tr>
<td>A. Our college regularly provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.</td>
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<td></td>
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<td></td>
<td>A</td>
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<td>A</td>
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<tr>
<td>B. Our college occasionally provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.</td>
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<td></td>
<td>B</td>
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<tr>
<td>C. Our college sometimes provides workforce training for local employers but has no formal systems in place for support of these services.</td>
<td></td>
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<td>C</td>
<td></td>
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<tr>
<td>D. Our college does not offer customized workforce training.</td>
<td></td>
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</tbody>
</table>

**Transfer Programs**

<table>
<thead>
<tr>
<th></th>
<th>Montana Tech</th>
<th>UM Missoula</th>
<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

A. Our two-year college oversees the development, delivery and assessment of its own courses leading to completion of both the Associate of Arts and Associate of Science degree programs.
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>B. Our two-year college oversees the development, delivery and assessment of both the Associate of Arts and Associate of Science degree programs but collaborates with our affiliated university to provide portions of these programs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Our two-year college offers either the AA or AS degree program but is not primarily responsible for all the coursework and relies upon the affiliated university to provide that.</td>
<td>C</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D. Our two-year college does not provide access to an AA or AS degree program or, if it is available through the affiliated university, we play no significant role in it development or delivery.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 A. Our two-year college offers all courses necessary to complete an AA or AS degree.</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>B. Our two-year college offers the majority of the courses necessary to complete an AA or AS degree with some of the general education courses provided through the affiliated university.</td>
<td>B</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C. Our two-year college offers only schedules the technical courses necessary to complete an AA or AS degree with the majority of the general education courses provided through the university.</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Our two-year college offers only a few courses applicable to completion of an AA or AS degrees while the majority of the courses are provided through the university.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 A. Our college actively promotes its AA or AS degree options with reduced tuition rates.</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>B. Our college simply lists its AA or AS degree options with reduced tuition rates as an option on its web site and catalog but does not actively promote it.</td>
<td></td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C. Our college collaborates with the affiliated university to offer the AA and AS degrees which are offered at the reduced two-year tuition rate.</td>
<td>C</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D. Access to the associate's degrees is available only at the regular tuition rate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 A. Our college offers both associate degrees and has developed and maintained transfer articulation agreements with four-year degree programs throughout the MUS.</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>B. Our college offers both associate degrees and has transfer articulation agreements primarily with the affiliated university.</td>
<td></td>
<td></td>
<td>A</td>
</tr>
</tbody>
</table>
C. Our college relies primarily on the university to offer major parts of the coursework necessary for an associate's degree but the college plays a role in the development of articulation agreements.

D. Our college does not offer access or provide collaboration for the acquisition of the associate's degrees and therefore is not involved in articulation, per se.

### SUPPORT SERVICES

<table>
<thead>
<tr>
<th>No.</th>
<th>Service Description</th>
<th>Montana Tech</th>
<th>UM Missoula</th>
<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Our two-year college offers this service.</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Our two-year college offers this service in collaboration with our affiliated university.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>The affiliated university directs and offers this service to our students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>This service is not readily available to our students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Dual Enrollment/Dual Credit Programs</td>
<td>C</td>
<td>A</td>
<td>C</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>14</td>
<td>Admissions, Orientation, Assessment</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>15</td>
<td>Academic Advising</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>16</td>
<td>Transfer Advising</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>17</td>
<td>Financial Aid Services</td>
<td>C</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>18</td>
<td>Business Services</td>
<td>C</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>19</td>
<td>Library and Computer Services</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>20</td>
<td>Tutoring</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>21</td>
<td>Disability Services and Program Assistance</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>22</td>
<td>Coordination of Academic Support Services with Developmental Education</td>
<td>C</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>23</td>
<td>Career Advisement and Job Placement</td>
<td>C</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>24</td>
<td>On-site Bookstore</td>
<td>C</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>25</td>
<td>On-site Food Service</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

### COMMUNITY RESPONSIVENESS

<table>
<thead>
<tr>
<th>No.</th>
<th>Service Description</th>
<th>Montana Tech</th>
<th>UM Missoula</th>
<th>MSU Billings</th>
<th>UM Helena</th>
<th>MSU Great Falls</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Our two-year college does this.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Our two-year college does this in collaboration with the affiliated university.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>The affiliated university does this.</td>
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</tr>
<tr>
<td>26. Provides Lifelong learning for Adults</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>27. Offers Flexible Calendars (evening, weekend, year-round, optional start dates &amp; term length)</td>
<td>B</td>
<td>A</td>
<td>D</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>28. Conducts Community Needs Assessments and operates based on Strategic Plan</td>
<td>C</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>29. Offers Service Learning</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>30. Maintains an identifiable, accessible, attractive college-like physical environment</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>31. Welcomes and accommodates working adults who are part-time students</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>32. Provides array of extracurricular clubs and activities</td>
<td>B</td>
<td>D</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>33. Has high positive visibility in the local community</td>
<td>B</td>
<td>D</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>34. Utilizes an active and involved local college Advisory Committee or Board</td>
<td>D</td>
<td>D</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
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<tr>
<td>35. Regularly interacts and partners with local business and industry</td>
<td>B</td>
<td>A</td>
<td>A</td>
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Appendix 3

Individual College Responses
EXTENDING COMPREHENSIVE TWO-YEAR COLLEGE MISSION
TO MUS COLLEGES OF TECHNOLOGY
A Status Assessment

In order to continue toward the achievement of the Board of Regents' goal of extending the comprehensive two-year college mission (centered around the attributes of the comprehensive community college mission) to all five of the MUS Colleges of Technology by the fall of 2013, it is necessary to assess the current status of the COTs with respect to that goal. The mission, vision, key purposes and attributes, as outlined in the Board of Regents' statement (see attached), served as the basis for the questions in the following questionnaire. The questions attempt to provide more specificity as to the measurable characteristics of those colleges who have in place some, or all, of the components found in a comprehensive community college.

Each CEO/Dean of the Colleges of Technology in a telephone interview conducted by the Dr. Pamila Fisher, Consultant to The Montana University System will be asked the same set of questions. The results of each interview will be reviewed by the COT CEO/Dean for factual accuracy. The compiled results will be submitted to Dr. John Cech for his use and for use by the Task Force that is working to implement the Regents' direction.

This survey will be administered and reviewed in early August with compilation and submission to Dr. Cech by late August.

COT: Montana Tech

Interviewee Name and Title: Dr. John Garic, Dean/CEO (and edited by Dr. Doug Abbott, Vice Chancellor for Academic Affairs and Research)

Date: August 3, 2011

MISSION

Directions: Please select from the possible responses the one which most accurately describes your College of Technology.

Developmental Education

1. _____ A. Developmental coursework and academic support services are offered on our two-year college campus.
B. Some developmental coursework and academic support services are offered on our two-year college campus but some also are offered only on the university campus.

C. Developmental coursework and academic support services are available primarily through either the affiliated university or other external location.

D. Developmental coursework and academic support services are not readily available at either our two-year college or the nearby university.

A. Developmental coursework is offered at our two-year college at the two-year college tuition rate.

B. Developmental coursework is offered at the two-year college tuition rate at both our two-year college and the affiliated university.

C. Most developmental coursework is offered at the university only, but at the two-year college tuition rate.

D. All developmental coursework, regardless of location, is offered at the university tuition rate.

A. Our two-year college directs the design, delivery and assessment of our developmental education program.

B. Our two-year college assumes primary responsibility (but does not direct) the design, delivery and assessment of our developmental education program.

C. Our two-year college program plays a significant role (but does not direct nor have primary responsibility) for the design, delivery and assessment of the developmental education program attended by our students.

D. Developmental education is not available through our two-year college.

Comments: Re: #1 - Developmental coursework and academic support services are available at both of Tech's campuses and are coordinated through cooperation at both locations to avoid duplication.

Re: #2 - None of the choices offered accurately describe Tech's situation. At Tech, the tuition rate follows the program. Thus, if a Tech student is in a North campus program, the student pays that tuition. If a Tech student is in a South Campus program, the student pays the COT tuition.

Re: #3 - The question is unclear. Tech does not have a "developmental education program." Tech does have a process for designing, delivering and assessing all courses including those at the COT - thereby avoiding the
duplication of services. Given the above, none of the choices offered in the question accurately describe Tech's situation.

**Adult Basic Education**

4. ____ A. Our two-year college is legislatively authorized to provide ABE coursework and support programs leading to GED and college admission.

   ____ B. There is a formal established partnership between local ABE providers and our two-year college to provide ABE coursework on our campus.

   ____ C. There is informal, occasional or partial collaboration between a local ABE provider and our two-year college and/or limited offerings at the college to provide ABE coursework to our students.

   X ____ D. There are no functional partnerships with local ABE provider or there are no ABE coursework or services available in the community.

5. ____ A. Available ABE/GED coursework is offered at no cost.

   ____ B. Available ABE/GED coursework is offered at little to modest cost.

   ____ C. Available ABE/GED coursework is offered at considerable cost.

   X ____ D. ABE/GED coursework is not available.

Comments: Butte K-12 Schools have recently spent funds on re-purposing a grammar school for ABE/GED services. As a result, moving such services to the COT was deemed unnecessary.

**Workforce Development**

6. ____ A. Our two-year college oversees the development, delivery and assessment of an array of credit and non-credit workforce specific training programs which are offered through our college (on campus, at the business site or online).

   Follow Up: Credit, Non-Credit or Both _____

   ____ B. Our two-year college oversees an array of credit and non-credit workforce specific training programs that are offered through coordinated partnerships with our affiliated university or another two-year college.

   Follow Up: Credit, Non-Credit or Both _____
C. Our two-year college offers some credit and non-credit workforce specific training programs but most are offered by our affiliated university. The college's role in the development of those university related programs varies and is not necessarily significant.

Follow Up: Credit, Non-Credit or Both: Both

D. Our two-year college does not offer credit or non-credit workforce specific programs, or if offered, it does not oversee the design, delivery or assessment of all parts of the program.

7. A. Our college ensures that our credit and non-credit workforce development programs are responsive to local employer needs within our service area and rely on business/industry collaboration and support.

B. Our credit and non-credit workforce development programs are offered in collaboration with the university but we ensure these programs are developed in collaboration with local business and industry.

C. Our college shares with the university the responsibility for being responsive to community workforce needs through credit and non-credit workforce development programs.

D. Our college is not seen as the entity responsible for responding to local community needs by providing credit and non credit workforce development programs.

8. A. Our college regularly provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.

B. Our college occasionally provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.

C. Our college sometimes provides workforce training for local employers but has no formal systems in place for support of these services.

D. Our college does not offer customized workforce training.

Comments: Re: #6 - None of the choices offered accurately describe Tech's situation. Responses A and B use the term "oversees" whereas C and D use the term "offers". Credit and non-credit workforce specific training programs are available at both of Tech's campuses and are coordinated through cooperation at both locations in order to avoid duplication.
Transfer Programs

9. ___ A. Our two-year college oversees the development, delivery and assessment of its own courses leading to completion of both the Associate of Arts and Associate of Science degree programs.

___ B. Our two-year college oversees the development, delivery and assessment of both the Associate of Arts and Associate of Science degree programs but collaborates with our affiliated university to provide portions of these programs.

X__ C. Our two-year college offers either the AA or AS degree program but is not primarily responsible for all the coursework and relies upon the affiliated university to provide that.

___ D. Our two-year college does not provide access to an AA or AS degree program or, if it is available through the affiliated university, we play no significant role in its development or delivery.

10. ___ A. Our two-year college offers all courses necessary to complete an AA or AS degree.

___ B. Our two-year college offers the majority of the courses necessary to complete an AA or AS degree with some of the general education courses provided through the affiliated university.

X__ C. Our two-year college offers only schedules the technical courses necessary to complete an AA or AS degree with the majority of the general education courses provided through the university.

___ D. Our two-year college offers only a few courses applicable to completion of an AA or AS degrees while the majority of the courses are provided through the university.

11. ___ A. Our college actively promotes its AA or AS degree options with reduced tuition rates.

___ B. Our college simply lists its AA or AS degree options with reduced tuition rates as an option on its web site and catalog but does not actively promote it.

X__ C. Our college collaborates with the affiliated university to offer the AA and AS degrees which are offered at the reduced two-year tuition rate.

___ D. Access to the associate's degrees is available only at the regular tuition rate.
12. ___ A. Our college offers both associate degrees and has developed and maintained transfer articulation agreements with four-year degree programs throughout the MUS.

___ B. Our college offers both associate degrees and has transfer articulation agreements primarily with the affiliated university.

___X___ C. Our college relies primarily on the university to offer major parts of the coursework necessary for an associate's degree but the college plays a role in the development of articulation agreements.

___ D. Our college does not offer access or provide collaboration for the acquisition of the associate's degrees and therefore is not involved in articulation, per se.

Comments: Re: #9 - COT is involved with the AS degree only.

Re: #11 - Tuition rate is dependent upon student's major.

Re: # 12 - The responses use the term "articulation agreements". Because tech and its COT are fully integrated, we do not think in terms of articulation agreements between us.

SUPPORT SERVICES

Directions: For each of the following support services, please indicate which statement is the best description of the current status.

A. Our two-year college offers this service.

B. Our two-year college offers this service in collaboration with our affiliated university.

C. The affiliated university directs and offers this service to our students.

D. This service is not readily available to our students.

13. ___C___ Dual Enrollment/Dual Credit Programs
14. __B__ Admissions, Orientation, Assessment

15. __B__ Academic Advising

16. __B__ Transfer Advising

17. __C__ Financial Aid Services

18. __C__ Business Services

19. __A__ Library and Computer Services

20. __B__ Tutoring

21. __B__ Disability Services and Program Assistance

22. __C__ Coordination of Academic Support Services with Developmental Education

23. __C__ Career Advisement and Job Placement

24. __C__ On-site Bookstore

25. __B__ On-site Food Service
Comments: Re: #15 - Availability and location of advising depends on major.
Re: #19 - Both computer and library services are available to all Montana Tech students, including the COT students. The main physical brick and mortar library is on the North Campus, but there is a branch of the library at the COT, but all computer library services are available to all students.
Re: #13-35 - Everything at the COT is "in collaboration with our affiliated university." Because the COT is just one of the academic college of Montana Tech, all of our governance, leadership and services are centralized.

COMMUNITY RESPONSIVENESS

Directions: For each of the following operational strategies, programs or services, please indicate which statement is the best description of the current status.

A. Our two-year college does this.
B. Our two-year college does this in collaboration with the affiliated university.
C. The affiliated university does this.
D. This does not happen or is not available.

26. __B__ Provides Lifelong learning for Adults

27. __B__ Offers Flexible Calendars (evening, weekend, year-round, optional start dates and lengths of terms)

28. __C__ Conducts Community Needs Assessments and operates based on Strategic Plan

29. __B__ Offers Service Learning
30. __B__ Maintains an identifiable, accessible, attractive college-like physical environment

31. __B__ Welcomes and accommodates working adults who are part-time students

32. __B__ Provides array of extracurricular clubs and activities

33. __B__ Has high positive visibility in the local community

34. __D__ Utilizes an active and involved local college Advisory Committee or Board

35. __B__ Regularly interacts and partners with local business and industry

   Follow Up: What is the approximate number of partnerships the college had last year with local entities including business and industry, government, non-profit organizations and other educational entities? 12

Comments: Re: #26 - Most are only non credit versions of traditional courses. Very few true continuing education classes.

Re: #27 - Only "flexible" calendar is early evening classes. Nothing is offered past 7:30 pm or on the weekends.

Re: 34 - Each program uses a separate advisory board.

Re: #26-35 - Everything at the COT is "in collaboration with our affiliated university." Because the COT is just one of the academic colleges of Montana tech, all of our governance, leadership and services are centralized.

prepared by Dr. Pamila Fisher, Ed.D., LLC

8-18-11
EXTENDING COMPREHENSIVE TWO-YEAR COLLEGE MISSION

TO MUS COLLEGES OF TECHNOLOGY

A Status Assessment

In order to continue toward the achievement of the Board of Regents’ goal of extending the comprehensive two-year college mission (centered around the attributes of the comprehensive community college mission) to all five of the MUS Colleges of Technology by the fall of 2013, it is necessary to assess the current status of the COTs with respect to that goal. The mission, vision, key purposes and attributes, as outlined in the Board of Regents’ statement (see attached), served as the basis for the questions in the following questionnaire. The questions attempt to provide more specificity as to the measurable characteristics of those colleges who have in place some, or all, of the components found in a comprehensive community college.

Each CEO/Dean of the Colleges of Technology in a telephone interview conducted by the Dr. Pamila Fisher, Consultant to The Montana University System will be asked the same set of questions. The results of each interview will be reviewed by the COT CEO/Dean for factual accuracy. The compiled results will be submitted to Dr. John Cech for his use and for use by the Task Force that is working to implement the Regents’ direction.

This survey will be administered and reviewed in early August with compilation and submission to Dr. Cech by late August.

COT: UM Missoula

Interviewee Name and Title: Dr. Barry Good, Dean/CEO

Date: August 5, 2011

MISSION

Directions: Please select from the possible responses the one which most accurately describes your College of Technology.

Developmental Education

1. __X__ A. Developmental coursework and academic support services are offered on our two-year college campus.
_____ B. Some developmental coursework and academic support services are offered on
our two-year college campus but some also are offered only on the university
campus.

_____ C. Developmental coursework and academic support services are available primarily
through either the affiliated university or other external location.

_____ D. Developmental coursework and academic support services are not readily
available at either our two-year college or the nearby university.

2. ___X__ A. Developmental coursework is offered at our two-year college at the two-
year college tuition rate.

_____ B. Developmental coursework is offered at the two-year college tuition rate
at both our two-year college and the affiliated university.

_____ C. Most developmental coursework is offered at the university only, but at the two-
year college tuition rate.

_____ D. All developmental coursework, regardless of location, is offered at the university
tuition rate.

3. ___X__ A. Our two-year college directs the design, delivery and assessment of our
developmental education program.

_____ B. Our two-year college assumes primary responsibility (but does not direct) the
design, delivery and assessment of our developmental education program.

_____ C. Our two-year college program plays a significant role (but does not direct nor
have primary responsibility) for the design, delivery and assessment of the
developmental education program attended by our students.

_____ D. Developmental education is not available through our two-year college.

Comments:

Re: # 2 - This is true for COT students only.

Adult Basic Education

4. _____ A. Our two-year college is legislatively authorized to provide ABE coursework and
support programs leading to GED and college admission.
B. There is a formal established partnership between local ABE providers and our two-year college to provide ABE coursework on our campus.

X C. There is informal, occasional or partial collaboration between a local ABE provider and our two-year college and/or limited offerings at the college to provide ABE coursework to our students.

D. There are no functional partnerships with local ABE provider or there are no ABE coursework or services available in the community.

5. A. Available ABE/GED coursework is offered at no cost.

B. Available ABE/GED coursework is offered at little to modest cost.

C. Available ABE/GED coursework is offered at considerable cost.

X D. ABE/GED coursework is not available.

Comments:

Re: #4 - None are offered at the COT.

Re: #4 - COT has collaborated on Rapid Response for displaced workers, etc.

Workforce Development

6. X A. Our two-year college oversees the development, delivery and assessment of an array of credit and non-credit workforce specific training programs which are offered through our college (on campus, at the business site or online).

Follow Up: Credit, Non-Credit or both both

B. Our two-year college oversees an array of credit and non-credit workforce specific training programs that are offered through coordinated partnerships with our affiliated university or another two-year college.

Follow Up: Credit, Non-Credit or both

C. Our two-year college offers some credit and non-credit workforce specific training programs but most are offered by our affiliated university. The college's role in the development of those university related programs varies and is not necessarily significant.

Follow Up: Credit, Non-Credit or both
D. Our two-year college does not offer credit or non-credit workforce specific programs, or if offered, it does not oversee the design, delivery or assessment of all parts of the program.

7. ___ A. Our college ensures that our credit and non-credit workforce development programs are responsive to local employer needs within our service area and rely on business/industry collaboration and support.

___X___ B. Our credit and non-credit workforce development programs are offered in collaboration with the university but we ensure these programs are developed in collaboration with local business and industry.

___ C. Our college shares with the university the responsibility for being responsive to community workforce needs through credit and non-credit workforce development programs.

___ D. Our college is not seen as the entity responsible for responding to local community needs by providing credit and non credit workforce development programs.

8. ___ A. Our college regularly provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.

___X___ B. Our college occasionally provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.

___ C. Our college sometimes provides workforce training for local employers but has no formal systems in place for support of these services.

___ D. Our college does not offer customized workforce training.

Comments:

Re: #7 - College is not "first" on the community's radar when it comes to workforce development. We need to do more marketing and better branding.
Transfer Programs

9. ___  A. Our two-year college oversees the development, delivery and assessment of its own courses leading to completion of both the Associate of Arts and Associate of Science degree programs.

___ B. Our two-year college oversees the development, delivery and assessment of both the Associate of Arts and Associate of Science degree programs but collaborates with our affiliated university to provide portions of these programs.

___X___ C. Our two-year college offers either the AA or AS degree program but is not primarily responsible for all the coursework and relies upon the affiliated university to provide that.

___ D. Our two-year college does not provide access to an AA or AS degree program or, if it is available through the affiliated university, we play no significant role in its development or delivery.

10. ___ A. Our two-year college offers all courses necessary to complete an AA or AS degree.

___X___ B. Our two-year college offers the majority of the courses necessary to complete an AA or AS degree with some of the general education courses provided through the affiliated university.

___ C. Our two-year college offers only schedules the technical courses necessary to complete an AA or AS degree with the majority of the general education courses provided through the university.

___ D. Our two-year college offers only a few courses applicable to completion of an AA or AS degrees while the majority of the courses are provided through the university.

11. ___ A. Our college actively promotes its AA or AS degree options with reduced tuition rates.

___ B. Our college simply lists its AA or AS degree options with reduced tuition rates as an option on its web site and catalog but does not actively promote it.

___X___ C. Our college collaborates with the affiliated university to offer the AA and AS degrees which are offered at the reduced two-year tuition rate.

___ D. Access to the associate's degrees is available only at the regular tuition rate.
12.   A. Our college offers both associate degrees and has developed and maintained
      transfer articulation agreements with four-year degree programs throughout the
      MUS.

      B. Our college offers both associate degrees and has transfer articulation
      agreements primarily with the affiliated university.

      X  C. Our college relies primarily on the university to offer major parts of the
      coursework necessary for an associate's degree but the college plays a role in the
      development of articulation agreements.

      D. Our college does not offer access or provide collaboration for the acquisition of
      the associate's degrees and therefore is not involved in articulation, per se.

Comments:

   Re: #9 - No AS Degrees offered at COT or University

   Re: #11 - There is not marketing per se. The COT is not well understood in community.

   Re: #12 - In certain cases, students can also move to 4-year campus through BAS degree.

SUPPORT SERVICES

Directions: For each of the following support services, please indicate which statement is the
best description of the current status.

A. Our two-year college offers this service.

B. Our two-year college offers this service in collaboration with our affiliated university.

C. The affiliated university directs and offers this service to our students.

D. This service is not readily available to our students.

13.   A Dual Enrollment/Dual Credit Programs

14.   B Admissions, Orientation, Assessment
15. ___A___ Academic Advising

16. ___A___ Transfer Advising

17. ___B___ Financial Aid Services

18. ___B___ Business Services

19. ___B___ Library and Computer Services

20. ___B___ Tutoring

21. ___B___ Disability Services and Program Assistance

22. ___A___ Coordination of Academic Support Services with Developmental Education

23. ___B___ Career Advisement and Job Placement

24. ___B___ On-site Bookstore

25. ___A___ On-site Food Service

Comments:
Re: # 14 As its true for many of these services, they are offered on-site but under the supervision of the university.

Re: # 25 Food Service on East Campus as part of COT. On West Campus, provided by university.

COMMUNITY RESPONSIVENESS

Directions: For each of the following operational strategies, programs or services, please indicate which statement is the best description of the current status.

A. Our two-year college does this.
B. Our two-year college does this in collaboration with the affiliated university.
C. The affiliated university does this.
D. This does not happen or is not available.

26. ___B___ Provides Lifelong learning for Adults

27. ___A___ Offers Flexible Calendars (evening, weekend, year-round, optional start dates and lengths of terms)

28. ___A___ Conducts Community Needs Assessments and operates based on Strategic Plan

29. ___B___ Offers Service Learning

30. ___A___ Maintains an identifiable, accessible, attractive college-like physical environment
31. _A_ Welcomes and accommodates working adults who are part-time students

32. _D_ Provides array of extracurricular clubs and activities

33. _D_ Has high positive visibility in the local community

34. _D_ Utilizes an active and involved local college Advisory Committee or Board

35. _A_ Regularly interacts and partners with local business and industry

Follow Up: What is the approximate number of partnerships the college had last year with local entities including business and industry, government, non-profit organizations and other educational entities? _a few_ ______

Comments:

Re: #26 - University has a large program as do the Public Schools.

Re: # 27 - Only a few courses offered in the evening or on weekend.

Re: # 30 - Significant improvement is needed in the physical plant and appearance for sake of function, aesthetics and to change the college's image in the community.

Re: # 32 - Offerings are minimal at the COT.

Re: # 33 - The COT is overshadowed by the 4-year campus. For the most part, the community still sees the COT as the Voc Tech. The image of being second-rate and second-best is slowly changing.

prepared by Dr. Pamila Fisher, Ed.D., LLC

8-18-11
EXTENDING COMPREHENSIVE TWO-YEAR COLLEGE MISSION

TO MUS COLLEGES OF TECHNOLOGY

A Status Assessment

In order to continue toward the achievement of the Board of Regents' goal of extending the comprehensive two-year college mission (centered around the attributes of the comprehensive community college mission) to all five of the MUS Colleges of Technology by the fall of 2013, it is necessary to assess the current status of the COTs with respect to that goal. The mission, vision, key purposes and attributes, as outlined in the Board of Regents' statement (see attached), served as the basis for the questions in the following questionnaire. The questions attempt to provide more specificity as to the measurable characteristics of those colleges who have in place some, or all, of the components found in a comprehensive community college.

Each CEO/Dean of the Colleges of Technology in a telephone interview conducted by the Dr. Pamila Fisher, Consultant to The Montana University System will be asked the same set of questions. The results of each interview will be reviewed by the COT CEO/Dean for factual accuracy. The compiled results will be submitted to Dr. John Cech for his use and for use by the Task Force that is working to implement the Regents' direction.

This survey will be administered and reviewed in early August with compilation and submission to Dr. Cech by late August.

COT: MSU, Billings

Interviewee Name and Title: Dr. Rolf Groseth, Chancellor, MSU, Billings

Date: August 4, 2011

MISSION

Directions: Please select from the possible responses the one which most accurately describes your College of Technology.

Developmental Education
1. ___  A. Developmental coursework and academic support services are offered on our two-year college campus.

   ___X___ B. Some developmental coursework and academic support services are offered on our two-year college campus but some also are offered only on the university campus.

   ___  C. Developmental coursework and academic support services are available primarily through either the affiliated university or other external location.

   ___  D. Developmental coursework and academic support services are not readily available at either our two-year college or the nearby university.

2. ___A___ A. Developmental coursework is offered at our two-year college at the two-year college tuition rate.

   ___  B. Developmental coursework is offered at the two-year college tuition rate at both our two-year college and the affiliated university.

   ___  C. Most developmental coursework is offered at the university only, but at the two-year college tuition rate.

   ___  D. All developmental coursework, regardless of location, is offered at the university tuition rate.

3. ___  A. Our two-year college directs the design, delivery and assessment of our developmental education program.

   ___  B. Our two-year college assumes primary responsibility (but does not direct) the design, delivery and assessment of our developmental education program.

   ___C___ C. Our two-year college program plays a significant role (but does not direct nor have primary responsibility) for the design, delivery and assessment of the developmental education program attended by our students.

   ___  D. Developmental education is not available through our two-year college.

Comments:

**Adult Basic Education**

4. ___  A. Our two-year college is legislatively authorized to provide ABE coursework and support programs leading to GED and college admission.

   ___X___ B. There is a formal established partnership between local ABE providers and our two-year college to provide ABE coursework on our campus.
C. There is informal, occasional or partial collaboration between a local ABE provider and our two-year college and/or limited offerings at the college to provide ABE coursework to our students.

D. There are no functional partnerships with local ABE provider or there are no ABE coursework or services available in the community.

5. **X** A. Available ABE/GED coursework is offered at no cost.

B. Available ABE/GED coursework is offered at little to modest cost.

C. Available ABE/GED coursework is offered at considerable cost.

D. ABE/GED coursework is not available.

Comments: In 2009, the MSUB COT established a partnership with Billings Public Schools Adult Basic Education Program to establish a west end branch of the ABE/GED Program at COT. Two classrooms were set aside as dedicated space for the partnership - one dedicated for English/Writing and the other for Math. A of December 31, 2010, nearly 100 adults were enrolled in the program. The Billings Public Schools ABE/GED Program located downtown in the Lincoln Center recommends college bound GED students use the COT ABE/GED site so they can begin making connections with the College staff and advisors. The program is entirely funded through the ABE programs at BPS and tuition is free to students.

**Workforce Development**

6. **X** A. Our two-year college oversees the development, delivery and assessment of an array of credit and non-credit workforce specific training programs which are offered through our college (on campus, at the business site or online).

Follow Up: Credit, Non-Credit or Both: Both

B. Our two-year college oversees an array of credit and non-credit workforce specific training programs that are offered through coordinated partnerships with our affiliated university or another two-year college.

Follow Up: Credit, Non-Credit or Both

C. Our two-year college offers some credit and non-credit workforce specific training programs but most are offered by our affiliated university. The college's role in the development of those university related programs varies and is not necessarily significant.
Follow Up: Credit, Non-Credit or Both

D. Our two-year college does not offer credit or non-credit workforce specific programs, or if offered, it does not oversee the design, delivery or assessment of all parts of the program.

7. **X**
   A. Our college ensures that our credit and non-credit workforce development programs are responsive to local employer needs within our service area and rely on business/industry collaboration and support.

   **X**
   B. Our credit and non-credit workforce development programs are offered in collaboration with the university but we ensure these programs are developed in collaboration with local business and industry.

   **X**
   C. Our college shares with the university the responsibility for being responsive to community workforce needs through credit and non-credit workforce development programs.

   **X**
   D. Our college is not seen as the entity responsible for responding to local community needs by providing credit and non credit workforce development programs.

8. **X**
   A. Our college regularly provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.

   **X**
   B. Our college occasionally provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.

   **X**
   C. Our college sometimes provides workforce training for local employers but has no formal systems in place for support of these services.

   **X**
   D. Our college does not offer customized workforce training.

Comments: COT's role in workforce development depends upon delivery format used. The COT has developed many partnerships with business and industry and has a full time staff member dedicated to managing workforce development and noncredit training.
Transfer Programs

9. **X**  A. Our two-year college oversees the development, delivery and assessment of its own courses leading to completion of both the Associate of Arts and Associate of Science degree programs.

____ B. Our two-year college oversees the development, delivery and assessment of both the Associate of Arts and Associate of Science degree programs but collaborates with our affiliated university to provide portions of these programs.

____ C. Our two-year college offers either the AA or AS degree program but is not primarily responsible for all the coursework and relies upon the affiliated university to provide that.

____ D. Our two-year college does not provide access to an AA or AS degree program or, if it is available through the affiliated university, we play no significant role in its development or delivery.

10.____ A. Our two-year college offers all courses necessary to complete an AA or AS degree.

**X** B. Our two-year college offers the majority of the courses necessary to complete an AA or AS degree with some of the general education courses provided through the affiliated university.

____ C. Our two-year college offers only schedules the technical courses necessary to complete an AA or AS degree with the majority of the general education courses provided through the university.

____ D. Our two-year college offers only a few courses applicable to completion of an AA or AS degrees while the majority of the courses are provided through the university.

11.____ A. Our college actively promotes its AA or AS degree options with reduced tuition rates.

**X** B. Our college simply lists its AA or AS degree options with reduced tuition rates as an option on its website and catalog but does not actively promote it.

____ C. Our college collaborates with the affiliated university to offer the AA and AS degrees which are offered at the reduced two-year tuition rate.

____ D. Access to the associate's degrees is available only at the regular tuition rate.
12. ___ A. Our college offers both associate degrees and has developed and maintained transfer articulation agreements with four-year degree programs throughout the MUS.

___ B. Our college offers both associate degrees and has transfer articulation agreements primarily with the affiliated university.

___ X ___ C. Our college relies primarily on the university to offer major parts of the coursework necessary for an associate's degree but the college plays a role in the development of articulation agreements.

___ D. Our college does not offer access or provide collaboration for the acquisition of the associate's degrees and therefore is not involved in articulation, per se.

Comments: The MSUB COT offers several AS options and is approved to offer an AA. With the addition of the new Health Sciences Building, the COT is now able to offer approximately 50% of the 37 credits required for general education (much more than it did just five years ago). The COT relies on collaboration with the College of Arts and Sciences to provide COT students with access to the remainder of general education courses in order to complete their AS degree. Students at the COT do make use of on-line general education courses offered by the Senior Campus. The COT and Senior Campus are working to install a Cisco Telepresence Lab at each site which will further the COT's ability to provide a broader selection of general education courses to its students.

SUPPORT SERVICES

Directions: For each of the following support services, please indicate which statement is the best description of the current status.

A. Our two-year college offers this service.

B. Our two-year college offers this service in collaboration with our affiliated university.

C. The affiliated university directs and offers this service to our students.

D. This service is not readily available to our students.

13. ___ C ___ Dual Enrollment/Dual Credit Programs
14. ___A___ Admissions, Orientation, Assessment

15. ___A___ Academic Advising

16. ___A___ Transfer Advising

17. ___A___ Financial Aid Services

18. ___A___ Business Services

19. ___A___ Library and Computer Services

20. ___A___ Tutoring

21. ___B___ Disability Services and Program Assistance

22. ___B___ Coordination of Academic Support Services with Developmental Education

23. ___A___ Career Advisement and Job Placement

24. ___A___ On-site Bookstore

25. ___A___ On-site Food Service
Comments: Re: #19 - Computer Labs are readily available but library is limited on site. While almost all of these services are offered on-site, they are supervised or directed by university administrators. However, in reality, the COT support services operate as team that focuses on the COT. To facilitate this coordination, the Vice Chancellor of Student Services and the Dean of the COT worked to create a Director of Student Services position at the COT which directly reports to the VC but also has an indirect reporting relationship to the Dean of the COT.

Re:#21 - The COT now has a full time disability support services staff person at the COT. This person reports directly to the University Disability Support Coordinator.

COMMUNITY RESPONSIVENESS

Directions: For each of the following operational strategies, programs or services, please indicate which statement is the best description of the current status.

A. Our two-year college does this.
B. Our two-year college does this in collaboration with the affiliated university.
C. The affiliated university does this.
D. This does not happen or is not available.

26. ___A___ Provides Lifelong learning for Adults

27. ___D___ Offers Flexible Calendars (evening, weekend, year-round, optional start dates and lengths of terms)

28. ___A___ Conducts Community Needs Assessments and operates based on Strategic Plan

29. ___B___ Offers Service Learning
30. __A__ Maintains an identifiable, accessible, attractive college-like physical environment

31. __A__ Welcomes and accommodates working adults who are part-time students

32. __B__ Provides array of extracurricular clubs and activities

33. __A__ Has high positive visibility in the local community

34. __A__ Utilizes an active and involved local college Advisory Committee or Board

35. __A__ Regularly interacts and partners with local business and industry

   Follow Up: What is the approximate number of partnerships the college had last year with local entities including business and industry, government, non-profit organizations and other educational entities? 25

Comments: Re: #26 - Done in collaboration with local ABE provider; COT also has a fulltime staff person who is charged with workforce development and custom training.

Re: #30 - Exists but is less than desirable

Re: #32 - Some activities on COT campus but more available at university.

Re: #34 - The COT has 16 Program Advisory Committees and it has a 24 member National Advisory Board comprised of senior executive leaders representing industries served as well as senior representatives from government and civic organizations.

prepared by Dr. Pamila Fisher, Ed.D., LLC

8-18-11
EXTENDING COMPREHENSIVE TWO-YEAR COLLEGE MISSION
TO MUS COLLEGES OF TECHNOLOGY

A Status Assessment

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Each CEO/Dean of the Colleges of Technology in a telephone interview conducted by the Dr. Pamila Fisher, Consultant to The Montana University System will be asked the same set of questions. The results of each interview will be reviewed by the COT CEO/Dean for factual accuracy. The compiled results will be submitted to Dr. John Cech for his use and for use by the Task Force that is working to implement the Regents' direction.

This survey will be administered and reviewed in early August with compilation and submission to Dr. Cech by late August.

COT: UM Helena

Interviewee Name and Title: Dr. Dan Bingham, Dean/CEO

Date: August 5, 2011

MISSION

Directions: Please select from the possible responses the one which most accurately describes your College of Technology.

Developmental Education

1. __X__ A. Developmental coursework and academic support services are offered on our two-year college campus.
B. Some developmental coursework and academic support services are offered on our two-year college campus but some also are offered only on the university campus.

C. Developmental coursework and academic support services are available primarily through either the affiliated university or other external location.

D. Developmental coursework and academic support services are not readily available at either our two-year college or the nearby university.

2. __X__ A. Developmental coursework is offered at our two-year college at the two-year college tuition rate.

B. Developmental coursework is offered at the two-year college tuition rate at both our two-year college and the affiliated university.

C. Most developmental coursework is offered at the university only, but at the two-year college tuition rate.

D. All developmental coursework, regardless of location, is offered at the university tuition rate.

3. __X__ A. Our two-year college directs the design, delivery and assessment of our developmental education program.

B. Our two-year college assumes primary responsibility (but does not direct) the design, delivery and assessment of our developmental education program.

C. Our two-year college program plays a significant role (but does not direct nor have primary responsibility) for the design, delivery and assessment of the developmental education program attended by our students.

D. Developmental education is not available through our two-year college.

Comments:

**Adult Basic Education**

4. ____ A. Our two-year college is legislatively authorized to provide ABE coursework and support programs leading to GED and college admission.

B. There is a formal established partnership between local ABE providers and our two-year college to provide ABE coursework on our campus.
C. There is informal, occasional or partial collaboration between a local ABE provider and our two-year college and/or limited offerings at the college to provide ABE coursework to our students.

D. There are no functional partnerships with local ABE provider or there are no ABE coursework or services available in the community.

5.  
   A. Available ABE/GED coursework is offered at no cost.
   
   B. Available ABE/GED coursework is offered at little to modest cost.
   
   C. Available ABE/GED coursework is offered at considerable cost.
   
   D. ABE/GED coursework is not available.

Comments:

Re: # 4 - Serious talks are underway and UM Helena may take over this function in a partnership with public schools with pass-through funding.

Workforce Development

6.  
   A. Our two-year college oversees the development, delivery and assessment of an array of credit and non-credit workforce specific training programs which are offered through our college (on campus, at the business site or online).

      Follow Up: Credit, Non-Credit or Both: Both

   B. Our two-year college oversees an array of credit and non-credit workforce specific training programs that are offered through coordinated partnerships with our affiliated university or another two-year college.

      Follow Up: Credit, Non-Credit or Both ______

   C. Our two-year college offers some credit and non-credit workforce specific training programs but most are offered by our affiliated university. The college's role in the development of those university related programs varies and is not necessarily significant.

      Follow Up: Credit, Non-Credit or Both ______
D. Our two-year college does not offer credit or non-credit workforce specific programs, or if offered, it does not oversee the design, delivery or assessment of all parts of the program.

7. ___ X ___ A. Our college ensures that our credit and non-credit workforce development programs are responsive to local employer needs within our service area and rely on business/industry collaboration and support.

___ B. Our credit and non-credit workforce development programs are offered in collaboration with the university but we ensure these programs are developed in collaboration with local business and industry.

___ C. Our college shares with the university the responsibility for being responsive to community workforce needs through credit and non-credit workforce development programs.

___ D. Our college is not seen as the entity responsible for responding to local community needs by providing credit and non credit workforce development programs.

8. ___ X ___ A. Our college regularly provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.

___ B. Our college occasionally provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.

___ C. Our college sometimes provides workforce training for local employers but has no formal systems in place for support of these services.

___ D. Our college does not offer customized workforce training.

Comments:

Transfer Programs

9. ___ X ___ A. Our two-year college oversees the development, delivery and assessment of its own courses leading to completion of both the Associate of Arts and Associate of Science degree programs.
B. Our two-year college oversees the development, delivery and assessment of both the Associate of Arts and Associate of Science degree programs but collaborates with our affiliated university to provide portions of these programs.

C. Our two-year college offers either the AA or AS degree program but is not primarily responsible for all the coursework and relies upon the affiliated university to provide that.

D. Our two-year college does not provide access to an AA or AS degree program or, if it is available through the affiliated university, we play no significant role in it development or delivery.

10. **X** A. Our two-year college offers all courses necessary to complete an AA or AS degree.

B. Our two-year college offers the majority of the courses necessary to complete an AA or AS degree with some of the general education courses provided through the affiliated university.

C. Our two-year college offers only schedules the technical courses necessary to complete an AA or AS degree with the majority of the general education courses provided through the university.

D. Our two-year college offers only a few courses applicable to completion of an AA or AS degrees while the majority of the courses are provided through the university.

11. **X** A. Our college actively promotes its AA or AS degree options with reduced tuition rates.

B. Our college simply lists its AA or AS degree options with reduced tuition rates as an option on its web site and catalog but does not actively promote it.

C. Our college collaborates with the affiliated university to offer the AA and AS degrees which are offered at the reduced two-year tuition rate.

D. Access to the associate's degrees is available only at the regular tuition rate.

12. **X** A. Our college offers both associate degrees and has developed and maintained transfer articulation agreements with four-year degree programs throughout the MUS.
B. Our college offers both associate degrees and has transfer articulation agreements primarily with the affiliated university.

C. Our college relies primarily on the university to offer major parts of the coursework necessary for an associate's degree but the college plays a role in the development of articulation agreements.

D. Our college does not offer access or provide collaboration for the acquisition of the associate's degrees and therefore is not involved in articulation, per se.

Comments:

Re: Transfer - Articulation that promotes ease of transfer is a major challenge. Essentially it is a "turf" issue as the university programs, and some two year colleges, want students to take more classes at their institution versus anywhere else. There also is a history of elitism at work with some institutions not valuing work done at the COT. Common course numbering is not enough. There needs to be a way for students to transfer a "block" of coursework.

SUPPORT SERVICES

Directions: For each of the following support services, please indicate which statement is the best description of the current status.

A. Our two-year college offers this service.

B. Our two-year college offers this service in collaboration with our affiliated university.

C. The affiliated university directs and offers this service to our students.

D. This service is not readily available to our students.

13. ___A___ Dual Enrollment/Dual Credit Programs

14. ___A___ Admissions, Orientation, Assessment

15. ___A___ Academic Advising
16. __A__ Transfer Advising

17. __A__ Financial Aid Services

18. __A__ Business Services

19. __A__ Library and Computer Services

20. __A__ Tutoring

21. __A__ Disability Services and Program Assistance

22. __A__ Coordination of Academic Support Services with Developmental Education

23. __A__ Career Advisement and Job Placement

24. __A__ On-site Bookstore

25. __A__ On-site Food Service

Comments:

COMMUNITY RESPONSIVENESS
Directions: For each of the following operational strategies, programs or services, please indicate which statement is the best description of the current status.

A. Our two-year college does this.
B. Our two-year college does this in collaboration with the affiliated university.
C. The affiliated university does this.
D. This does not happen or is not available.

26. ___A___ Provides Lifelong learning for Adults

27. ___A___ Offers Flexible Calendars (evening, weekend, year-round, optional start dates and lengths of terms)

28. ___A___ Conducts Community Needs Assessments and operates based on Strategic Plan

29. ___A___ Offers Service Learning

30. ___A___ Maintains an identifiable, accessible, attractive college-like physical environment

31. ___A___ Welcomes and accommodates working adults who are part-time students

32. ___A___ Provides array of extracurricular clubs and activities

33. ___A___ Has high positive visibility in the local community
34. [ ] Utilizes an active and involved local college Advisory Committee or Board

35. [ ] Regularly interacts and partners with local business and industry

Follow Up: What is the approximate number of partnerships the college had last year with local entities including business and industry, government, non-profit organizations and other educational entities?  TBA

Comments:

Re: Support Services and Community Responsiveness - Three years ago I couldn't have said this. But by two years ago, we were there! I report directly to the president who has given me to go-ahead to do what needed to be done. We are not required to get "permission" for most things and the university does not hold us back. The community knows what we do and appreciates it! Away from Helena I am not sure how many know what we really do.

There is a major need for a new name. "College of Technology" is not what we are and works against us in many ways. Rebranding is critically needed.

All 5 COTs are not the same. The issues for the embedded COTs are different than those for the two stand-alone COTs. As the embedded COTs are assisted in becoming more comprehensive, it will be important not to put in place policies or procedures that may be counterproductive to the comprehensive mission and don't work for the stand-alone colleges.

prepared by Dr. Pamila Fisher, Ed.D., LLC

8-18-11
EXTENDING COMPREHENSIVE TWO-YEAR COLLEGE MISSION

TO MUS COLLEGES OF TECHNOLOGY

A Status Assessment

In order to continue toward the achievement of the Board of Regents' goal of extending the comprehensive two-year college mission (centered around the attributes of the comprehensive community college mission) to all five of the MUS Colleges of Technology by the fall of 2013, it is necessary to assess the current status of the COTs with respect to that goal. The mission, vision, key purposes and attributes, as outlined in the Board of Regents' statement (see attached), served as the basis for the questions in the following questionnaire. The questions attempt to provide more specificity as to the measurable characteristics of those colleges who have in place some, or all, of the components found in a comprehensive community college.

Each CEO/Dean of the Colleges of Technology in a telephone interview conducted by the Dr. Pamila Fisher, Consultant to The Montana University System will be asked the same set of questions. The results of each interview will be reviewed by the COT CEO/Dean for factual accuracy. The compiled results will be submitted to Dr. John Cech for his use and for use by the Task Force that is working to implement the Regents' direction.

This survey will be administered and reviewed in early August with compilation and submission to Dr. Cech by late August.

COT: MSU Great Falls

Interviewee Name and Title: Dr. Joe Schaffer

Date: August 5, 2011

MISSION

Directions: Please select from the possible responses the one which most accurately describes your College of Technology.

Developmental Education
1. **X** A. Developmental coursework and academic support services are offered on our two-year college campus.
   ____ B. Some developmental coursework and academic support services are offered on our two-year college campus but some also are offered only on the university campus.
   ____ C. Developmental coursework and academic support services are available primarily through either the affiliated university or other external location.
   ____ D. Developmental coursework and academic support services are not readily available at either our two-year college or the nearby university.

2. **X** A. Developmental coursework is offered at our two-year college at the two-year college tuition rate.
   ____ B. Developmental coursework is offered at the two-year college tuition rate at both our two-year college and the affiliated university.
   ____ C. Most developmental coursework is offered at the university only, but at the two-year college tuition rate.
   ____ D. All developmental coursework, regardless of location, is offered at the university tuition rate.

3. **X** A. Our two-year college directs the design, delivery and assessment of our developmental education program.
   ____ B. Our two-year college assumes primary responsibility (but does not direct) the design, delivery and assessment of our developmental education program.
   ____ C. Our two-year college program plays a significant role (but does not direct nor have primary responsibility) for the design, delivery and assessment of the developmental education program attended by our students.
   ____ D. Developmental education is not available through our two-year college.

Comments:

**Adult Basic Education**

4. ____ A. Our two-year college is legislatively authorized to provide ABE coursework and support programs leading to GED and college admission.
   **X** B. There is a formal established partnership between local ABE providers and our two-year college to provide ABE coursework on our campus.
C. There is informal, occasional or partial collaboration between a local ABE provider and our two-year college and/or limited offerings at the college to provide ABE coursework to our students.

D. There are no functional partnerships with local ABE provider or there are no ABE coursework or services available in the community.

5. ___ X ___ A. Available ABE/GED coursework is offered at no cost.

___ B. Available ABE/GED coursework is offered at little to modest cost.

___ C. Available ABE/GED coursework is offered at considerable cost.

___ D. ABE/GED coursework is not available.

Comments:

**Workforce Development**

6. ___ X ___ A. Our two-year college oversees the development, delivery and assessment of an array of credit and non-credit workforce specific training programs which are offered through our college (on campus, at the business site or online).

Follow Up: Credit, Non-Credit or Both: Both

___ B. Our two-year college oversees an array of credit and non-credit workforce specific training programs that are offered through coordinated partnerships with our affiliated university or another two-year college.

Follow Up: Credit, Non-Credit or Both

___ C. Our two-year college offers some credit and non-credit workforce specific training programs but most are offered by our affiliated university. The college's role in the development of those university related programs varies and is not necessarily significant.

Follow Up: Credit, Non-Credit or Both

___ D. Our two-year college does not offer credit or non-credit workforce specific programs, or if offered, it does not oversee the design, delivery or assessment of all parts of the program.
7. **X**  A. Our college ensures that our credit and non-credit workforce development programs are responsive to local employer needs within our service area and rely on business/industry collaboration and support.

   
   ____  B. Our credit and non-credit workforce development programs are offered in collaboration with the university but we ensure these programs are developed in collaboration with local business and industry.

   ____  C. Our college shares with the university the responsibility for being responsive to community workforce needs through credit and non-credit workforce development programs.

   ____  D. Our college is not seen as the entity responsible for responding to local community needs by providing credit and non credit workforce development programs.

8. **X**  A. Our college regularly provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.

   ____  B. Our college occasionally provides customized workforce training for local employers and has policies and procedures in place to expedite our response to requests for such training.

   ____  C. Our college sometimes provides workforce training for local employers but has no formal systems in place for support of these services.

   ____  D. Our college does not offer customized workforce training.

Comments:

Re: # 8 - We have specific policies in places for employer-based training. If there is a need, we get it rolling right away.

**Transfer Programs**

9. **X**  A. Our two-year college oversees the development, delivery and assessment of its own courses leading to completion of both the Associate of Arts and Associate of Science degree programs.

   ____  B. Our two-year college oversees the development, delivery and assessment of both the Associate of Arts and Associate of Science degree programs but
collaborates with our affiliated university to provide portions of these programs.

___ C. Our two-year college offers either the AA or AS degree program but is not primarily responsible for all the coursework and relies upon the affiliated university to provide that.

___ D. Our two-year college does not provide access to an AA or AS degree program or, if it is available through the affiliated university, we play no significant role in it development or delivery.

10. X___ A. Our two-year college offers all courses necessary to complete an AA or AS degree.

___ B. Our two-year college offers the majority of the courses necessary to complete an AA or AS degree with some of the general education courses provided through the affiliated university.

___ C. Our two-year college offers only schedules the technical courses necessary to complete an AA or AS degree with the majority of the general education courses provided through the university.

___ D. Our two-year college offers only a few courses applicable to completion of an AA or AS degrees while the majority of the courses are provided through the university.

11. X___ A. Our college actively promotes its AA or AS degree options with reduced tuition rates.

___ B. Our college simply lists its AA or AS degree options with reduced tuition rates as an option on its website and catalog but does not actively promote it.

___ C Our college collaborates with the affiliated university to offer the AA and AS degrees which are offered at the reduced two-year tuition rate.

___ D. Access to the associate's degrees is available only at the regular tuition rate.

12. X___ A. Our college offers both associate degrees and has developed and maintained transfer articulation agreements with four-year degree programs throughout the MUS.

___ B. Our college offers both associate degrees and has transfer articulation agreements primarily with the affiliated university.
C. Our college relies primarily on the university to offer major parts of the coursework necessary for an associate's degree but the college plays a role in the development of articulation agreements.

D. Our college does not offer access or provide collaboration for the acquisition of the associate's degrees and therefore is not involved in articulation, per se.

Comments:

Re: #9 - AA and AS degrees also available totally on-line.

Re: #12 - The ability to acquire these agreements is extremely difficult. We should have lots more but there is a general lack of interest in developing articulation agreements and no extrinsic motivation for the universities to do so.

Re: Transfer - In some programs there is great resistance to both accepting transfer students and encouraging two-year students to complete an AA or AS degree before transferring. The COTs are underutilized in terms of being able to provide the first two years toward a four year degree. The transfer function and option should be pushed and advocated for the sake of students and the state in general.

SUPPORT SERVICES

Directions: For each of the following support services, please indicate which statement is the best description of the current status.

A. Our two-year college offers this service.

B. Our two-year college offers this service in collaboration with our affiliated university.

C. The affiliated university directs and offers this service to our students.

D. This service is not readily available to our students.

13. _A___ Dual Enrollment/Dual Credit Programs

14. _A___ Admissions, Orientation, Assessment
15. ___A___ Academic Advising

16. ___A___ Transfer Advising

17. ___A___ Financial Aid Services

18. ___A___ Business Services

19. ___A___ Library and Computer Services

20. ___A___ Tutoring

21. ___A___ Disability Services and Program Assistance

22. ___A___ Coordination of Academic Support Services with Developmental Education

23. ___A___ Career Advisement and Job Placement

24. ___A___ On-site Bookstore

25. ___A___ On-site Food Service

Comments:
COMMUNITY RESPONSIVENESS

Directions: For each of the following operational strategies, programs or services, please indicate which statement is the best description of the current status.

A. Our two-year college does this.
B. Our two-year college does this in collaboration with the affiliated university.
C. The affiliated university does this.
D. This does not happen or is not available.

26. __A__ Provides Lifelong learning for Adults

27. __A__ Offers Flexible Calendars (evening, weekend, year-round, optional start dates and lengths of terms)

28. __A__ Conducts Community Needs Assessments and operates based on Strategic Plan

29. __A__ Offers Service Learning

30. __A__ Maintains an identifiable, accessible, attractive college-like physical environment

31. __A__ Welcomes and accommodates working adults who are part-time students

32. __A__ Provides array of extracurricular clubs and activities
33. ___A___ Has high positive visibility in the local community

34. ___A___ Utilizes an active and involved local college Advisory Committee or Board

35. ___A___ Regularly interacts and partners with local business and industry

   Follow Up: What is the approximate number of partnerships the college had last year with local entities including business and industry, government, non-profit organizations and other educational entities? Approximately 65

Comments:

Re: #26 - We have a robust system of lifelong learning programs.

Re: #27 - We do some but there is more interest in on-line learning.

Re: #28 - We do a variety of assessments regularly and environmental scanning as part of program review.

Re: #33 - The community are big supporters. They look to us for their needs. We are making headway with the local high schools.

Re: #34 - Recently established a Dean's Advisory Council with 16 members.

prepared by Dr. Pamila Fisher, Ed.D., LLC

8-18-11
Appendix 4

BOR Approved Comprehensive Two-Year Mission and Vision State
MONTANA UNIVERSITY SYSTEM
COMPREHENSIVE TWO-YEAR EDUCATION MISSION/VISION

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.

Vision Statement

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

Key Purposes and Attributes

Montana’s two-year education is centered around the attributes of the comprehensive community college mission and is committed to providing:

- Transfer Education Through the Associate’s Degree
- Workforce Development, Including Certificates and Applied Associate’s Degrees
- Developmental and Adult Basic Education
- Lifelong Learning
- Community Development

The attributes of two-year education in Montana include:

- Open Access Admissions
- Affordable
- Student-Centered
- Adult Focused and Accessible Learning
- Responsiveness to Local Needs
- Cultivation of Partnerships

Core Values

- Require Excellence
- Provide Rigor and Relevance
- Embrace Diversity
- Expect Civic Engagement
- Encourage Innovation
- Insist on Integrity
- Be Accountable

- Retain Transparency
- Embody Inclusivity
- Offer Consistent Unified Support
- Promote Lifelong Learning
- Celebrate Student Success
Appendix 5

Dr. Fisher’s Brief Resume
PROFESSIONAL ACTIVITIES

Dr. Fisher has been an educator for over 30 years and was the Chancellor of the Yosemite Community College District for 12 years before her retirement in 2004. She currently is involved professionally in several areas.

Work and writing focus on the following topics:

- Leadership development at all levels
- Executive coaching
- Equity, diversity, and tolerance
- Communication and team building
- Governmental relations
- Emotional intelligence
- Board/CEO relationships
- Cultural competency
- Campus politics
- Planning and goal setting

Dr. Fisher serves in these capacities:

- **Presenter:** Associations, state and national conferences, leadership institutes and academies, and individual colleges and state systems
- **Consultant:** Boards of Trustees/Directors, Chief Executive Officers, and Senior Management
- **Facilitator:** Future Leaders Institute, American Association of Community Colleges
- **Director:** Asilomar Leadership Seminar, Community College League of CA
- **Presidential Search Consultant:** Association of Community College Trustees
- **Advisory Board:** Gallatin College at Montana State University

PREVIOUS LEADERSHIP POSITIONS

American Association of Community Colleges (AACC) Chair and Member, Board of Directors
American Association of Women in Community Colleges, National President and Board Member
Asilomar Leadership Skills Seminar, Founder and Director (27 years)
California Association of Community Colleges, President and Board Member
American Council on Education: Commission on Women in Higher Education
ACCT/AACC Joint Commission on Federal Relations
AACC Commissions: Academic Development, International/Intercultural Relations, Minority Resources
AACC Kellogg Foundation *Leading Forward* Project Advisory Committee
Scholar-in-Residence, Oregon State University Community College Leadership Program
Visiting Professor, California State University, Community College Leadership Program
HONORS

Kennedy National and Regional Equity Awards, Association of Community College Trustees
Woman of Courage Award, Modesto/Stanislaus NAACP
John Rice Diversity Award, California State Chancellor's Office
Pacific Region CEO of the Year, Association of Community College Trustees
Honorary Madrina Award, Latina Leadership Network of California Community Colleges
Carolyn Desjardins Presidential Award, American Association of Women in Community Colleges
Women Helping Women Award, Northern California Soroptimists International
President of the Year, California Colleges for International Education
Friend of the Auxiliary, African American Women’s Service Group
Distinguished Administrator Award, Association of California Administrators
Woman of the Year, American Association of Women in Community Colleges
Attachment D:

US DOL TAA Initiative Proposal
The TAACCT Grant
The TAACCT Grant has two primary components. The first focuses on changing the way in which developmental math is taught in Montana’s two-year colleges, transitioning from more traditional methods to implementation of a flexible, holistic and lab-based approach termed “the emporium model”. The second component provides two-year colleges in communities with significant TAA populations an opportunity to develop programs designed to effectively re-engage this demographic in the labor force.

Developmental Math (roughly $5.5 million)
The “Emporium Model” drastically reduces lectures and replaces them with a learning resource center model featuring interactive software and on-demand personalized assistance. The approach has been the foundation of successful systemic transformations in other states like Tennessee and Ohio where educational outcomes have improved (by approximately 50 percent) and costs have been reduced (by approximately 30 percent). The grant provides funds to create curriculum for each of Montana’s common developmental math courses, provides professional development opportunities for faculty and administrators, and increases the capacity of some college’s facilities to implement an emporium model.

Institutions involved in the developmental math portion of the grant:
MSU Northern, UM Missoula COT, MSU Billings COT, Miles City Community College, Blackfoot Community College, Montana Tech, Flathead Valley Community College, Gallatin College Programs, Salish-Kootenai College, Bitterroot College Programs, MSU Western, Helena COT, MSU Great Falls, Little Bighorn College, Dawson Community College, and Fort Peck Community College.

New Programs (roughly $8.8 million)
Montana colleges in communities with significant TAA populations proposed creating or significantly enhancing programs that will be well suited to serving TAA populations. While the state proposal originally focused on programs within only the healthcare and energy industries, aviation maintenance (UM-Helena COT) was eventually added. Funds have been included to initiate the proposed enhancements of the programs listed below.

Institutions involved in creating new programs
UM Missoula COT
- Green Jobs Tech Program: solar, biomass and wind labs
- Health Information Technology
MSU Billings COT
- Green Jobs Tech Program: solar, geothermal, wind, fuel cell, and welding
- (Vet Technician Program – in partnership: meaning an internship coordinator would help them coordinate internships and didactic online courses would be shared amongst institutions – developed by FVCC)
Montana Tech
- Health Information Technology

Flathead Valley Community College
- Physical Therapy
- Veterinary Technician
- Energy Tech: Sustainable Agriculture
- Health Information Technology

UM Helena COT
- Green Jobs Tech Program: computer aided manufacturing
- Aviation Maintenance
- (Vet Technician Program – in partnership)

MSU Great Falls
- (Vet Technician Program - in partnership)

MSU Northern
- (Vet Technician Program - in partnership)

UM Western
- (Vet Technician Program - in partnership)
Attachment E:

Eight Themes from Listening Sessions
Eight General Themes Emerged
Billings, Butte, Great Falls, Helena, and Missoula College!NOW
Listening Sessions

Theme 1: Changing the Organizational Culture
- Rebranding Issues
  - Maintain affiliation with universities
  - Maintain affiliation with place
  - College of Technology name needs to be dropped
  - Some consistency needs to be considered with renaming
  - Current perceptual issues/challenges exist – vo-tech, second best, etc
  - Need for better overall community understanding of what COTs provide
- Benefits
  - Believe college credibility will increase with mission expansion and rebranding
  - Increased public understanding and awareness will occur
  - Need to connect more with business and industry
- Opportunity to COTs as affordable access to higher education

Theme 2: Expanding the Comprehensive Mission is Important
- University Transfer mission is important and desirable
- Adult friendly programming/delivery opportunities need to be expanded
- COTs need to play lead role with Developmental Education
- University partnerships are important component of mission expansion effort
- Need to also strengthen Career and Technical AAS and CAS programs
  (important role of workforce development)

Theme 3: Funding and Facility Issues
- Space is a challenge based on current configuration of courses
- Staffing to accommodate expansion of mission is concern
- Funding to support mission expansion is a concern
- Sustainability
- Funding for rebranding
- Campuses need to be locally engaged with planning
Theme 4: Expanding Services to Support Students
  - Embedded COTs will need to address needs for expanded support services
  - Expanding support services beyond traditional 8-5 pm classroom day is needed at most campuses
  - Expanded services for disadvantaged students needed at most campuses
  - Opportunities exist to better reach out to returning veterans
  - Childcare needs surfaced at most campuses

Theme 5: Workforce and Community Connections
  - Need to better engage business and industry with mission expansion effort
  - Community connections will be integral to success of mission expansion
  - COTs are essential for providing workforce development opportunities

Theme 6: Embedded COTs have Unique Issues to Address
  - Coordination of services
  - Concern about duplication of services
  - Concern about perceived or actual competition with parent university
  - General education coordination with parent university
  - Affiliation

Theme 7: Flexibility/Responsiveness
  - Reaching new and different markets
  - Rapid response
  - Laddering of programs

Theme 8: K-12 Coordination
  - Pathways need to be articulated and promoted
  - Dual enrollment opportunities should be expanded
  - Changing perceptions/misperceptions
  - ABE/GED coordination and challenges
Attachment F:

November 3-4 Retreat Agenda
Thursday, November 3:

1:00 pm  Opening Comments/Goals of the Retreat – Cech/Groseth

1:10 pm  Ice Breaker

1:40 pm  Review of the Data From Listening Sessions – Cech/Clark/Glover
         General Themes/Takeaways

2:40 pm  Break

2:50 pm  Breakout Sessions (Billings, Butte, Great Falls, Helena, and Missoula)

NOTE: Each breakout groups will include local COT/University participants from Billings, Butte, Great Falls, Helena, and Missoula respectively. Each group will have a facilitator (see below). In addition, each group will receive a non-COT/university participant over the course of the two-days – see attached roster for color code match. Participant list is attached. John Cech and Anne Clark will spend some time with each group to be available for questions.

Facilitators:

   Billings: Rolf Groseth
   Butte: Allison Kadlec
   Helena: Isaac Rowlett
   Great Falls: Sue Jones
   Missoula: Tom Gibson
Discussion topics:

- Review of data from local listening session/surveys
  - What jumps out at you in this data (either because it resonates especially or because it causes you to raise an eyebrow?)
  - Is there anything surprising here?
  - What seems most important?
  - Are any viewpoints missing? Who else should be engaged on these issues?
  - What here would you want to know more about?

- Discussion of plans/next steps (developed by each COT campus – 30,000 foot level)
  - Where are you right now in your planning? And how does that planning reflect your institution’s priorities and circumstances?
  - What have been the early results?

  1. Concerns
  2. Needs
  3. Opportunities
  4. Next Steps

NOTE: If your COT is one of the two standalone colleges, you should be thinking about how you can expand your College’s delivery of the comprehensive mission (e.g. Adult Friendly programming, etc).

4:50 pm Report out by Group
5:50 pm Break
6:00 pm Social Gathering --
6:30 pm Working Dinner

Changing public perceptions and public attitudes of two-year education

Telling Stories (ask participants to share a story)

What are the biggest misconceptions that people in your community have about what your college is and does?

Have you had to personally educate any of your friends and neighbors about what your institution does?
Friday, November 4:

8:30-9:00  Breakfast — Summary of day one

Breakfast Topic: Discussion on Rebranding/Perception: Opportunities, Challenges, and Issues — Glover/Pimley

9:00-10:30  Small Groups

Facilitators:

Billings: Rolf Groseth
Butte: Allison Kadlec
Helena: Isaac Rowlett
Great Falls: Sue Jones
Missoula: Tom Gibson

Discussion topics:

• Rebranding/Perception: Opportunities, Challenges, and Issues
• Opportunities, Priorities, and Next Steps — continued work on your College’s plan
• Specific institution strategies, person’s responsible, timeline
• Other

Facilitated discussion of results from previous afternoon with the goal of whittling down to best ideas and then prioritizing those

10:45-11:50  Report out

11:50-noon  Adjourn

NOTE: The Canyon Room of the Stadium Club in Washington-Grizzly Stadium. Retreat participants should use the South Entrance to the stadium, across from the “W” Parking Lot, which you will see on this campus map.
Television

UM-Helena hosts College! Now listening session
KRTV Helena  October 3, 2011

Re-branding the UM College of Technology
KPAX Missoula  October 13, 2011
http://www.kpax.com/news/re-branding-the-um-college-of-technology/1prettyPhoto/0/

Montana Higher Education Looking To Expand and Promote Two-Year Institutions
NBC Montana KECI – KCFW – KTVM  October 17, 2011

Two-year education opportunities discussed in Butte
KXLF Butte  October 18, 2011

MSU-Great Falls hosting listening sessions on Wednesday
KRTV Great Falls  October 19, 2011

MSU-College of Technology "Re-Branding" Itself
ABC – KFBB Great Falls  October 19, 2011

Newspaper

Change in air for state’s 2-year colleges
Helena Independent Record  May 26, 2011

Community colleges growing up
Helena Independent Record  August 16, 2011
http://helenair.com/news/community-colleges-growing-up/article_bd1d2c46-c7cc-11e0-9b77-001cc4c002e0.html

Helena firm to promote two-year colleges
Helena Independent Record  August 16, 2011
http://helenair.com/news/helena-firm-to-promote-two-year-colleges/article_fa0b5f10-94b9-11e0-87b7-001cc4c002e0.html
College listening sessions Monday at UM-Helena
*Helena Independent Record*  October 1, 2011

Cech leads session on 2-year education in Helena
*Billings Gazette*  October 4, 2011

UM-Helena to rebrand anew
*Helena Independent Record*  October 4, 2011

Gazette opinion: New 2-year college mission will benefit MT
*Billings Gazette*  October 9, 2011
[http://billingsgazette.com/news/opinion/editorial/gazette-opinion/article_5c98fd1b-bc74-5dc0-bc91-b43a4b0fb338.html](http://billingsgazette.com/news/opinion/editorial/gazette-opinion/article_5c98fd1b-bc74-5dc0-bc91-b43a4b0fb338.html)

Community discusses changes to COT mission
*Montana Kaiman*  October 13, 2011

Higher ed officials discuss rebranding, updating Montana colleges of technology
*Missoulian*  October 13, 2011
[http://missoulian.com/news/state-and-regional/article_d545e6ba-f60b-11e0-bc6e-001cc4c002e0.html](http://missoulian.com/news/state-and-regional/article_d545e6ba-f60b-11e0-bc6e-001cc4c002e0.html)

Radio

Two-Year Education: John Cech Interview with Jackie Yamanaka
*Yellowstone Public Radio*  September 30, 2011

College of Technology Rebranding
*Yellowstone Public Radio*  October 5, 2011
[http://vpr-wm.streamguys.net/archive/news/11/10/05cot.wma](http://vpr-wm.streamguys.net/archive/news/11/10/05cot.wma)

College!NOW: John Cech interview with Sally Mauk
*Montana Public Radio*  October 13, 2011
Audio link not available
Attachment H:
College!Now Five Strategies: Progress and Potential Next Steps
COLLEGE!NOW FIVE STRATEGIES

PROGRESS THROUGH FEBRUARY 2011
and
POTENTIAL NEXT STEPS THROUGH FEBRUARY 2012

By

Collaborative Research Associates, LLC

April 2011
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Prepared by Collaborative Research Associates

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I. OVERVIEW OF MONTANA’S COLLEGE!NOW INITIATIVE

THE LUMINA FOUNDATION FOR EDUCATION

The global economy is increasingly requiring an educated workforce, and educational attainment rates are rising in almost every industrialized country in the world except the United States. A national initiative of the Lumina Foundation for Education (LFE) is advancing a higher education productivity agenda to reverse the trend of lagging degree production and educational attainment. The LFE productivity agenda has three priorities:

- Increasing higher education degree attainment in the United States;
- Improving the efficiency of academic programs and administrative functions; and
- Reducing unit costs so state systems can serve more students.

State Productivity Grants are a major element of the Lumina Foundation for Education’s productivity agenda. The state grant program has two phases. In Phase One, thirty-seven states applied to participate in a planning year and eleven states, including Montana, were selected for the program. Each of these Productivity Grant states received funding to participate in a Learning Year to develop and plan a policy agenda that promotes increased productivity within the state’s higher education system. In Phase Two, the eleven states applied for a four-year Productivity Grant for implementation of their policy agenda and dissemination of their process and outcomes. Montana was one of seven states to receive a four-year Productivity Grant from LFE.

HIGHER EDUCATION PRODUCTIVITY IN MONTANA

Montanans’ engagement in higher education is low in comparison to other states. Only 7.7 percent of Montana’s 18 to 64 year olds were enrolled in college in 2008, as compared to an average of 8.9 percent for the 15 WICHE states (not including California). Compared with the U.S. average of 39 percent, only 35 percent of Montana’s 25 to 34 year olds have attained an associate degree or higher (2008).¹

A multi-year grant from LFE is enabling Montana to advance Lumina’s higher education productivity agenda throughout the state, with the overall goal of increasing the state’s educational attainment levels from 35 percent in 2008 to 55 percent in 2025, an overall increase of 24,500 degree recipients.

Branded as College!Now, Montana’s higher education productivity initiative is focused on increasing enrollment and degree production in the two-year college sector. College!Now productivity goals are:

- Increasing enrollments in Montana’s two-year colleges by 22 percent from 13,209 in 2009 to 16,056 in 2014;

• Increasing two-year degree and certificate completions by 45 percent from 2,110 in 2009 to 3,089 in 2014;

• Increasing successful transfers from two-year colleges to MUS four-year campuses by 75 percent from 370 in 2009 to 648 in 2014, which will increase four-year degree completions; and

• Improving efficiency so as to make the opportunities at Montana’s two-year colleges more affordable for students and taxpayers by decreasing expenditures per completion by 25 percent from $41,382 in 2009 to $30,543 in 2014.

Montana has a broad array of different governance and funding structures for two-year education, so finding a shared vision that is larger than individual institutional perspectives is an essential aspect of the College!Now initiative. A shared vision will increase opportunities to coordinate across colleges/programs in order to make two-year college education more broadly available throughout the state. Montana’s universities will also benefit directly from College!Now. For example, aligning transfer curricula to be more consistent across institutions will result in more student transfers from two year colleges to universities and more university degrees completed. In addition, not all of Montana’s two-year colleges (Colleges of Technology) currently provide the full general education transfer core.

College!Now is focusing on five strategies simultaneously:

• Strategy One: Comprehensive two-year education is available through every two-year college;

• Strategy Two: Two-year colleges function as regional clearinghouse hubs;

• Strategy Three: Aligned curriculum and integrated information technology streamline two-year college education;

• Strategy Four: Performance-based funding components are included in the higher education funding model; and

• Strategy Five: Effective communications engage constituent groups with two-year colleges.

College!Now Project Organization and Leadership

The names of individuals in key College!Now positions and roles are listed in Addendum 1 of this report; however, names of individuals are not used in the body of the report in order to focus the report on activities, events, and results rather than on actions of individual participants.

The Montana University System Board of Regents is the grantee for Montana’s LFE productivity grant. The grant is administered by the Montana Office of the Commissioner of Higher Education (OCHE) and led by OCHE Deputy Commissioner for Two-Year and Community College Education and The Commissioner for Higher Education. The Associate Commissioner for Planning, Technology, & Communication; Deputy Commissioner for Academic, Student Affairs, & Research; and the Deputy Commissioner for Fiscal Affairs have leadership roles for specific College!Now strategies.
The College!Now Project State Team is comprised of the CIN Project Director (who is also the OCHE Deputy Commissioner for Two-Year and Community College Education); the CIN Project Coordinator; the CIN Adviser (Lumina/HCM); the CIN Evaluation Consultant; and the CIN Communications/Engagement Consultant. In addition, the OCHE Director of eLearning Business Development, and OCHE Special Projects Manager are members of the CIN State Team.

The College!Now Implementation Team is comprised of college and university officials who lead change within their institutions and coordinate changes statewide. Implementation Team members chair or serve on CIN workgroups and meet bi-weekly by teleconference and approximately quarterly in face-to-face sessions.

The College!Now Advisory Team is comprised of key leaders in government, education, business/industry, and two-year education who can affect decision-making among their constituencies. They meet twice a year face-to-face and receive monthly updates on College!Now progress.

College!Now Strategy Workgroups. Each of the Five College!Now Strategies is being implemented by one or more formal or informal workgroups or a subcommittee of the CIN Implementation Team. Formal workgroups/subcommittees were organized by the College!Now Director, who appointed a chair or co-chairs for each formally organized workgroup. Several workgroups have been chaired or co-chaired by the CIN Director. Members of CIN workgroups were appointed from a range of stakeholder groups with interests in workgroup goals. The purpose of the College!Now strategy workgroups is to develop a workplan for the assigned strategy and oversee implementation of that strategy. During the grant base-year, some workgroups were more active than others.

II. EVALUATION OF THE COLLEGE!NOW INITIATIVE

College!Now Evaluation Process

College!Now contracted with Collaborative Research Associates (CRA) in March 2010 to provide evaluation consulting over the course of the four-year Lumina Productivity Grant. CRA and College!Now cooperatively developed an evaluation plan designed to provide the CIN State Team with timely, accurate information and reflective insights that will help keep CIN on track to attain the initiative’s intended outcomes.

The CRA evaluation of College!Now during the grant base year has focused on tracking actions, participation, and progress on Five College!Now Strategies that comprise the College!Now Scope of Work. Although the evaluation process began in March 2010, actions and events that occurred between December 2009 (the start date of the grant base year) and March 2010 were tracked retrospectively. CRA accessed a range of sources to obtain information for tracking the CIN Five Strategies. Primary sources were Implementation Team and Workgroup meeting agendas and notes; Adviser reports; and conversations with State Team members. CRA also accessed and reviewed Board of Regents and OCHE public documents as well as background documents such as the Policy Framework for Two-Year Education in Montana, written by the CIN team during the Lumina productivity grant learning year.

CRA organized this information for each of the CIN Five Strategies and categorized the information using a ten-phase policy process model. (See Addendum 2 of this report for an explanation
and table of the full model]. This categorization process allowed an overall perspective of the progress CIN has made and also allowed comparison of progress among the Five Strategies. Categorizing CIN actions into the policy process model required CRA to make informed judgments about which strategies had progressed through which policy process phases. While another evaluator might have made somewhat different categorizations, CRA is confident that, overall, the categorizations present a relatively accurate and complete picture of College!Now progress.

This report presents an overview of CIN progress across all Five Strategies as well as detailed descriptions of actions, decisions, and next steps for each Strategy and the component parts of each Strategy.

**SUMMARY OF COLLEGE!NOW STRATEGY PROGRESS FINDINGS**

The College!Now initiative incorporates five primary strategies, and each of these five strategies has several component parts. The College!Now evaluation tracked progress made during the grant base-year for each strategy and its components, using the ten-phase policy process model. CRA synthesized this model from the policy sciences literature and has utilized the model in a number of higher education research projects. (See Addendum 2 of this report for further explanation). The ten policy process phases of this model are typically consecutive steps through which a policy or strategy moves from phase I (agenda setting) through phase X (sustainment).

Chart A below illustrates progress on the five College!Now strategies and their component parts. Pink shading indicates progress made prior to the grant base-year. Green shading indicates progress achieved during the grant-base-year, and yellow shading indicates progress targeted for completion in grant year-two.

Of the five CIN strategies, Strategy Three (Curriculum alignment and technology integration) progressed farthest in the policy process during the grant base-year. Strategy Three also had the greatest "head start" from progress achieved prior to the grant base-year.

Strategy One (Comprehensive mission) started the year having completed phase I, and, on average, progressed through phases II and III, with the exception of the new components, 1-f, 1-g, and 1-h, which were in phase I.

Strategy Two (Regional clearinghouse hubs) started the year having completed phase I, and, on average, progressed through phases II and III.

The Strategy Four (Performance funding) components made varying progress. All components had completed phase I at the start of the year. Component 4-1 advanced through phase VII during the grant base-year. The two other components progressed through phase II.

Strategy Five (Communication and engagement) began the grant base-year having completed phase I and, on average, progressed through phase II and phase III.
See Addendum 3 of this report for a more detailed chart illustrating progress across all components of each of the Five College!Now Strategies.

Progress on Strategy One—The comprehensive two-year college mission is available through every two-year college. Chart B below illustrates the progress made on College!Now Strategy One and its component parts during the grant base-year (March 2010 through February 2011).

During the grant base-year, College!Now moved Strategy One component 1-a (comprehensive two-year college mission at all COTs) through policy process phase II (problem definition/analysis).

Components 1-b (ABLE education at all COTs), 1-c (Developmental education at all COTs), 1-d (Workforce education at all COTs), and 1-e (Transfer core at all COTs) were moved through policy process phase II (problem definition and analysis) and phase III (identification of solution criteria).

Components 1-f (Faculty and staff development), 1-g (Gallatin and Bitterroot College Programs), and 1-h (Tribal colleges use CIN) were recently added to the College!Now initiative. These components are in policy process phase I (agenda setting).

Successive policy process phases targeted for completion for each Strategy One component in grant year-two are illustrated in yellow shading in Chart B.
**Chart B: Strategy One Progress and Next Steps**

The comprehensive two-year college mission is available through every two-year college

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<tr>
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<th>1-f</th>
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<tr>
<td>X. Sustain solution</td>
<td>Full Mission at all COTs</td>
<td>ABLE at all COTs</td>
<td>Dev Ed at all COTs</td>
<td>Workforce Ed at all COTs</td>
<td>Transfer Core at all COTs</td>
<td>Faculty and Staff Dev</td>
<td>Gallatin; Bitterroot College Programs</td>
<td>Tribal Colleges use CIN resources</td>
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**Color Key:**
- Policy process phases targeted for March 2011 through February 2012
- Policy process phase completed between March 2010 and February 2011
- Policy process phase completed prior to March 2010
- New strategy added in March 2011

Progress on Strategy Two—Every region is served by a two-year college as its regional clearinghouse hub. Chart C below illustrates the progress made on College!Now Strategy Two and its component parts during the grant base-year (March 2010 through February 2011).

During the grant base-year, College!Now moved Strategy Two component 2-a (Regional hubs for workforce education) through policy process phase II (*problem definition/analysis*) and phase III (*identify solution criteria*).

Component 2-b (Regional hubs for dual enrollment) was moved through policy process phase II (*problem definition/analysis*), phase III (*identify solution criteria*) and phase IV (*identify solution alternatives*).

Component 2-c (Regional hubs for adult-friendly education) moved through policy process phase II (*problem definition/analysis*).

Successive policy process phases targeted for completion for each Strategy Two component in grant year-two are illustrated in yellow shading in Chart C.
### CHART C: STRATEGY TWO PROGRESS AND NEXT STEPS

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<tr>
<th>POLICY PROCESS PHASE</th>
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<td>Hub-Dual Enrollment</td>
<td>Hub-Adult Friendly</td>
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**COLOR KEY:**
- Policy process phases targeted for March 2011 through February 2012
- Policy process phase completed between March 2010 and February 2011
- Policy process phase completed prior to March 2010

**Progress on Strategy Three—Two-year college education is streamlined through curriculum alignment and technology integration.** Chart D below illustrates the progress made on College!Now Strategy Three and its components during the grant base-year (March 2010 through February 2011).

During the grant base-year, College!Now moved Strategy Three component 3-a (Related instruction aligned across colleges) through policy process phase IV (identify solution alternatives) and component 3-b (Streamlined transfer core) through policy process phase IV (identify solution alternatives) and phase V (compare solution alternatives).

Component 3-c (Banner implementation at MCC and DCC) was moved through policy process phase VI (authoritative adoption), phase VII (pre-implementation) and phase VIII (implementation).

Component 3-d (Common data elements) moved through policy process phase VI (authoritative adoption) and phase VII (pre-implementation).

Component 3-e (Coordinated online education) moved through policy process phase IV (identify alternative solutions) and phase V (compare alternative solutions).

Successive policy process phases targeted for completion for each Strategy Three component in grant year-two are illustrated in yellow shading in Chart D.
Progress on Strategy Four—The MUS funding model includes performance-based elements. Chart E below illustrates the progress made on College!Now Strategy Four and its components during the grant base-year (March 2010 through February 2011).

College!Now moved Strategy Four component 4-a (Performance funding elements) through policy process phase II (define/analyze problem) phase III (identify solution criteria) phase IV (identify solution alternatives) and phase V (compare alternative solutions).

Component 4-b (Performance metrics for two-year colleges) and component 4-c (Performance metrics for four-year institutions) were moved through policy process phase II (define problem).

Successive policy process phases targeted for completion for each Strategy Four component in grant year-two are illustrated in yellow shading in Chart E.
Progress on Strategy Five—Through effective communication, constituents are aware, informed, and engaged. Chart F below illustrates the progress made on College!Now Strategy Five and its components during the grant base-year (March 2010 through February 2011).

College!Now moved all Strategy Five components through policy processes II (problem definition/analysis) and phase III (identify solution criteria). In addition, components 5-c (Policy-makers support two-year colleges) and 5-e (High interest in two-year colleges) were also moved through policy process phase IV (identify solution alternatives).

Successive policy process phases targeted for completions for each Strategy Five component in grant year-two are illustrated in yellow shading in Chart F.
### CHART F: STRATEGY FIVE PROGRESS

Through Effective Communications, MT Constituent Groups are Aware, Informed, and Engaged

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<th>POLICY PROCESS PHASE</th>
<th>5-a</th>
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**COLOR KEY:**

- Policy process phases targeted for March 2011 through February 2012
- Policy process phase completed between March 2010 and February 2011
- Policy process phase completed prior to March 2010

### III. COLLEGE!NOW FIVE STRATEGIES—PROGRESS AND NEXT STEPS

**COLLEGE!NOW STRATEGY ONE: COMPREHENSIVE TWO-YEAR EDUCATION THROUGH EVERY TWO-YEAR COLLEGE**

**THE COMPREHENSIVE TWO-YEAR EDUCATION MISSION IS AVAILABLE THROUGH EVERY MONTANA TWO-YEAR COLLEGE**

Strategy 1-a: The comprehensive two-year education mission is extended to all COTs including rebranding by Fall 2013

**Activities:** Discussions about how to frame this College!Now strategy were ongoing during the grant base-year.

College!Now is in the process of forming a workgroup/steering committee for the purpose of extending the comprehensive two-year college mission to Montana’s five Colleges of Technology (COTs).
From the shared mission and vision statements for two-year education, the steering committee will develop goals and strategies to enable each COT to adopt the attributes of the comprehensive two-year college mission/vision by Fall 2013. This strategy workgroup/steering committee will be co-chaired by the College!Now Director and an MSU chancellor. Strategy workgroup/committee members will include the deans of the five COTs, a community college president, a tribal college president, an industry representative, and an Office of Public Instruction (OPI) representative.

**Participants:** College!Now Director and State Team; CIN Implementation Team; Office of the Commissioner of Higher Education (OCHE); Strategy workgroup/subcommittee

**Issues / Decisions / Results:** Resolution on how to frame this strategy was achieved when two-year college leaders agreed that the strategy would be focused on the COTs, with the three Montana community colleges playing a supportive and facilitative role in helping the COTs attain the comprehensive two-year college mission.

Efforts to craft, approve, and adopt common mission and vision statements for two-year college education in Montana are foundational to the work of extending the comprehensive mission to all Colleges of Technology. Shared mission and vision statements are being finalized through the CIN Implementation Team. Approval, adoption, and dissemination of the comprehensive two-year college mission and vision statements will be accomplished through leaders of Montana’s colleges and universities, higher education governing boards, and OCHE.

**Next Step Actions:** The following specific 2011 tasks are outlined for this strategy in the College!Now Refined Scope of Work.

- Complete a gap analysis to determine what attributes of the comprehensive two-year college mission/vision are missing at each COT;
- Develop goals and strategies for addressing gaps at each COT with respect to the comprehensive two-year college mission/vision;
- Lay out strategies/timelines for each COT to achieve the comprehensive two-year college mission/vision; and
- Present update to CIN Advisory Committee and Board of Regents.

Policy process phases I and II have been completed toward extending the comprehensive two-year college mission to all COTs. Table A below outlines potential next step actions for the time period March 2011 to February 2012 (action #10 “Frame the issues” through action #33 “Formulate and present recommendations”). Some of these actions are likely to be useful in policy process phases III, IV, and V when policy solution criteria are being set and policy solution alternatives are being identified and compared for extending the comprehensive two-year college mission to all COTs.
<table>
<thead>
<tr>
<th>Table A: Strategy 1-a, Extending the comprehensive two-year college mission to all COTs</th>
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<td>33—Formulate and present recommendations</td>
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<td>23—Outline implementation scenarios</td>
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<td>22—Identify impacts</td>
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<td><strong>Policy Process Phase III: Identification of solution criteria (referencing values, goals, and constraints)</strong></td>
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<td>18—Establish administrative viability</td>
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<td>17—Establish political acceptability</td>
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<td>16—Establish financial criteria</td>
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<td>15—Establish technical criteria</td>
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<td>14—Specify analysis scope and methods</td>
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<td>13—Address value conflicts</td>
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<td>12—Formulate generalized goals</td>
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<td>11—Explore values of stakeholders and subpopulations</td>
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<td>10—Frame the issues</td>
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**Potential actions for completion between March 2011 and February 2012**

**Strategy 1-b: Adult Basic Literacy Education (ABLE) is available through all COTs through partnerships with the Montana Office of Public Instruction.**

**Initial Focus/Charge for this Strategy:** Make recommendations on policy, pricing, and practice that will ensure that all Montana two-year colleges offer effective adult basic education programs and services; assist in the implementation and evaluation of these changes.

**Activities:** The ABLE strategy workgroup conducted a joint session with the Developmental Education strategy workgroup for presentations by out-of-state (TN) experts to 50 attendees, including faculty members.

CIN representatives attended a conference on the I-BEST (Integrated Basic Education Skills Training) program model.

**Participants:** College!Now Director and State Team; CIN Implementation Team; Strategy workgroup; CIN Advisory Team; Directors of ABLE programs in various communities and on two-year college campuses
**Issues/Decisions/Results:** Leaders and members of this workgroup represent two clusters, (1) Montana Office of Public Instruction and public schools and (2) two-year colleges and programs. These two groups appear to bring different perspectives on where in Montana’s educational structures ABLE programs would best be located. OPI and local schools may have a vested interest in maintaining current practices, and two-year colleges/programs may have a vested interest in bringing ABLE education under their own management.

Opinions varied on whether legislation should be sought to relocate ABLE program responsibility from the Office of Public Instruction/public school districts to Montana’s two-year colleges. College!Now leaders and the CIN Advisory Board strongly favor collaboration between secondary schools and two-year colleges, rather than a statutory solution, for making ABLE programs widely available throughout the state. Such collaborative models are working (1) in Great Falls where public secondary education delivers ABLE programs on the COT campus; (2) in Helena where GED completers receive instruction on the COT campus and basic skills are taught through an off-campus program; and (3) in Billings where the local ABLE program has located a branch on the COT campus for GED preparation. A small pilot (1 teacher and 2 classes) of the I-BEST program is being implemented at Flathead Valley Community College. The I-BEST model, however, may prove too costly to be scaled up across the state.

**Next Step Actions:** In conjunction with actions for this strategy outlined in the Refined Scope of Work,

- Review and renew, as appropriate, chairs and members of the College!Now ABLE Workgroup to balance OPI with MUS presence and perspective; and

- Conduct a statewide inventory of ABLE programming to determine the extent to which all Montana communities have access to adult basic and literacy education.

Policy process phases I, II, and III for making ABLE programming available through all COTs have been completed. Table B below outlines potential next step actions for the time period March 2011 to February 2012 (action #19 “Review current policies” through action #36 “Communicate adoption decision to stakeholders”). Some of these actions are likely to be useful in policy process phases IV, V, and VI when identifying, comparing, and adopting policy solution alternatives for making ABLE programming available through all COTs.

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<tr>
<th>Policy Process Phase VI: Authoritative adoption of preferred policy solution (program)</th>
<th>36–Communicate adoption decision to stakeholders</th>
<th>Potential actions suggested for completion between March 2011 and February 2012</th>
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<td>Policy Process Phase V: Comparison of alternative policy solutions (programs)</td>
<td>35–Decide to adopt the solution</td>
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<td>28–Evaluate technical feasibility</td>
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Strategy 1-c Developmental education is managed and coordinated through all COTs with new innovative models implemented across all two-year institutions.

Initial Focus/Charge for this Strategy: Make recommendations on policy, pricing, and practice that will ensure that all Montana two-year colleges offer effective developmental programs and services on basically equal terms; assist in the implementation and evaluation of these changes.

Activities: A joint session with the College!Now ABLE strategy workgroup was convened for presentations by out-of-state (TN) experts to 50 attendees, including faculty members.

College!Now representatives attended a conference on the I-BEST (Integrated Basic Education Skills Training) program model; participated in an Education Commission of the States webinar; and a Getting Past Go conference.

Participants: College!Now Director and State Team; C!N Implementation Team; Strategy workgroup; C!N Advisory Team; Faculty members; Board of Regents

Issues/Decisions/Results: During the grant base-year, this strategy workgroup’s focus evolved into an approach to college math and writing assessment and student placement into specific courses.

The Board of Regents approved transfer of operations of the COT programming in Bozeman from MSU-Great Falls CCT to MSU-Bozeman, which allows developmental education throughout the state to be housed at the two-year college level. The only developmental education programs now funded by BOR are those at two-year colleges.

A small I-BEST program pilot (1 teacher, 2 classes) is being implemented at Flathead Valley Community College. The I-BEST model, however, may prove too costly to be scaled up across the state.

All Montana two-year colleges, including four of the seven tribal colleges, are collaborating with the state labor department to submit a federal US DOL TAACCCT grant proposal focusing on improving the success of students enrolled in developmental math programs and providing new program opportunities for Montanans impacted by layoffs. Programmatic foci will include healthcare and energy development. The project will dovetail with College!Now goals to (a) expand and improve employment and education outcomes; (b) reduce time to completion for low skill workers; and (c) utilize technology to reach and serve a broader audience.
**Next Step Actions:** In conjunction with actions outlined for this strategy in the Refined Scope of Work,
- Workgroup charge could be renewed to focus on employing effective developmental education models as well as delivering the common menu of desired developmental education services to each Montana community through a two-year college;
- Track recent or impending changes in college admissions policies in order to determine whether these changes will require developmental education policy adjustments;
- Conduct a statewide inventory of developmental education programs to determine the extent to which all Montana communities have access to developmental education;
- Rank statewide developmental education priorities; and
- Evaluate the The Emporium Model from the National Center for Academic Transformation for potential statewide adoption.

Policy process phases I, II, and III have been completed for making developmental education available through all COTs. Table C below outlines potential next step actions for the time period March 2011 to February 2012 (action #19 "Review current policies" through action #36 "Communicate adoption decision to stakeholders"). Some of these actions are likely to be useful in policy process phases IV, V, and VI when solutions for making developmental programming available through all COTs are being identified, compared, and adopted.

| Table C: Strategy 1-c, Developmental education is managed and coordinated through all COTs |
|-----------------------------------------------|-----------------------------|-----------------------------------------------|
| Policy Process Phase VI: Authoritative adoption of preferred policy solution (program) | 36—Communicate adoption decision to stakeholders | Potential actions suggested for completion between March 2011 and February 2012 |
|                                               | 35—Decide to adopt the solution                      |                                                                                   |
|                                               | 34—Select preferred alternative                   |                                                                                   |
| Policy Process Phase V: Comparison of alternative policy solutions (programs) | 33—Formulate and present recommendations           |                                                                                   |
|                                               | 32—Anticipate future constraints                   |                                                                                   |
|                                               | 31—Estimate how alternatives meet goals and constraints |                                                                                   |
|                                               | 30—Predict impacts of alternatives                 |                                                                                   |
|                                               | 29—Explore value acceptability                     |                                                                                   |
|                                               | 28—Evaluate technical feasibility                  |                                                                                   |
|                                               | 27—Apply pre-established criteria                  |                                                                                   |
|                                               | 26—Debate, compromise, bargain, accommodate        |                                                                                   |
|                                               | 25—Identify and organize relevant data, facts, and theories |                                                                                   |
|                                               | 24—Pursue contacts and information sources         |                                                                                   |
| Policy Process Phase IV: Identification, design, or synthesis of policy solution alternatives (programs) | 23—Outline implementation scenarios               |                                                                                   |
|                                               | 22—Identify impacts                                |                                                                                   |
|                                               | 21—Explore/design solutions                        |                                                                                   |
|                                               | 20—Explore concepts, claims and possibilities      |                                                                                   |
|                                               | 19—Review current policies                         |                                                                                   |
Strategy 1-d: Workforce education is available through all COTs

See Strategy 2-a in this report for discussion of workforce education through two-year colleges.

Strategy 1-e: A transferable general education core (Choices That Count) is included in all AA and AS transfer degrees and is available through all COTs.

Also see Strategy 3-b in this report for discussion of the MUS Transfer Initiative and College!Now strategy for transfer education curriculum alignment.

Initial Focus/Charge for this Strategy: Make recommendations on programming, pricing, and practices to ensure that all Montana two-year colleges offer the general education transfer core and the associate of arts and/or science degree.

A workgroup was not formally launched for this strategy in the grant base-year.

Activities: The CIN Director and State Team worked with the CIN Implementation Team, the OCHE Transfer Initiative Director, and the MUS General Education Council to develop Regents Transfer Core (RTC) documents, solicit and incorporate stakeholder feedback, and move the adoption process forward. The RTC was later renamed Choices That Count (CTC).

Participants: CIN Director and State Team; CIN Implementation Team; OCHE; Board of Regents; Colleges of Technology; MUS General Education Council

Issues/ Decisions / Results: MUS institutions with embedded COTs are engaged in planning for delivering the general education transfer core through CTC for transfer degree programming.

CIN plans to continuously promote and facilitate implementation of the Choices That Count core courses through all COTs.

Next Step Actions: In conjunction with actions outlined for this strategy in the Refined Scope of Work,

- Assign responsibility for this strategy to a new workgroup that focuses on (1) making the transfer core available through all COTs as well as (2) alignment of transfer core curriculum; and

- Work with other WICHE states on efforts now underway to formalize a consortium of states that allow acceptance of an identified transfer core across states.

Policy process phases I, II, and III have been completed for making transfer core education available through all COTs. Table D below outlines potential next step actions for the time period March 2011 to February 2012 (action #19 “Review current policies” through action #36 “Communicate adoption decision to stakeholders”). Some of these actions are likely to be useful in policy process phases IV, V, and VI when solutions for making transfer core programming available through all COTs are being identified, compared, and adopted.
| Policy Process Phase VI: Authoritative adoption of preferred policy solution (program) | 36--Communicate adoption decision to stakeholders  
35--Decide to adopt the solution  
34--Select preferred alternative |
|---|---|
| Policy Process Phase V: Comparison of alternative policy solutions (programs) | 33--Formulate and present recommendations  
32--Anticipate future constraints  
31--Estimate how alternatives meet goals and constraints  
30--Predict impacts of alternatives  
29--Explore value acceptability  
28--Evaluate technical feasibility  
27--Apply pre-established criteria  
26--Debate, compromise, bargain, accommodate  
25--Identify and organize relevant data, facts, and theories  
24--Pursue contacts and information sources |
| Policy Process Phase IV: Identification, design, or synthesis of policy solution alternatives (programs) | 23--Outline implementation scenarios  
22--Identify impacts  
21--Explore/design solutions  
20--Explore concepts, claims and possibilities  
19--Review current policies |

Three new strategy component parts (1-f, 1-g, and 1-h) were recently added under Strategy One. These three additional strategies have completed policy process phase I (agenda setting) and are targeted to progress through phases II (problem definition/analysis), III (identify solution criteria), and IV (identify solution alternatives) between March 2011 and February 2012.

**Strategy 1-f:** Two-year college faculty and staff are provided with opportunities to support professional development for comprehensive two-year education and student success.

A combination of professional development courses and learning opportunities including summer conferences will be developed to help create awareness of the comprehensive two-year college mission as well as strategies focused on fostering student success.

**Strategy 1-g:** Bitterroot and Gallatin College Programs work toward providing the programs and establishing the partnerships and benefits enumerated in strategies 1-b, 1-c, 1-d, 1-e, and 1-f.

**Strategy 1-h:** Tribal colleges utilize College!Now as a strengthening resource.

**College!Now Strategy Two: Two-Year Colleges are Regional Clearinghouse Hubs**

Every Montana region is served by a two-year college or two-year college program as its clearinghouse hub for education

Strategy Two ensures that every region of Montana has an identified two-year college or two-year college program to serve as its clearinghouse hub for postsecondary workforce education, high school to college transitions, and adult-friendly programming and services. In coordination with a College!Now communications consultant, each two-year college will provide comprehensive regional
outreach and public communication to ensure that residents are aware of regional clearinghouse hub services.

Initial Focus/Charge for this Strategy: All Montana University System two-year colleges and two-year college programs (as well as the tribal colleges) will be asked to serve as higher education hubs in their respective regions, partnering with business, government, and education to respond to regional needs and opportunities.

A subcommittee of the College|Now Implementation Team functioned as a workgroup for this strategy during the grant base-year.

Activities: Discussions on the regional hub concept held early in the grant base-year revealed concerns that implementing a defined service region for each Montana two-year college could be problematic. These concerns signaled a need for considerable discussion of the regional hub concept and its implications.

The CIN Director, the CIN Implementation Team, the BOR, and other concerned stakeholders have conducted ongoing discussions during the grant base-year about issues and possibilities related to the regional hub concept.

Participants: College|Now Director and State Team; CIN Implementation Team; CIN Advisory Team; Subcommittee/Workgroup; CIN Advisory Team; Faculty members; Board of Regents

Issues/Decisions/Results: Issues and related recommendations that have emerged from discussions include: (a) first, clarify institutional missions; (b) remain aware of different funding structures which are in place for various two-year colleges/programs; (c) identify academic and workforce programs and services provided in each Montana region; and (d) understand the varied implications of regional hubs for the Colleges of Technology that are tied to their "mother" institutions, for Community Colleges that are funded by local taxes, and for tribal colleges that serve native students within defined tribal regions.

Discussions have evolved from a concept of regional hubs as specific service areas toward the concept of regional clearinghouse hubs that have primary responsibility for providing information and guidance to help each student within a region locate and access the most appropriate program, no matter which Montana two-year college or two-year college program provides it.

The regional clearinghouse hub concept recognizes existing relationships of the two-year colleges from a perspective of collaboration and communication while also retaining the spirit of the initial hub concept. The modified approach focuses less on boundaries and more on the intent of colleges to work with their communities to meet local and regional education needs. It appears that general agreement was reached that (1) regional hubs should see themselves as service centers, reaching out to the regions; (2) regional boundaries should be permeable; (3) existing relationships that cross regions should be allowed to continue; and (4) students should be permitted to take advantage of opportunities outside their regions.
**Next Step Actions:** In conjunction with actions outlined for this strategy in the Refined Scope of Work,

- Summarize the services provided by each individual two-year college in a region through a concise outline of the degrees, certificates, workforce development programs, business and industry partnerships, tribal college partnerships, agency partnerships, dual credit offerings, and secondary-to-postsecondary pathways;

- Work with appropriate consultants to conduct inventories of existing two-year college workforce, dual enrollment, and adult-focused programs statewide in order to ensure that every region of Montana is served by a two-year college or two-year college program as its education clearinghouse hub;

- Continue engagement of all Montana two-year colleges, including tribal colleges, in the regional clearinghouse hub approach; and

- Promote appropriate policy changes needed to support this approach.

**Strategy 2-a: Workforce education engages with business and industry to implement responsive programs and best practices.**

**Initial Focus/Charge for this Strategy:** Investigate and develop an effective model for workforce responsiveness to deploy as part of the regional hub mission assumed by Montana’s two-year colleges.

**Activities:** With the Governor’s Office and the National Governors’ Association, College!Now conducted the Governor’s Forum on Postsecondary Credential Attainment by Adult Workers.

CIN is developing a federal TAACCCT grant application (in progress) through a partnership of 14 Montana two-year colleges.

CIN is represented on the Montana State Workforce Investment Board.

**Participants:** College!Now Project Director and State Team; CIN Implementation Team; Strategy workgroup; Governor’s Office; National Governors’ Association; Lumina Foundation for Education leader; Western Governors’ University; business/industry representatives; economic development organization representatives; educators from K-12 and postsecondary sectors; leaders of Montana two-year colleges.

**Issues/Decisions/Results:**

The College!Now Director/Deputy Commissioner for Two-Year and Community College Education has leveraged the growing cohesiveness of the CIN Implementation Team to engage 14 of Montana’s 17 two-year colleges in submitting a joint federal TAACCCT grant application that will support workforce education statewide.

**Next Step Actions:** In conjunction with actions outlined in the Refined Scope of Work,

- Renew the charge to this workgroup to include (a) identify best practice methods for two-year colleges and two-year college programs to identify regional workforce education; (b) identify best practices for delivering workforce and adult friendly education; (c) identify gaps and overlaps in programs and services at community and regional levels; (d) develop and implement
an ongoing feedback mechanism from business/industry/ and economic development constituents to two-year colleges; and (e) identify and utilize appropriate forums for publicizing two-year college workforce responsiveness;

- Conduct a second survey as follow up to a brief 2009 questionnaire distributed to members of the Montana Economic Developers Association and Montana Ambassadors. This second survey will collect substantial additional data and information that will support in-depth understanding of survey respondents’ perceptions of the responsiveness and capacity of two-year colleges for meeting workforce education needs. Based on survey findings, CIN could identify workforce education trends statewide and regionally, as well as needs for specific programming; and

- Conduct an inventory of workforce education programs at two-year colleges across Montana.

Policy process phases I, II, and III have been completed for providing workforce education that engages with business and industry. Table E below outlines potential next step actions for the time period March 2011 to February 2012 (action #19 “Review current policies” through action #36 “Communicate adoption decision to stakeholders”). Some of these actions are likely to be useful in policy process phases IV, V, and VI when solutions for providing responsive workforce programs are being identified, compared, and adopted.

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<th>Table E: Strategy 2-a, Workforce education engages with business and Industry to Implement responsive programs and best practices</th>
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Strategy 2-b: Education and services to support student transitions from high school to college including dual enrollment/credit opportunities.

Initial Focus/Charge for this Strategy: Investigate, develop, and implement a comprehensive approach for high school-to-college transitions that emphasizes (a) rigorous secondary course work; (b) college/career awareness; (c) an articulated sequence of secondary/postsecondary course work for achieving educational/career goals; (d) timely identification of college readiness, and (e) high-quality, appropriately priced opportunities to earn college credit while in high school.

Activities: Varying dual enrollment practices and fee structures across the state were catalogued and compared; current models for dual enrollment in Montana and other states were reviewed; and Montana regions that are currently being served and not served with dual enrollment opportunities were identified.

The CIN Implementation Team and its transitions subcommittee developed operational guidelines for dual enrollment in Montana that were revised to incorporate feedback from a broad range of stakeholders. Responses came from tribal college leaders, the CIN Advisory Team, the MUS Leadership Council; the MUS Chief Academic Officers; the Montana Education Association/Montana Federation of Teachers; school district leaders; and OPI. Standards from the National Alliance for Concurrent Enrollment Partnerships were incorporated. The resulting Montana Dual Enrollment Guidelines address policy recommendations on curriculum, learning assessment, faculty and student eligibility and responsibilities, and administrative and fiscal issues.

Relevant federal Carl D. Perkins and Tech Prep guidelines were reviewed. Related Perkins/Tech Prep projects have been designed to support the regional clearinghouse hub concept and create a comprehensive framework for transition from high school to college.

Participants: College!Now Project Director and State Team; CIN Implementation Team Sub-team/Workgroup; CIN Advisory Team; Montana Digital Academy leaders; Two-Year College leaders; MUS Leadership Council; Chief Academic Officers; MEA/MTF; Office of Public Instruction; and OCHE.

Issues/Decisions/Results: The Board of Regents approved the Montana Dual Enrollment Guidelines, although the two-year college clearinghouse hub regions and financial formulas are still to be determined.

The CIN Implementation Team expressed a preference not to seek BOR approval for clearinghouse hub regions until face-to-face discussions could be held among two-year college CEOs, including tribal college leaders. During meetings convened by the College!Now Project Director, the Implementation Team decided to first ensure that common mission and vision statements for Montana two-year college education were in place before proceeding toward determining clearinghouse hub regions for the two-year colleges.

OCHE is conducting discussions with stakeholders on dual enrollment fee standardization. The Governor's 2011 budget proposal included funding for dual enrollment tuition mitigation, available only when two-year colleges reach agreement on a common tuition and fee structure for dual enrollment across the state.
Next Step Actions: In conjunction with actions outlined in the Refined Scope of Work,

- Advice from external experts could be obtained on various potential dual enrollment financial models and interlocal agreement models;

- After the financial issues are resolved, implement the dual enrollment guidelines through a statewide template for interlocal agreements;

- Expand the partnership with the Montana Digital Academy, which will also use the dual enrollment guidelines, to increase dual credit programming from two-year colleges and to explore possibilities for online student advising; and

- Leverage support and collaboration from existing state initiatives including the Carl D. Perkins Big Sky Pathways initiative; the federal Department of Labor and Industry Career Pathways; GEAR UP; and Montana’s TRIO programs to increase students’ and parents’ awareness of career pathways and the availability of Montana’s Career Information System.

Policy process phases I, II, III, and IV have been completed for providing education and services to support student transitions from high school to college. Table F below outlines potential next step actions for the time period March 2011 to February 2012 (action #24 “Pursue contacts and information sources” through action #44 “Install the product / technology”). Some of these actions are likely to be useful in policy process phases V, VI, and VII when solutions for providing education and services to support student transitions are being compared and adopted and during pre-implementation processes.

| Table F: Strategy 2-b, Education and services support student transitions from high school to college including dual enrollment/credit opportunities |
|---|---|
| Policy Process Phase VII. Acquisition (Pre-implementation) | 44--Install the product / technology |
| | 43--Contract for the technology |
| | 42--Develop criteria for solution success |
| | 41--Assign responsibilities |
| | 41--Assign responsibilities |
| | 40--Set up standards and schedules |
| | 39--Specify incentives and resources |
| | 38--Formulate guidelines |
| | 37--Identify relevant organizational considerations |
| Policy Process Phase VI: Authoritative adoption of preferred policy solution (program) | 36--Communicate adoption decision to stakeholders |
| | 35--Decide to adopt the solution |
| | 34--Select preferred alternative |
| Policy Process Phase V: Comparison of alternative policy solutions (programs) | 33--Formulate and present recommendations |
| | 32--Anticipate future constraints |
| | 31--Estimate how alternatives meet goals and constraints |
| | 30--Predict impacts of alternatives |
| | 29--Explore value acceptability |

Potential actions for completion between March 2011 and February 2012
Strategy 2-c: Innovative, adult-friendly programming, scheduling, and services.

A workgroup was not formally launched during the grant base-year for the adult-friendly education strategy.

**Activities:** The College!Now Director, CIN State Team members, and CIN Implementation Team members discussed adult-friendly programming and services in the context of other College!Now strategy work. College!Now representatives attended a national WICHE seminar on the Non-Traditional No More project and conducted preliminary discussions with the Council for Adult and Experiential Learning (CAEL) regarding available resources and programs.

**Participants:** College!Now Director and State Team; CIN Implementation Team; two-year college leaders

**Issues/ Decisions / Results:** CIN initiated preliminary investigation of best practices for serving adult learners, accessing the resources of several groups including CAEL, WICHE, and the Lumina Foundation for Education. The CIN Implementation Team discussed the potential for piloting one or more models for providing adult-friendly services at two-year colleges and two-year college programs.

**Next Step Actions:** As outlined in the Refined Scope of Work, the College!Now Director plans to form a strategy workgroup that will focus on bringing adult-friendly practices, programs, and services to all Montana two-year colleges and two-year college programs. Workgroup tasks will include:

- Collect baseline data on Montana adult student participation and completion; survey adult students and potential students regarding needs, preferences, and goals;

- Utilize CAEL’s campus assessment tool (ALFI) as a model for assessing adult-friendly practices across MT two-year colleges;

- Continue to learn about relevant CAEL programs such as Prior Learning Assessments;

- Build on the knowledge/information/contacts gathered by CIN from the WICHE Non-Traditional No More seminar; and

- Continue discussions about possibilities for conducting a pilot of a promising adult-friendly services model at one or more two-year colleges.

- Create RFP for consultant to conduct Montana Adult Surveys by summer 2011 of three target populations: (a) adults currently enrolled in two-year institutions; (b) adults previously enrolled in two-year institutions who didn’t stay through completion; and (c) adults not enrolled in higher education by summer 2011.
Policy process phases I and II have been completed toward implementing innovative, adult-friendly programming, scheduling, and services. Table G below outlines potential next step actions for the time period March 2011 to February 2012 (action #10 “Frame the Issues” through action #33 “Formulate and present recommendations”). Some of these actions are likely to be useful in policy process phases II, IV, and V when solution criteria are being set and solution alternatives are being identified and compared for implementing adult-friendly programming.

| Table G: Strategy 2-c, Innovative, adult-friendly programming, scheduling, and services |
|-----------------------------------------------|--------------------------------------------------|
| Policy Process Phase V: Comparison of alternative policy solutions (programs) | 33—Formulate and present recommendations |
| | 32—Anticipate future constraints |
| | 31—Estimate how alternatives meet goals and constraints |
| | 30—Predict impacts of alternatives |
| | 29—Explore value acceptability |
| | 28—Evaluate technical feasibility |
| | 27—Apply pre-established criteria |
| | 26—Debate, compromise, bargain, accommodate |
| | 25—Identify and organize relevant data, facts, and theories |
| | 24—Pursue contacts and information sources |
| | Potential actions for completion between March 2011 and February 2012 |
| Policy Process Phase IV: Identification, design, or synthesis of policy solution alternatives (programs) | 23—Outline implementation scenarios |
| | 22—Identify impacts |
| | 21—Explore/design solutions |
| | 20—Explore concepts, claims and possibilities |
| | 19—Review current policies |
| Policy Process Phase III: Identification of solution criteria (referencing values, goals, and constraints) | 18—Establish administrative viability |
| | 17—Establish political acceptability |
| | 16—Establish financial criteria |
| | 15—Establish technical criteria |
| | 14—Specify analysis scope and methods |
| | 13—Address value conflicts |
| | 12—Formulate generalized goals |
| | 11—Explore values of stakeholders and subpopulations |
| | 10—Frame the issues |

**COLLEGE|NOW STRATEGY THREE: STREAMLINED TWO-YEAR COLLEGE EDUCATION**

**COORDINATED / ALIGNED CURRICULA AND INTEGRATED INFORMATION TECHNOLOGY SYSTEMS STREAMLINE MONTANA’S TWO-YEAR COLLEGE EDUCATION**

Strategy Three expands access, promotes readiness, encourages completion, and improves efficiencies by coordinating and aligning curriculum and technology in ways that allow curricular innovation and creativity to serve local / regional communities.
The overall goal of Strategy Three is to create and coordinate a two-year college system that expands access to underserved areas/populations, broadens academic options for students, and creates efficiencies that will help control costs and promote branding.

**Strategy 3-a: Workforce curricula and related instruction are aligned across campuses.**

**Initial Focus/Charge for this Strategy:** Align academic requirements in workforce programs and, whenever possible, develop common curricula in order to facilitate high school-to-college transitions and respond to workforce needs statewide.

A workgroup was not formally launched during the grant base-year for aligning requirements in workforce programs.

**Activities:** To align foundational requirements in workforce programs, the Chief Academic Officers of two-year colleges have reviewed more than 250 programs and verified existing requirements in all duplicated AAS and CAS programs. Based on the results of this process, the MUS Leadership Council reviewed guidelines for aligning curriculum requirements in workforce programs.

OCHE proposed a merger of Tech Prep funding into the general Perkins allocation; a public hearing was held where the rationale for merger was explained; and the merger subsequently was approved by the Board of Regents.

Work is proceeding to increase transferability by aligning the related instruction of Certificate and Associate of Applied Science degrees so that they will include general education courses that are part of the Choices That Count Pathways Certificate.

**Participants:** College!Now Director and State Team; CIN Implementation Team; Chief Academic Officers; OCHE; Board of Regents

**Issues/Decisions/Results:** Common course numbering for other related instruction courses will help assure that courses such as Welding I, for example, are at least 80 percent similar across all two year colleges that offer the course.

A major emphasis of Perkins and Tech Prep in 2011 will be development of Career and Technical Education Programs of Study, called Big Sky Pathways.

**Next Step Actions:** In conjunction with the actions outlined in the Refined Scope of Work,

- Program directors will be convened to conduct curriculum alignment for specific workforce programs.

- ACTE expectations for desired skills learned essentially parallel the LEAP initiative essential learning outcomes. As two-year colleges work on standardizing related instruction across colleges, they also intend to encourage use of general education courses as foundational related instruction courses whenever possible, or, alternatively, allow substitution of general education courses for students who are prepared for the higher level math and writing courses. Students will be helped to fully understand the potential for accumulating excess credits if they move from an applied degree to a transfer degree.
Policy process phases I, II, and III for aligning workforce curricula were completed for strategy 3-a prior to the grant base-year, and phase IV was completed during the grant base-year. Table H below outlines potential next step actions for the time period March 2011 to February 2012 (action #24 “Pursue contacts and information sources” through action #44 “Install essential products/technology”). Some of these actions are likely to be useful in policy process phases V, VI, and VII when comparing and adopting alternatives and conducting pre-implementation of a preferred solution for aligning curricula in workforce programs.

Table H: Strategy 3-a, Workforce curricula and related Instruction are aligned across campuses

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<th>Policy Process Phase VII. Acquisition (Pre-Implementation)</th>
<th>44—Install essential products / technology</th>
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<td>43—Acquire essential products / technology</td>
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<td>42—Develop criteria for solution success</td>
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<td>41—Assign responsibilities</td>
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<td>38—Formulate guidelines</td>
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<td>37—Identify relevant organizational considerations</td>
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<tr>
<td>Policy Process Phase VI. Authoritative adoption of preferred policy solution (program)</td>
<td>Potential actions for completion between March 2011 and February 2012</td>
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<td>36—Communicate adoption decision to stakeholders</td>
<td>35—Decide to adopt the solution</td>
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<td>34—Select preferred alternative</td>
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<tr>
<td>Policy Process Phase V: Comparison of alternative policy solutions (programs)</td>
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<td>33—Formulate and present recommendations</td>
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<td>32—Anticipate future constraints</td>
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<td>24—Pursue contacts and information sources</td>
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Strategy 3-b: A streamlined transfer core curriculum articulates to high-demand baccalaureate majors.

Initial Focus/Charge for this Strategy: Identify a limited set of courses (within the large set already approved for the MUS Transfer Core) to comprise a streamlined transfer core.

A workgroup was not formally launched during the grant base-year for the streamlined transfer core strategy.

Activities: A makeover is underway for the MUS Transfer Core, which coincides with the system’s implementation of the American Association of Colleges & Universities’ LEAP Initiative Essential Learning Outcomes. This MUS Gen Ed Council effort to embrace the essential learning outcomes approach helps to bridge any perceived disconnect between the notion of Related Instruction for one
group of students and General Education for another. This approach also helps to extend choices and opportunities for students who begin with one-year or two-year goals, and, upon learning of broader academic opportunities, decide to pursue a four-year program of study.

The goals of the OCHE Transfer Initiative align with and further the College!Now transfer core strategy. Through the work of the OCHE Transfer Initiative Director and the Faculty Learning Outcomes Councils (FLOCs), approximately 80 percent of MUS undergraduate courses have been evaluated and mapped to a master matrix. The Common Course Numbering Transfer Guide, covering over 50 disciplines and including all MUS institutions and community colleges, was completed and posted on the MUS website. All tribal colleges have signed articulation agreements with the MUS related to the Transfer Initiative; however, these agreements specify that tribal college courses will be integrated into the matrix at the discretion of the tribal colleges, as time allows.

The systemwide course numbering policy assures that equivalent courses at different institutions will have the same title, number, and prefix, and that all such equivalent courses will be accepted in transfer as if they had been taken at the receiving campus. A process is also in development for assigning common numbers to new courses as well as courses that are significantly changed over time. The Transfer Guide will help reduce time to degree for students pursuing two-year to four-year college transfer.

Participants: College!Now Director and State Team; CIN Implementation Team; OCHE Transfer Initiative Director; Board of Regents; MUS General Education Council; FLOCs,

Issues/Decisions/Results: Discussions continue on the question of awarding a certificate to students when they complete the transfer core. The Choices That Count / Pathway Certificate concept was presented to the BOR and the MUS General Education Council for review.

Next Step Actions: In conjunction with actions outlined in the Refined Scope of Work,

- Form a CIN workgroup to collaborate with the OCHE Transfer Initiative for Strategy 3-b and to facilitate and monitor efforts to ensure that transfer core courses are available through each COT (Strategy 1-e); and

- Work with other WICHE states on efforts now underway to formalize a consortium of states that allow acceptance of an identified transfer core across states.

Policy process phases I, II, and III for implementing a focused transfer core were completed prior to the grant base-year, and phases IV and V were completed during the grant base-year. Table I below outlines potential next step actions for the time period March 2011 to February 2012 (action #34 “Select preferred alternative” through action #49 “Establish performance indicators”). Some of these actions are likely to be useful in policy process phases VI, VII, and VIII when pursuing authoritative adoption and conducting pre-implementation and implementation of a preferred solution for implementing a streamlined transfer core.
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<td>48—Describe potential pitfalls</td>
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<td>46—Provide user education for tools, techniques, equipment, methods</td>
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<td>45—Determine best practices</td>
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<td>Policy Process Phase VII. Acquisition</td>
<td>44—Install essential products / technology</td>
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<td>(Pre-implementation)</td>
<td>43—Acquire essential products / technology</td>
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<td>34—Select preferred alternative</td>
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**Strategy 3-c:** Miles Community College and Dawson Community College adopt the same information system (Banner) that is utilized throughout the MUS in order to facilitate shared data and services.

Strategy 3-c and strategy 3-d specify aspects of a more integrated MUS information system which will (1) allow two-year colleges to rely on one another’s courses and faculty, and (2) allow students to take courses from anywhere in the system through various modalities, but primarily online.

**Initial Focus/Charge for this Strategy:** As part of the Board of Regents’ Strategic Plan and in cooperation with the Information Technology Committee of the Commissioner’s Leadership Council, develop an integrated information system which (1) includes all MUS campuses, participating community colleges, and participating tribal colleges; (2) maximizes administrative efficiencies; (3) allows seamless student enrollment between campuses; and (4) promotes consistent business practices across institutions.

A CollegeNow workgroup was not formally launched during the grant base-year for Miles and Dawson Community College adoption of the Banner information system.

**Activities:** Under OCHE leadership, with funding from the state legislature, Dawson and Miles Community Colleges have converted to the Banner information system for student and financial records.

**Participants:** OCHE; State Legislature; Campus Chief Information Officers and CEOs

**Issues/ Decisions / Results:** Migration of Miles and Dawson to Banner provides a common information system across all public campuses except Flathead Valley Community College. FVCC data will be shared and coordinated through their existing information system.
This information system facilitates student transfer from one institution to another and supports the capacity of OCHE to track comparative performance benchmarks for each MUS institution as well as systemwide.

Tribal colleges may not be able to participate in this shared information system in the foreseeable future; some do not yet have automated records.

Training Dawson and Miles staff members for using Banner is a challenging process that involves significant staff overtime.

Next Step Actions: In conjunction with actions outlined in the Refined Scope of Work,

- Additional staff training needs as well as needs for Banner system software add-ons may be identified; these may require additional funding; and

- Flathead Valley Community College has expressed interest in also transitioning to Banner, which would require additional funding/funding sources. FVCC will only consider implementation of Banner if funding can be identified. The CIN Director will continue to engage with FVCC regarding the benefits of transitioning to Banner and the potential for cost-sharing for hardware, software, support, training, and maintenance.

Policy process phases I through V for Miles and Dawson Community College adoption of Banner were completed prior to the grant base-year, and phases VI, VII, and VIII were completed during the grant base-year. Table J below outlines potential next step actions for the time period March 2011 to February 2012 (action #50 “Review pre-established criteria” through action #56 “Place findings within larger context of initial problem”). Some of these actions are likely to be useful in policy process phase IX for monitoring and evaluating outcomes of Banner adoption at Dawson and Miles Community Colleges.

<table>
<thead>
<tr>
<th>Policy Process Phase IX. Monitoring and Evaluation of Outcomes</th>
<th>56--Place findings within larger context of initial problem</th>
<th>Potential actions for completion between March 2011 and February 2012</th>
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<tr>
<td>55--Identify cause/responsibility for performance discrepancies</td>
<td>54--Conduct cost-oriented analysis</td>
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<td>53--Compare expected and actual performance levels</td>
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<td>52--Describe or measure unintended outcomes</td>
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<td>51--Measure achievement of intended outcomes</td>
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<tr>
<td>50--Review pre-established criteria</td>
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Strategy 3-d: Common data standards and approaches are utilized throughout MUS in order to expand shared services and programs, as well as provide quality data.

Integrating enterprise information is essential to improve analytical reporting and planning capabilities, and to facilitate multi-institutional enrollment capabilities, resource-sharing, and aligned business practices.

Initial Focus/Charge for this Strategy: As part of the Board of Regents’ Strategic Plan and in cooperation with the Information Technology Committee of the Commissioner’s Leadership Council, develop an integrated information system that (1) includes all MUS campuses, participating community
colleges, and participating tribal colleges; (2) maximizes administrative efficiencies; (3) allows seamless student enrollment between campuses; and (4) promotes consistent business practices across institutions.

A College!Now strategy workgroup for utilizing common data standards throughout MUS was not formally launched during the grant base-year.

**Activities:** Developing and ensuring common data standards in order to produce quality data is a fundamental aspect of the responsibilities of the OCHE Associate Commissioner for Planning, Technology, & Communication. The Associate Commissioner works on a daily basis with the institution CIO's, IR staff, registrars and IT staff on the many facets involved in this work. The OCHE Director of eLearning Business Development has worked with the Associate Commissioner on these efforts since inception to integrate the two-year colleges and to produce comparable data that is generated in the OCHE data warehouse for management purposes. Among other benefits, this work supports the emerging CIN website in providing dual credit and workforce development opportunities across the colleges. Aspects of the work in progress include:

- Integration of MCC and DCC into the finance data warehouse;
- Development of data warehouse portal share point;
- Redesign of systemwide student warehouse reporting tool; and
- Expanded and updated data dictionary.

**Participants:** OCHE; college and university CIOs, IR staff, registrars, and IT staff; consultants

**Issues/ Decisions / Results:** The four MUS campuses are integrated on Banner, and collaborative work is progressing toward (1) developing system-wide data standards for critical data elements and (2) identifying a single set of data codes to facilitate system-level data collection and analysis. Specific accomplishments include:

- Common codes developed and implemented for on-line courses;
- MCC and DCC integrated into the student data warehouse;
- MOU developed for data sharing with FVCC;
- Access to Success system-wide metrics established;
- System and Campus Dashboard Indicators (reported to BOR); and
- Broadband expansion and connection opportunities provided for three community colleges.

**Next Step Actions:** In conjunction with actions outlined in the Refined Scope of Work,

- Data warehouse codes will (a) ensure ongoing student access to services; (b) improve administrative efficiencies; (c) ensure ongoing academic coordination; (d) produce quality data; and (e) increase connectivity to the U-System network through a long-term, sustainable plan.
- Given that the OCHE Associate Commissioner for Planning, Technology, & Communication has been working with the existing group of institutional CIOs, it may not be necessary or efficient to organize a College!Now workgroup for this strategy. Rather, the CIN Director may decide to appoint a liaison from the CIN Implementation Team to the OCHE Commissioner for Planning, Technology, & Communication to provide a conduit of information regarding Strategy Three efforts and progress.
Policy process phases I through V for utilizing a common data standard and approach were completed prior to the grant base-year, and phases VI and VII were completed during the grant base-year. Table K below outlines potential next step actions for the time period March 2011 to February 2012 (action #45 “Determine best practices” through action #49 “Establish performance indicators”). Some of these actions are likely to be useful in policy process phase VIII when implementing common data standards and approaches.

<table>
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<tr>
<th>Policy Process Phase VIII, Implementation</th>
<th>Potential actions for completion between March 2011 and February 2012</th>
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<tr>
<td>49—Establish performance indicators</td>
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<td>48—Describe potential pitfalls</td>
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<td>45—Determine best practices</td>
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**Strategy 3-e: Coordinated statewide online education broadens access to dual enrollment and two-year college education opportunities.**

*Initial Focus/Charge for this Strategy:* Create an online educational environment using the integrated MUS information system, multi-institutional functionality, and a consortium approach to expand access to the comprehensive two-year college mission to provide low-cost, high-quality, high-demand two-year college programming.

Also see Strategy 2-b in this report for discussion of student transitions from high school to college including dual enrollment opportunities.

*Activities:* MUS adopted common learning management systems for all MSU and UM campuses, including the MUS-governed colleges of technology and college programs, but not including the community or tribal colleges. MUS instituted systemwide strategic planning and assessment of distance learning, eliminated on-campus fees for students taking only online courses, and centralized advertising for online courses and programs.

The College!Now Director worked closely with the Montana Digital Academy to determine how to avoid unnecessary expense or confusion that could result from any duplication of services by MTD and College!Now Online.

Within MUS, more than 500 courses are offered online each semester, and more than 70 degree and certificate programs are offered online.

A pilot website was developed as a sub-page under the MUS.EDU/Online website that links all online academic programs from all the MUS and community college campuses. This website, which is currently under development and closed to the public, will focus on providing access to online dual enrollment and workforce training opportunities.
Participants: College!Now Director and State Team; CIN Implementation Team; Governor’s Office; Montana State Legislature; Montana Digital Academy; Board of Regents

Issues/Decisions/Results: The name Virtual Community College was used by CIN initially, but has evolved to now be called College!Now Online.

Based on the current marketplace for available learning management systems (LMSs), OCHE does not view a single systemwide LMS as a desired long-term outcome. The merger of two leading LMS providers has resulted in a substantial pricing differential. The three community colleges have varying needs that are being met at this time by varying learning managing approaches. The technology evolution and business presence of LMS providers changes very quickly, making it difficult to identify a best LMS choice to meet all demands across all MUS institutions at this time.

A dual enrollment online pilot project, approved by the MDA board, was launched with UM Missoula COT and MSU-Great Falls. Other two-year colleges may provide additional course offerings.

Next Step Actions: In conjunction with actions outlined in the Refined Scope of Work,

- CIN will collaborate with OCHE and the Montana Digital Academy (MTDA) for the design and launch of a user-friendly College!Now Online website that provides single points of access to dual enrollment and workforce training online opportunities. CIN inclusion in this effort will help to prevent duplication and provide commonality of approach and coordination of benefit.

- The CIN Online website will feature all-online courses (delivered as 80% or more online) from all of the participating two-year colleges. Website users will be able to search for courses by dual enrollment, workforce, and transfer as well as courses offered by a specific two-year college.

- The MTDA dual enrollment presence will include only those dual enrollment courses from the participating campuses that fully meet the content, student services support, and faculty-training quality standards associated with the full set of guidelines that have been approved by the Board of Regents for CIN dual enrollment offerings. As the CIN web site presence is developed, it will be carefully integrated with the MTDA, and will provide a specific and easy to identify web link to the MTDA website, as well as a stronger presence of the dual enrollment opportunities at the MTDA web site.

- CIN could initiate discussions among two-year colleges about existing student services for online students and any gaps in existing student services; and

- Discussions may progress among two-year colleges about possibilities and benefits of a tuition/fee model for online courses that would level pricing statewide.

Policy process phases I, II, and III for coordinating online education statewide were completed prior to the grant base-year, and phases IV and V were completed during the grant base-year. Table I below outlines potential next step actions for the time period March 2011 to February 2012 (action #34 “Select preferred alternative” through action #44 “Install essential products/technology”). Some of these actions are likely to be useful in policy process phases VI and VII when pursuing authoritative adoption and conducting pre-implementation of preferred solutions for coordinated online education statewide.
Table L: Strategy 3-a, Coordinated statewide online education broadens access

<table>
<thead>
<tr>
<th>Policy Process Phase VII. Acquisition (Pre-implementation)</th>
<th>Potential actions for completion between March 2011 and February 2012</th>
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<th>Policy Process Phase VI. Authoritative adoption of preferred policy solution (program)</th>
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<td>30—Communicate adoption decision to stakeholders</td>
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**COLLEGE!NOW STRATEGY FOUR: PERFORMANCE-BASED FUNDING**

**MONTANA’S HIGHER EDUCATION FUNDING MODEL INCLUDES PERFORMANCE-BASED COMPONENTS**

Strategy Four supports increased higher education productivity by including performance-based approaches into the state’s funding model to reward institutions for increased degree, certificate, and course completions, successful transfers, and a more efficient system.

**Strategy 4-a: Methods to reward institutions for increased productivity are developed and implemented as an integral part of the Montana University System funding model.**

**Initial Focus/Charge for this Strategy:** Identify funding strategies that balance enrollment demands with the goals of rewarding student success.

**Activities:** OCHF studied the Washington state funding model, which rewards institutions for students who reach “momentum points.” They also reviewed an Ohio model that rewards institutions for student credits earned, credits attempted, and responses to local employment needs as factors in the funding equation.

College!Now and OCHE representatives attended a national Lumina Foundation for Education session that focused on performance-based funding.

A higher education funding model based on course completions was developed by OCHE with consulting assistance from the National Center for Higher Education Management Systems (NCHEMS). The model, which is intended for both two-year and four-year institutions, was distributed for system review and feedback.

**Participants:** CIN Director and State Team; CIN Implementation Team; strategy workgroup; Advisory Board; OCHE; college and university chief fiscal officers; Board of Regents; NCHEMS consultant

**Issues / Decisions / Results:** The funding model that OCHE developed allows for program weighting to adjust for high-cost programs. Other performance-based factors may be added to the
equation for at the two-year college level since two-year colleges serve populations that are, for a variety of reasons, less likely to complete credit hours and reach other momentum points.

The performance funding model will evolve over time from a very few select metrics and a modest percentage of the State funding stream to a broader menu of critical metrics and likely a significantly larger percentage of the State funding stream.

OCHE continues to work through the funding model with college fiscal officers. The three community colleges were represented in some of these performance funding conversations but tribal colleges were not represented.

NCHEMS recommended to the BOR that budget processes be changed so that all requests from all higher education institutions would go to BOR thorough either the University of Montana or Montana State University. (BOR has responsibility for final approval of community college budgets.)

Next Step Actions: In conjunction with actions outlined in the Refined Scope of Work,

- Two-year college CEOs identify performance metrics to be tracked to demonstrate increased two-year college productivity, as evidenced by increasing enrollments and completions without increased costs. It will be important to distinguish between “cost” and “tuition” as well as to recognize that the cost is different for each institution. While common pricing across all institutions may not be feasible, a discounted pricing structure may be a sustainable solution.

- Performance metrics are identified for four-year institutions.

- Model the impact on four-year institutions and assess the impact of the model.

- Community colleges and tribal colleges could be included in funding formula discussions to broaden the conversation of how implementation of performance-based funding will impact all institutions.

- Phased-in implementation of a new funding model may begin by July 2012.

Policy process phase I was completed prior to the grant base year and phases II through V were completed during the grant base year toward implementing a new funding model that includes performance-based elements. Table M below outlines potential next step actions for March 2011 to February 2012 (action #34 “Select preferred alternative” through action #44 “Install essential products/technology”). Some of these actions are likely to be useful in policy process phases VI and VII during authoritative adoption and pre-implementation for selected performance-based funding model elements.

<p>| Table M: Strategy 4a, New MUS funding model incorporates performance-based elements |
|---------------------------------|---------------------------------|---------------------------------|
| Policy Process Phase VII. Acquisition (Pre-Implementation) | 44—Install essential products / technology | Potential actions for completion |
| | 43—Acquire essential products / technology |  |
| | 42—Develop criteria for solution success |  |
| | 41—Assign responsibilities |  |
| | 40—Set up standards and schedules |  |
| | 39—Specify incentives and resources |  |</p>
<table>
<thead>
<tr>
<th>Policy Process Phase VI. Authoritative adoption of preferred policy solution (program)</th>
<th>38–Formulate guidelines</th>
<th>between March 2011 and February 2012</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>37–Identify relevant organizational considerations</td>
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<td></td>
<td>36–Communicate adoption decision to stakeholders</td>
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<td></td>
<td>35–Decide to adopt the solution</td>
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<td>34–Select preferred alternative</td>
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</table>

**Strategy 4-b:** Performance metrics are identified by the two-year college CEOs (prior to the implementation of the process) and tracked to show increased two-year college productivity, without increased costs, as evidenced by increasing enrollments, completions, and transfers to four-year institutions.

**Strategy 4-c:** Performance metrics are identified and tracked to show increased four-year university productivity, without increased costs, as evidenced by increasing enrollments and completions.

**Initial Focus/Charge for Strategy 4-b and Strategy 4-c:** Develop and implement statewide performance metrics for increased enrollment of target populations and successful completion of educational goals, especially degree completion, but also course and certificate completion.

No formal CIN workgroups were organized specifically for strategies 4-b and 4-c during the grant base-year.

No documents reviewed in the evaluation process described activities, participants, or issues/decisions/results related to strategies 4-b and 4-c.

**Next Step Actions:** In addition to actions outlined in the Refined Scope of Work,

- Initial metrics will track completion of courses. At a later time, metrics will track completion of programs of study. A metric will be developed to measure students who have completed goals they had upon entry to a 2-year institution. It will be important to specify performance measures for students who plan to acquire knowledge or skill through taking a course or suite of courses but who do not intend to pursue a degree.

- When identifying metrics/indicators to be tracked for performance-based funding, institutions, OCHIE, and the Board of Regents, could consider factors that differentiate institutions as well as factors institutions share in common.

- Statewide performance metrics could be developed for: (a) enrollment of target populations; (b) student achievement of momentum points such as completion of the Choices That Count core; (c) student completion of certificates and degrees; and (d) student transfer and persistence toward degrees.

Policy process phase I and was completed prior to the grant base year and phase II was completed during the grant base year for strategies 4-b and 4-c toward identifying and tracking specific performance metrics for two-year colleges and four-year universities. Table N below outlines potential actions for the time period March 2011 to February 2012 (action #10 “Frame the Issues” through action #33 “Formulate and present recommendations”). Some of these actions are likely to be useful in policy process phases III, IV, and V when solution criteria are being identified and solution alternatives are being identified and compared for implementing metrics/indicators for performance-based funding.
<table>
<thead>
<tr>
<th>Policy Process Phase III: Identification of solution criteria (referencing values, goals, and constraints)</th>
<th>10--Frame the issues</th>
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<tbody>
<tr>
<td>9--Formulate generalized goals</td>
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<td>8--Address value conflicts</td>
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<td>7--Establish technical criteria</td>
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<td>6--Establish financial criteria</td>
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<td>5--Establish political acceptability</td>
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<td>4--Establish administrative viability</td>
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<tr>
<td>Policy Process Phase IV: Identification, design, or synthesis of policy solution alternatives (programs)</td>
<td>20--Explore concepts, claims and possibilities</td>
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<tr>
<td>19--Review current policies</td>
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<td>21--Explore/design solutions</td>
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<td>22--Identify impacts</td>
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<tr>
<td>23--Outline implementation scenarios</td>
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<tr>
<td>Policy Process Phase V: Comparison of alternative policy solutions (programs)</td>
<td>33--Formulate and present recommendations</td>
</tr>
<tr>
<td>32--Anticipate future constraints</td>
<td></td>
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<tr>
<td>31--Estimate how alternatives meet goals and constraints</td>
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<td>30--Predict impacts of alternatives</td>
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<tr>
<td>24--Pursue contacts and information sources</td>
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</tbody>
</table>

**Table N: Strategies 4-b and 4-c, Performance metrics are identified and tracked for two-year colleges and four-year universities**

**CollegeNOW Strategy Five: Communications and Engagement**

**Through Effective Communication, Constituent Groups are Aware, Informed, and Engaged with Montana Two-Year College Education**

Strategy Five employs targeted communications to effectively engage constituent groups with two-year college education in Montana in order to achieve the CollegeNOW objectives of increasing two-year enrollments and completions, two-year to four-year transfers, and system-wide efficiencies.

**Initial Focus/Charge for this Strategy:** Collaboratively develop and implement communication and engagement approaches to ensure that Montana policymakers, business owners, community leaders, educators, families, students, and the media are aware, accurately informed, and involved in Montana two-year college education. Communication and engagement approaches will:

- Increase awareness of the need for a more accessible, affordable, and efficient two-year sector;
• Build support for and ownership of a policy agenda for a more accessible and affordable system of two-year education;

• Identify public relations, messaging, and media strategies to build external awareness and support. Including creating additional awareness and appreciation for degree and credential attainment; and

• Build awareness, commitment, and momentum for change as new two-year opportunities and programs are created.

Activities: OCHE contracted with an independent communications consulting firm to work collaboratively with the College!Now Director and CIN State Team to implement communications and engagement efforts.

The consulting contractor who was hired worked as a member of the College!Now State Team through ongoing interactions and provided assistance in developing budgets, records, and reports required by the Lumina productivity grant. Periodic telephone meetings were conducted with the contractor and College!Now State Team. The contractor assisted in developing communication materials (outlines, slide shows, handouts) for OCHE staff and regents to use during speaking engagements at community, civic, business, professional, and higher education meetings throughout the state, and for meetings with members of the press. Materials were also used for meetings with legislative representatives.

The consultant assisted with planning a series of OCHE/BOR community listening sessions, focused on two-year college education, that were conducted in 17 Montana communities.

During the grant base-year, the College!Now Director made presentations about CIN to a wide range of stakeholder groups including but not limited to the State Legislature, the Board of Regents, college and university leaders, faculty groups, business and industry groups, and K-12 sector groups.

Participants: College!Now Director and State Team; CIN Implementation Team; OCHE, Board of Regents; consultant

Issues/Decisions/Results: Several months into the grant base-year, the College!Now communications consultant left his consulting firm to join a higher education NGO. College!Now decided to not renew its contract with this original communications firm, but decided instead to issue one or more new RFPs for communication and engagement consulting services. At the end of the grant base-year, an RFP for new consultants was released through the Montana Department of Administration.

Next Step Actions: In conjunction with actions outlined in the Refined Scope of Work,

• By October 2011, conduct first “roll-out” systemwide summit on extending the comprehensive two-year education mission to Montana’s five COTs;

• Utilize findings from analysis of OCHE listening session feedback to inform ongoing College!Now communication and engagement strategies;

• Involve representatives from two-year colleges in the process of selecting new communications consultants;
• Give high priority to launching the College!Now web site; and

• Coordinate statewide inventories of ABLE services/programs; developmental education services/programs; workforce development services/programs, and adult-friendly services/programs.

Strategy 5-a: Constituent groups are aware of Montana’s two-year colleges as affordable, effective portals to four-year programs and high-demand jobs.

Strategy 5-b: Policymakers, business/community leaders and the media are engaged with College!Now.

Strategy 5-c: Policy-makers actively support the policy agenda for an accessible and affordable two-year college system.

Strategy 5-d: Business owners, community leaders, educators, families, students, and the media have positive perceptions of Montana’s two-year college sector.

Strategy 5-e: Educators, families, traditional age students, and adult students are highly aware of and interested in two-year college opportunities and programs.

Policy process phase I was completed prior to the grant base year and phases II and III were completed during the grant base year toward implementing targeted communications to engage constituent groups with two-year college education. In addition, strategies 5-c and 5-e have completed policy process phase IV. Table O below outlines potential next step actions for March 2011 to February 2012 (action #19 “Review current policies” through action #49 “Establish performance indicators”). Some of these actions are likely to be useful in policy process phases IV through VIII when solution alternatives are being identified, compared, adopted, and implemented for project communications and engagement.

| Table O: Strategies 5-a, 5-b, 5-c, 5-d, and 5-e, Targeted communication is employed to effectively engage constituent groups with two-year college education in Montana |
|---|---|
| Policy Process Phase VIII. Implementation | 49—Establish performance indicators |
|  | 48—Describe potential pitfalls |
|  | 47—Provide user opportunities |
|  | 46—Provide user education for tools, techniques, equipment, methods |
|  | 45—Determine best practices |
| Policy Process Phase VII. Acquisition (Pre-implementation) | 44—Install essential products / technology |
|  | 43—Acquire essential products / technology |
|  | 42—Develop criteria for solution success |
|  | 41—Assign responsibilities |
|  | 40—Set up standards and schedules |
|  | 39—Specify incentives and resources |
|  | 38—Formulate guidelines |
|  | 37—Identify relevant organizational considerations |
| Policy Process Phase VI. Authoritative | 36—Communicate adoption decision to stakeholders |

Potential actions for completion between
| Policy Process Phase IV: Identification, design, or synthesis of policy solution alternatives (programs) | 19–Review current policies |
| March 2011 and February 2012 | | |
| Policy Process Phase V: Comparison of alternative policy solutions (programs) | 24–Pursue contacts and information sources |
| 25–Identify and organize relevant data, facts, and theories |
| 26–Debate, compromise, bargain, accommodate |
| 27–Apply pre-established criteria |
| 28–Evaluate technical feasibility |
| 29–Explore value acceptability |
| 30–Predict impacts of alternatives |
| 31–Estimate how alternatives meet goals and constraints |
| 32–Anticipate future constraints |
| 33–Formulate and present recommendations |
| 34–Select preferred alternative |
| 35–Decide to adopt the solution | |
ADDENDUM 1

INDIVIDUALS IN KEY COLLEGE!NOW ROLES

Note: Names within each category are listed in alphabetical order by last name.

**Montana Office of the Commissioner of Higher Education:**

*John E. Cech*—Deputy Commissioner for Two-Year and Community College Education; and College!Now Project Director (beginning January 2011)

*Tom Gibson*—Director of eLearning Business Development

*David Hall*—College!Now Project Coordinator

*Susan K. Jones*—Special Projects Manager

*Mary Sheehy Moe*—Deputy Commissioner for Two-Year Education; and College!Now Project Director (from College!Now inception to November 2010)

*Sylvia Moore* — *Deputy Commissioner for Academic, Student Affairs, and Research*

*Mick Robinson*—Deputy Commissioner for Fiscal Affairs / Chief of Staff

*Sheila M. Stearns*—Commissioner of Higher Education

*Tyler Trevor*—Associate Commissioner for Planning, Technology, & Communication

**College!Now State Team**

*John E. Cech*—Deputy Commissioner for Two-Year and Community College Education and College!Now Project Director (beginning January 2011)

*Anne Clark*—Project Evaluation Consultant

*Tom Gibson*—Director of eLearning Business Development (beginning January 2011)

*David Hall*—College!Now Project Coordinator

*Judith E. Heiman*—Lumina / HCM Adviser to the College!Now Project

*Susan K. Jones*—Special Projects Manager (beginning February 2011)

*Travis Reindl*—Project Communications Consultant (until June 2010)

**College!Now Implementation Team**

*Daniel Bingham*—Dean, UM Helena COT

*Jim Cargill*—President, Dawson Community College

*Vern Gagnon*—Interim Dean, MSU Billings COT (effective January 2011 replacing John Cech)

*John Garic*—Dean, Montana Tech of the University of Montana, COT (Butte)

*Barry Good*—Dean, UM Missoula COT

*Bob Hiattala*—Dean, Gallatin College Programs, MSU Bozeman

*Stefani Hicswa*—President, Miles Community College
Jane Karas—President, Flathead Valley Community College
Anneliese Ripley—Dean of Outreach, UM Western
Joe Schaffer—Dean, MSU Great Falls COT
Frank Tracki—Chancellor, MSU Northern

College!Now Advisory Team

Tim Bronk—Superintendent, Darby Public Schools
Dick Brown—President, Montana Hospital Association
Clayton Christian—Chairman, Montana Board of Regents
Waded Cruzado—President, Montana State University
Royce Engstrom—President, The University of Montana
Rolf Groseth—Chancellor, Montana State University—Billings
Bob Hawks—Senator, Montana State Legislature
Bob Lake—Representative, Montana State Legislature
Richard Littlebear—President, Chief Dull Knife College
Lynn Morrison-Hamilton—Regent, Montana Board of Regents
Bob Nystuen—Senior Vice President, Glacier Bank
Joyce Silverthorne—P-20 Policy Adviser, Office of Public Instruction
Sheila Stearns—Commissioner, Office of Commissioner of Higher Education
Tyler Trevor, Associate Commissioner for Planning, Technology, & Communication
Pat Wise—Economic Development Specialist, Governor’s Office
Dan Villa, Policy Advisor for Education, Governor’s Office

College!Now Strategy Workgroups

Names of workgroup chairs and members are not listed in this document. It would be difficult to develop a complete and accurate list of all current chairs and members at this time because several workgroups are informally organized and several others are currently transitioning chairs and/or members.
ADDENDUM 2  

SYNTHESIZED POLICY PROCESS MODEL

The Policy Process Model

CRA used a synthesized policy process model to track progress of the CollegeNow initiative’s Five Strategies during the grant base-year. Progress for each of the Five Strategies was tracked by categorizing significant actions and events related to each strategy into the ten consecutive categories of the model.

I. Agenda Setting  
II. Problem Definition and Analysis  
III. Identification of Policy Solution Criteria  
IV. Identification, Design, or Synthesis of Policy Solution Alternatives  
V. Comparison of Policy Solution Alternatives  
VI. Authoritative Adoption of Preferred Policy Solution  
VII. Acquisition (Pre-implementation)  
VIII. Implementation  
IX. Monitoring and Evaluation of Outcomes  
X. Adjustment, Sustainment or Termination

Categorizing the actions and events related to each CollegeNow strategy within the policy process phases allowed CRA to track the progress of the strategy from initiation through sustainment. These ten policy process phases are generally sequential, in that the initial phases describe preliminary processes, the middle phases describe implementation processes, and the final phases describe evaluation and sustaining processes. However, any individual strategy may skip phases or retrace through phases as it progresses toward full implementation and sustainability.

CRA gathered information on CollegeNow strategy activities, actions, and events from a variety of sources including reports, meeting notes, publications, web-based materials, and conversations with CollegeNow leaders. (Actions occurring prior to the March 2010 initiation of CRA’s evaluation process were not included in tracking results.) CRA then entered the significant actions and events gleaned from these sources into appropriate phases of the policy process model. Categorizing CollegeNow actions/events within the model required making informed judgments. Therefore, CRA reviewed quarterly iterations of the tracking results with CollegeNow leaders in order to assure the accuracy of information and most appropriate categorizations for all actions/events. After quarterly categorizations were finalized, CRA reviewed the progress made on each strategy since the previous quarter and provided CIN leaders with written evaluative comments.

CRA will continue to develop quarterly and annual evaluation reports that interpret CollegeNow strategy tracking results across the time span of the CollegeNow grant project. Reports to the CollegeNow Director and State Team will include as many of the analyses listed below as the data will support.
1. Overall analysis of the entire initiative’s progression through the policy process at regular intervals across time;
2. Analysis of any individual initiative strategy’s progression through the policy process at regular intervals across time;
3. Analysis of any initiative strategy making slow progress or remaining static in particular phases of the policy process;
4. Analysis of any strategy that is returning to repeat prior phases of the policy process;
5. Analysis of any strategy that is making fast progress toward full implementation; and
6. Analysis of any relationship between the progress of two or more strategies

**Origin of the Policy Tracking Model**

This policy process model was synthesized by J. Anne Clark (Collaborative Research Associates, LLC), based principally on the Brewer and deLeon model (1983, p. 20) and was expanded and explicated with concepts and elements from other authors (Bardach, 2000; Carlucci, 1990; Kingdon, 1984; McKay, 1985; Palumbo & Calista, 1990; Patton & Sawicki, 1986; Rochefort & Cobb, 1994; VanVught, 1997; Weimer & Vining, 1992; Wildavsky, 1979). The ten phases of the model are understood to be generally sequential, although iteration of actions from prior phases is common in any policy process, and later phases may precede earlier phases in some instances (Wildavsky, 1979; Bardach, 2000). Many phases and example actions in the model are likely to be relevant for any policy/strategy process; however some phases and example actions may not be relevant for some policies/strategies (Bardach, 2000).

**Use of the Model as an Evaluation Tool**

As an evaluation tool, the model is a means of categorizing the events and actions of any policy-related initiative in order to track its progress across time. Use of this model helps to ensure that all relevant strategies, actions, and events are examined. It is not anticipated that every initiative strategy will require every action outlined in the model, but the model provides a comprehensive matrix of categories to facilitate thorough tracking and analysis.

Use of this method requires continuous tracking of significant actions and events and looking for correspondence between each action/event and the phases of the policy process model. This approach is closely related to “category analysis,” as described by Yanow (2000, p. 52), in which a researcher attempts to place each data element within a predefined set of categories. As categorization proceeds, each significant action/event is placed in one of ten policy phases.

Categorization of actions/events into the various categories in the model requires making judgments about the most appropriate fit for each action/event. The primary criterion for determining fit within the categories of the model is the similarity between an action/event and one or more of the example actions/events associated with each of the ten policy process phases as outlined below.
<table>
<thead>
<tr>
<th>Policy Process Phase</th>
<th>Example Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Agenda Setting</td>
<td>1—Acknowledge crisis or significant event</td>
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<td></td>
<td>2—Accumulate information, data, and resources in a specific knowledge area</td>
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<td></td>
<td>3—Examine environmental factors / forces, trends, public opinion, perspectives of leaders</td>
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<td></td>
<td>4—Discuss priorities</td>
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<tr>
<td>II. Problem Definition and Analysis</td>
<td>5—Explore, describe, and frame the problem</td>
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<td>6—Assemble evidence</td>
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<td>7—Quantify the problem</td>
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<td>8—Model the problem</td>
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<td></td>
<td>9—Analyze the problem</td>
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<tr>
<td>III. Identification of solution criteria (referencing values, goals, and constraints)</td>
<td>10—Frame the issues</td>
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<tr>
<td></td>
<td>11—Explore values of stakeholders and subpopulations</td>
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<td></td>
<td>12—Formulate generalized goals</td>
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<td></td>
<td>13—Address value conflicts</td>
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<td>14—Specify analysis scope and methods</td>
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<td></td>
<td>15—Establish technical criteria</td>
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<td></td>
<td>16—Establish financial criteria</td>
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<td>17—Establish political acceptability</td>
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<td></td>
<td>18—Establish administrative viability</td>
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<tr>
<td>IV. Identification, design, or synthesis of policy solution alternatives (programs)</td>
<td>19—Review current policies</td>
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<td>33—Formulate and present recommendations</td>
</tr>
</tbody>
</table>
| VI. Authoritative adoption of preferred policy solution (program) | 34—Select preferred alternative  
35—Decide to adopt the solution  
36—Communicate adoption decision to stakeholders |
| VII. Acquisition (Pre-implementation) | 37—Identify relevant organizational considerations  
38—Formulate guidelines  
39—Specify incentives and resources  
40—Set up standards and schedules  
41—Assign responsibilities  
42—Develop criteria for solution success  
43—Contract for the technology  
44—Install the technology |
| VIII. Implementation | 45—Determine best practices  
46—Provide user education for tools, techniques, equipment, and methods  
47—Provide user opportunities  
48—Describe potential pitfalls  
49—Establish performance indicators |
| IX. Monitoring and Evaluation of Outcomes | 50—Review pre-established criteria  
51—Measure achievement of intended outcomes  
52—Describe or measure unintended outcomes  
53—Compare expected and actual performance levels  
54—Conduct cost-oriented analysis  
55—Identify cause/responsibility for performance discrepancies  
56—Place findings within larger context of initial problem |
| X. Sustainment, Adjustment, or Termination | 57—Determine costs, benefits, and consequences if continuation planned  
58—Determine costs, benefits, and consequences if reduction or termination is planned  
59—Amelioration as necessary  
60—Investigation of new problems created by continuation, adjustment, or termination |
References


Attachment I:
College!Now Evaluation Memo
MEMO TO: Montana College!Now State Team  
FROM: Dr. J. Anne Clark, President, Collaborative Research Associates (CRA)  
College!Now Evaluator  
DATE: July 15, 2011  
RE: Recent Progress on the College!Now Five Strategies

This memo provides an update to the April 2011 comprehensive evaluation report, *College!Now Five Strategies: Progress through February 2011 and Potential Next Steps through February 2012*. The College!Now Five Strategies and their 24 component parts are listed on page 2 of this memo, and a chart on page 3 illustrates specific progress achieved on various component parts of each College!Now Strategy during the April through June 2011 time period.

Three key aspects of recent College!Now actions and events are summarized below, and related questions are offered for possible consideration by the College!Now State Team.

**Refined Scope of Work.** The College!Now State Team further defined the Five Strategy tasks and timeline in a refined scope of work that was approved by the Lumina Foundation for Education in April. Several College!Now workgroups are being combined and several new workgroups are being formed in order to focus the work and to ensure involvement of important stakeholders.  
(Question for consideration: How could College!Now workgroups best use the Refined Scope of Work to guide their goals and action plans?)

**Leadership Change.** Recent College!Now progress has been substantial and is especially notable in the context of key leadership and staffing changes at OCHE, the BOR, and several Montana higher education institutions and programs.  
(Question for consideration: What specific approaches are most useful for maintaining College!Now momentum when working with new leaders?)

**Teamwork.** The College!Now Project Director is committed to working with Montana’s two-year college leaders to develop a highly functioning cohesive team. Successful teamwork is evident in the important progress currently being made toward a common student application process and a common tuition approach for dual enrollment courses statewide. As another example of teamwork, the recent process of developing and adopting mission and vision statements for two-year college education in Montana moved relatively quickly from inception to adoption.  
(Question for consideration: How can essential aspects of teamwork be used in the efforts of all College!Now workgroups?)

An outline of the Five College!Now Strategies and their 24 components parts is provided below for reference when reading the chart of recent College!Now actions and events on page 3 of this memo.
Strategy One: Comprehensive two-year education mission (8 component parts)
   a. Comprehensive two-year education mission at all COTs
   b. ABLE at all COTs
   c. Developmental education at all COTs
   d. Workforce education at all COTs
   e. Transfer core at all COTs
   f. Faculty and staff development
   g. Gallatin and Bitterroot College Programs
   h. Tribal Colleges

Strategy Two: Regional clearinghouse hubs for two-year college education (3 component parts)
   a. Workforce education
   b. Dual enrollment
   c. Adult friendly education

Strategy Three: Coordinated curricula and integrated technology (5 component parts)
   a. Related instruction alignment
   b. Transfer core streamlined
   c. Banner at MCC and DCC
   d. MUS common data elements
   e. Coordinated online education

Strategy Four: Performance-based funding (3 component parts)
   a. Performance funding model
   b. Two-year college performance metrics
   c. Four-year college performance metrics

Strategy Five: Communication and engagement (5 component parts)
   a. Citizen awareness
   b. Business and industry support
   c. Policy maker support
   d. Positive perceptions of two-year college education
   e. High interest in two-year college education

The chart on page 3 uses a ten-phase policy process model to describe the incremental progress of each component part of each College!Now strategy from inception to sustainment. A full explanation of this model is presented in the April 2011 comprehensive College!Now evaluation report.

**
Orange shading with two asterisks indicates recent actions / events applicable to one strategy overall.

x
Green shading with an “X” indicates phases that were completed prior to March 2011 in the process of adopting and implementing each component part of a College!Now strategy.

Yellow shading indicates phases that are targeted for completion prior to February 2012 for each component part of a College!Now strategy.

*
Blue shading with one asterisk indicates phases in which recent events have occurred or actions have been accomplished for various component parts of a College!Now strategy.
| Policy Process Phase | a | b | c | d | e | f | g | h | a | b | c | d | e | f | g | h | a | b | c | d | e |
| X. Sustain          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| IX. Evaluate        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| VIII. Implement     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| VII. Pre-Implement  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| VI. Adopt solution  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| V. Select Solution  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| IV. Review Alternatives |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| III. Set Criteria   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| II. Define problem  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| I. Set agenda       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

**Recent actions / events April through June 2011 applicable to one specific Strategy overall**

- Policy process phases targeted for completion by February 2012
- Policy process phases completed as of March 2011

**Recent actions / events April through June 2011 applicable to a specific Strategy component part**

| Strategy One [a] | * New workgroup formed for Extending the Comprehensive Two-Year Mission to the COTs; Cross-institutional inaugural meeting led by external community college expert; charge to workgroup from Commissioner Stearns; task groups formed |
| Strategy One [b] | * Reconstituted workgroup forming in combination with developmental education |
| Strategy One [c] | * Reconstituted workgroup forming in combination with ABLE |
| Strategy One [d] | * Cross-institutional collaborative development and submittal of proposal for federal TAA CCT grant funding; focused on developmental math and online education |
| Strategy One [e] | * Expanded institutional participation in providing online dual credit course offerings, including Choices That Count core course |
| Strategy One [g] | * Active participation of Gallatin and Bitterroot College Programs on CIN Implementation Team |
| Strategy One [h] | * Tribal College participation in TAA CCT and USED grant proposals |
| Strategy Two [b] | * Cross-institutional collaborative work toward common dual enrollment application / enrollment forms and common tuition approach |
| Strategy Three [e] | * Increased / ongoing collaboration with Montana Digital Academy |
| Strategy Four [a] | * BOR proposed reallocation (rebasin) of funding from the current 50% for UM / 50% for MUS to 47% for UM / 53% for MUS |
| Strategy Five [a] | * Increased media coverage of College!Now and related actions / events |
| Strategy Five [b] | * Substantial business / industry support for TAA CCT grant application |
| Strategy Five [d] | * Cross-institutional discussions and facilitation by external consultants of potential approaches to rebranding MT two-year colleges |
Attachment J:
Financial Report