Comprehensive Two-Year Mission Progress Update

January 2015
Gallatin College Comprehensive Mission Plan Progress Report

January 2015

The attached document provides an update on progress for the Gallatin College Mission Implementation Plan which was approved by the Board of Regents in March 2013.

Gallatin College Mission Statement
The Mission of Gallatin College is to provide two-year education to Gallatin and Park Counties and the surrounding area through 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 the citizens, communities and economy of the service area.


Comprehensive Mission Initiatives
The Gallatin College seven year comprehensive mission expansion plan identified seventeen strategic initiatives for implementation. These initiatives and the progress to date are presented in the attached matrix. Additionally, the Gallatin College plan identified three overarching initiatives that were identified as foundational to the growth and development of the college. In the past year the college has made continued progress on these three initiatives.

Initiative #1-Enrollment and Program Growth
The college’s enrollment increased 7.7% in the fall of 2013 which makes it the fastest growing unit in the MUS. While the improved economy has caused two-year college enrollments to drop around the country and in Montana, the unmet need for two-year education in Gallatin and Park counties give us confidence in the stated growth projection.

Initiative #14-Facility Development
The college has renovated and leased space in the community to provide additional classrooms to meet growth needs. The newest space (GC East) is housing the CNC Machining Program and providing three additional classrooms for other program needs. Additionally, the college started teaching an aviation course at Gallatin Field, which has become the fourth classroom location that the college utilizes (GC East, GC North at Bozeman High School, Gallatin Field and MSU Main Campus). Using multiple leased locations to operate the college is proving to be very costly, inefficient and challenging to the students we serve. As the growth of the college continues the need for a permanent long-term facility for Gallatin College will become critical.
Initiative #16-Development of Sustainable Funding Structure
The passing of a county wide 1.5 mill levy for Gallatin College was a major milestone in the development of the sustainable funding source. The college started receiving the county mill levy funding in November 2014.

Institutional Characteristics
In the five years since Gallatin College was moved under the governance of MSU, the College has made significant progress at the implementation of the comprehensive two-year education mission. The college’s enrollment has been growing rapidly and this past fall semester the college was the fastest growing unit in the MUS and one of only two, Two-Year Colleges across Montana that did not have an enrollment drop. It is clear that Gallatin College (GC) is located in an underserved area of the state and needs to continue to develop additional courses and programs to serve the potential student population.

The college also receives considerable support from the community, including business and community leaders. The 2013 passing of the county-wide mill levy funding for the college is an example of this support. The College’s Advisory Board is an active and engaged group of community and business leaders.

GC is somewhat unique among the two-year colleges in that the college serves as the developmental education provider for MSU. GC Faculty teach all of the developmental education coursework for MSU students.

Academic Profile
Gallatin College collaborates extensively with area industries to develop new programs that meet local workforce needs. One- and two-year workforce programs help students improve their skills and advance their career opportunities, or prepare for a career change. To enhance educational opportunity, Gallatin College offers developmental coursework, transfer programs and dual enrollment options. Developmental courses are designed to help students of any age develop their skills and be successful in subsequent college-level courses. Transfer degree options allow students to fulfill general education requirements in preparation for a four-year degree, while dual enrollment enables area high school students to earn college credit.

Gallatin College currently offers the following one and two-year certificates and degrees including (1) Professional Certificate, (5) Certificates of Applied Science, (3) Associates of Applied Science and the Associate of Arts and Associate of Science transfer degrees:

**Professional Certificates:**
- Business Management
- Welding Fabrication (beginning Summer 2015)

**Certificates of Applied Science:**
- Bookkeeping
CNC Machining Technology
Health Information Coding
Medical Assistant
Welding Technology

**Associate of Applied Science Degrees:**
- Aviation
- Design Drafting Technology
- Interior Design

**Associate of Arts Transfer Degree**
**Associate of Science Transfer Degree**

**Distinctive Course Characteristics**
All courses are taught by Gallatin College faculty with small class sizes (25 or fewer students), many evening sections, various delivery modes (face-to-face, online, self-paced) to better accommodate a broad range of learning styles and non-traditional students who are working and/or have families.

**Developmental Education**
Gallatin College teaches all developmental courses for MSU and Gallatin College students: COLS 100, COLS 101, COLS 103, WRIT 080, WRIT 095, M065, M066, M088, and M095. The College Faculty has implemented the following innovations:

- **M088**: Created developmental math course that prepares students for M145 — a non-STEM course for students entering majors that do not require Algebra.
- **M085 & 097**: Created these developmental math courses for students to move through coursework on a self-paced schedule, allowing some students to test up to next level once they have completed course requirements.
- **M065/066 and Designated Section of 096**: Added one additional [mandatory] class day per week to allow more instruction time for same amount of material.
- **EdReady**: Began using EdReady (online, self-paced program allowing students to improve upon specific math skills) with students at levels 1 or 2 math entering Fall Semester 2015 in preparation for the math placement exam (MPLEX).

**Dual Enrollment Programming**
Gallatin College supports area high school students to earn high school and college credits simultaneously. Concurrent Enrollment Courses currently include: WLDG 110, WLDG 111, WLDG 121, DDSN 102, WRIT 104, COMX 102, CSCI 107, M145Q, AHMS 144, DDSN 101, WRIT 101, EDU 101, MUSI 219IA, and HONR 131. The staff is working with other area High Schools to develop additional dual enrollment courses.
Technology and Instruction
Gallatin College uses technology to enhance academic delivery through the following methods:

- **SmartCarts**: All classrooms are equipped with a teacher podium with a computer, projector and documents camera to allow for digital presentations.
- **Computer Labs**: Many courses are taught in computer labs where every student sits at their own computer with software specific to field of study (i.e. Quickbooks for Accounting; AutoCAD for Design Drafting).
- **Flexible Spaces**: Two classrooms equipped with laptops to allow for computer work as needed.
- **Innovative Teaching Lab at MSU Library**: Gallatin College classes have access to a flexible teaching space in the MSU Library equipped with 5 projectors and 20 iPads to accommodate group projects and presentations.
- **Online Component**: All courses have Desire2Learn (D2L) platform to allow for online functions including discussions, grading, course announcements and material storage.
- **Online Courses**: Online course offerings bridging both Workforce and Gen. Ed. programs.

Alternative Scheduling
Gallatin College has customized scheduling to meet student needs through the following offerings:

- **Evening Sections**: Majority of classes in all our Workforce programs and many sections of our general education courses are offered after 4pm to accommodate students who have work and/or family commitments.
- **Weekend Sections**: A few courses in our Workforce programs where blocked time is needed (i.e. Welding Fabrication) are held on Saturdays to allow for longer class times that do not conflict with work schedules (or additional evening sections in the same program).
- **Summer Sections**: A few courses that bridge both Workforce and Gen. Ed. programs are offered in the summer (CAPP 120, COMX 102, WRIT 104) and this summer the college will offer a professional certificate in Welding Fabrication using a block scheduling model.
- **Online Sections**: Online course offerings that are in both Workforce and Gen. Ed. programs (i.e. WRIT 104, M096).

System Collaboration
The faculty and staff at Gallatin College are committed to developing and maintaining strong partnerships and collaborations. These partnerships can be seen with the K-12 system in the development of Career Pathways and Dual Enrollment courses across the local service area. Industry partnerships are equally important to the success of the college. The faculty and staff of the college use industry advisory boards to help shape the curriculum and assure the
relevancy in the applied workforce programs. The continued economic growth in Bozeman and the accompanying workforce needs make this partnership critical.

The college has been participating in the statewide Department of Labor TAACCCT III (SWAMMEI) Consortium Grant and will be a participant in the coming TAACCCT IV Grant. The TAACCCT III Grant helped the college create and expand workforce programs for the manufacturing industry. Gallatin College partners with other Two-Year Colleges in numerous ways.

Gallatin College is participating in a number of other system reform efforts including developmental education reform, Ed Ready college preparation and expansion of dual enrollment coursework.

The partnership with MSU is of primary importance given the location of Gallatin College. Over the five-years that Gallatin College has been under the governance of MSU the partnership has grown stronger every year.

Submitted by Dean Bob Hietala, January 2015
Gallatin College - Implementation Plans – Progress Report January 2015

Purpose:

The purpose of this document is to provide a status update on all of the initiatives from the Implementation Plans that were presented to the Board of Regents in January 2013.

Guidelines:

Below, you will find the list of those initiatives from your college’s plan. Please fill in the two columns, “Status” and “Implementation Notes”. Table 1 (Template Guidelines) has specific guidelines for filling in this template.

New initiatives should be documented on the blank New Initiative Matrix (separate document).

In either or both documents, please make sure you include initiatives (if relevant to your college) that will be part of the Tuning initiative, dual-credit initiative, statewide TAACCCT Grant Consortium or other sources.

<table>
<thead>
<tr>
<th>TABLE 1 – TEMPLATE GUIDELINES</th>
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<tbody>
<tr>
<td>Please Select One:</td>
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<td>Complete</td>
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<td>In Progress</td>
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## Transfer Education Through the Associate’s Degree

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<tr>
<th>#</th>
<th>Initiative Name</th>
<th>Description</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Enrollment and program growth</strong></td>
<td>Gallatin College will grow enrollments to 800 student FTE:</td>
<td>- Student FTE enrollment will reach 800 by 2019-20.</td>
<td>1-3 In Progress</td>
<td>2014</td>
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<td></td>
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<td>1. Add 1 or 2 new degree programs each year.</td>
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<td>(24% complete)</td>
<td>Fall enrollment for GC showed an 11% increase. On track to reach 2020 goal of 800 students.</td>
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<td>2. Increase dual enrollment course offerings.</td>
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<td>Fall Workforce enrollment was 245, AA/AS was 108, DE was 106.</td>
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<td>2. 2014 Fall 106 DE students, with 10 courses and 3 high schools.</td>
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<td>2.</td>
<td><strong>Improve retention and graduation rates</strong></td>
<td>1. Identify consistent data source for retention and graduation data.</td>
<td>- All GC Associate programs will retain 60% of their students.</td>
<td>1-4 In Progress</td>
<td>1. Established data source and are collecting retention and graduation data.</td>
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<td>2. Create a designated study space and open computer labs for students.</td>
<td>- CAS will reach an 80% completion rate.</td>
<td>(20% complete)</td>
<td>2. Working on a designated study space and open computer lab for GC students at new GCE facility.</td>
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<td>3. Require “mastery” for math students.</td>
<td>- AA/AS will reach 70% completion rate.</td>
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<td>3. Mastery requirement identified in strategy #10.</td>
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<td>4. Develop additional models for academic support.</td>
<td>- AAS will reach 70% completion rate.</td>
<td></td>
<td>4. Implementation of MSU’s Smarty Cats tutoring program for GC students. Using Early Alert through OSS.</td>
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| 3. | Increase percentage of regional high school graduates that access Gallatin College | 1. Increase dual enrollment course offerings and expand to Belgrade and Park HSs.  
2. High School visits—regular, often, additional Perkins money, Pathways, Alternative HSs.  
3. Develop prospective communication management plan.  
4. Establish Gallatin College scholarships for incoming freshmen (1st year/1st generation).  
5. Increase advertising in the high schools.  
6. Promote and use MESA program. | ➢ Increased number of regional HS graduates who report planning to attend Gallatin College.  
➢ Data collected from HS Counselors and GC enrollment reports.  | 1. 100% done  
2. In Progress  
3. In Progress  
4. Deferred  
5. In progress  
6. In progress (25% complete) | 2014  
1. Belgrade HS concurrent enrollment courses increased to 8. Park HS now offering 3 DE courses. Manhattan HS added 3 DE courses and Three Forks is adding 2 courses in FY15. Frequent meetings with other area HS with additional courses in the planning stage.  
2. High school visits from the Dual Enrollment and Pathways Manager and the Dual Enrollment Coordinator occur weekly and utilize both Pathways and Dual Enrollment funding. Several High School tours of Gallatin College each semester.  
3. Done.  
4. Did not have resources to implement.  
5. GC staff visiting high schools has increased awareness of the college. Targeted advertising and flyers have been implemented.  
Advisers continue to share information about the MESA program with prospects. |
| 4. | Increase awareness of AA and AS degrees in local community | 1. Communicate value and credibility of AA and AS to community and MSU.  
2. Communicate with HS counselors so they understand the value of these degrees. | ➢ Double AA/AS enrollment every year until fall 2015  
➢ Measure completion and transfer rates to MUS four-year universities | 1. 2. In Progress (55% complete) | 1. Conducted numerous community and MSU presentations, talk radio interviews and advertised. Sent informational letter to MSU Dept. Heads.  
2. MPSEOC college fair tour & counselor update as well as 2 year ed. counselor tour. Work by Perkins Pathway Coordinator and GC Academic Advisor. |
## Workforce Development, Including Certificates and Applied Associate’s Degrees

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| 5  | Develop Industry partnerships and meet local workforce demand | 1. Increase connection with industry groups such as Montana Manufacturers, Chamber of Commerce, Human Resource Association, Job Service, State Workforce, and other organizations or associations.  
2. Monitor national and global workforce needs.  
3. Strengthen the use and value of program advisory boards.  
4. Develop resources from industry.  
   |      |                                                                 | ➢ Program advisory groups will meet at least 2 times a year.  
   |      |                                                                 | ➢ GC will lead a Chamber of Commerce Workforce committee.  
   |      |                                                                 | ➢ GC will publish a Workforce Needs Assessment every 3-4 years; this will be in partnership with Chamber, and Economic Dev. Groups.  
   |      |                                                                 | ➢ Train Program Directors on best practices with Advisory Boards.  
   |      |                                                                 | ➢ Publicize and target placement rates to employment to match MSU strategic plan at 70%  
   |      |                                                                 | ➢ Track wage surveys of students.  
   |      |                                                                 | ➢ Track industry specific license and certification completion rates.  
   |      |                                                                 | In Progress (25% complete)  
   |      |                                                                 | 2014  
   |      |                                                                 | 1. Re-wrote the Program Directors manual to include the expectation that program advisories would meet twice a year. Met with Computer Technology and Culinary Workforce Groups through the Chamber’s Workforce Needs Committee.  
   |      |                                                                 | 2. Continue to review and research global, national, statewide and local workforce needs.  
   |      |                                                                 | 3. Using advisory members to work with students as they prepare for graduation and job search. Utilizing mock interviews, and annual Professional Connections dinner.  
   |      |                                                                 | 4. Industry has donated supplies for welding and CNC machine programs.                          |
| 6  | Expand short-term workforce training                  | Expand short-term workforce training needs by establishing formal partnership with MSU Extended University. | ➢ Establish MOU with Extended University.  
   |      |                                                                 | Deferred (5% complete)  
   |      |                                                                 | 2014  
<p>|      |                                                                 | Had meeting fall of 2014 with MSU Extended staff regarding the implementation of a Certified Nursing Assistant course and an Industrial Sewing course. |</p>
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<td>7.</td>
<td>Improve industry certification rates</td>
<td>Improve testing and certification rates for industry specific certifications.</td>
<td>- Get baseline data on licensing and certification test and pass rates.</td>
<td>In Progress (25% complete)</td>
<td>2014</td>
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<td>- Licensing and certification testing and pass rates will increase every year.</td>
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<td>Welding: 12/16 (75%) graduates received AWS certification, Medical Assistant: 7/15 (46%) graduates received the RMA certification.</td>
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<td>- Evaluate the possibility of becoming a testing service center for certifications.</td>
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<td>Coding: 2/2 graduates received the CCA certification 100%.</td>
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<td>Bookkeeping: 11/15 (73%) graduates received Intuit QuickBooks certification.</td>
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<td>Aviation: 16/17 (94%) graduates received the CFI, Commercial, Instrument, Private Gallatin College total certification rate= 73.8%</td>
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<td>CNC students had a 90% pass rate on their first NIMS test.</td>
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| 8. | Prepare students to be career ready| 1. Promote experience or exposure to community-based learning, externships, and internships.  
2. Collaborate and refer students to Career Services.  
➢ Employers will primarily report if GC students are prepared for their career.  
➢ Every program will invite Career Services into at least one class each year.  
➢ MSU Career Services will survey graduates. | In Progress (45% complete) | 2014  
Continue to work with Career Services on conducting GC student employment surveys and evaluating annual data.  
1. Continue to expand externships in applied programs. Surveys for employers created for and completed by CNC, Welding, Interior Design and Aviation advisory boards. Student employment data collected in all Workforce programs. Workforce Navigator hired for the CNC and Welding programs to serve as liaison with industry and adviser to students.  
2. & 3. Academic Advisors and faculty inform students about career fair opportunities. Interior Design Program piloted speed interview event with industry representatives – expanding to additional programs this spring. |
## Developmental and Adult Basic Education

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| 9  | Expand and diversify course delivery models (online, hybrid, block, and self-paced) | 1. Collect data (survey and focus groups) about student needs.  
2. Research alternative delivery models, considering needs for adult learners.  
3. Provide course schedules that have both daytime and evening sections. | ➢ More students will be able to enroll because the schedule and delivery meets their needs.  
➢ Increase # and delivery models of courses.  
➢ Increase enrollments.                                                                 | In Progress (45% complete) | 2014  
1. Data has been and will continue to be collected. Course scheduling and offerings are determined by this feedback.  
2. GC is piloting extended meeting times for 2 developmental math courses with extended meeting times to allow more time for the same course material, reserved for conditionally accepted students who entered with low placement test scores or low prerequisite grades.  
3. Working to offer another day section of a health ‘core’ course required for both Medical Asst. and Medical Coding. This will help expand offerings within a high demand program. |
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| 10 | Create new and more effective models for developmental education delivery for MSU and GC students | 1. Develop and implement self-paced developmental math courses.  
2. Evaluate and propose new assessment process for math placement.  
3. Evaluate other models for developmental programs. | ➢ Success rates in developmental math will improve to 80%. | In Progress (60% complete) | 2014  
1. GC continues to use self-paced math courses at level I and level II that require mastery based on data that concludes this model works well for certain students identified through strategic advising.  
2. Facility renovation proposal for acquiring space that would allow an emporium model for developmental math slated for approval by the Legislature currently in session. The space availability continues to limit our options for developing new delivery models for developmental math.  
3. Based on curriculum through Complete College America, GC created a developmental non-STEM track math course. We will analyze data once we have it to assess whether students who completed the mastery-based courses complete the subsequent college-level course at higher rates. |
| 11 | Establish partnerships with Adult Basic Education/GED | 1. Include ABE/GED space in a new facility plan.  
2. Initiate “pathways” for GED students into workforce credentials.  
3. Establish GC—GED liaison, Career Pathways Advisor, and MOU agreement.  
4. Recommend students with low ACT math to ABE. | ➢ Establish MOU with ABE partners.  
➢ ABE students will have access to career pathways.  
➢ ABE will assist with below-average students. | In Progress (30% complete) | 1. Met with Adult Education twice, inviting student success coordinator into class.  
2. Worked with ABE on workforce pathways.  
3. Partnership is working, yet to be formalized.  
4. ABE assists students with Math Assessment refresher. GC refers them for this service. |
## Lifelong Learning

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| 12 | Increase number of non-traditional students accessing Gallatin College | 1. Develop marketing and communication initiatives geared towards non-traditional students.  
2. Develop credit for prior learning policy and procedure. | ➢ Increase average age of students.  
➢ Increase number of students age 25 and up. | In Progress (100% complete) | 2014  
1. 2012=34% non-traditional aged students, 2013=42.5% non-traditional aged students, 2014=38.3% non-traditional aged students. Average age remains at 25.  
2. Using existing credit for prior learning policy. Associate Dean is working on a statewide committee evaluating the PLA process. |
| 13 | Increase number of veterans accessing Gallatin College | 1. Develop marketing and communication initiatives geared toward veterans.  
2. Develop contracts with community organizations that provide marketing channel access to veterans. (i.e. VFW, Job Service, Local Veterans Provider Group, MSU Veterans Center...) | ➢ Identify baseline number of GC Veterans and increase by 15%. | In Progress (20% complete) | Fall 2013 data shows 25 veterans in GC degree seeking population. Researching numbers for Fall 2014.  
1. & 2. Marketing and communication initiatives are being discussed and planned. Worked closely with MSU’s Veteran’s Services on GC Aviation student funding issues. |

## Community Development

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</table>
| 14 | Facility development | Gallatin College will move into a dedicated facility to support enrollment growth projections. | ➢ Establish additional locations for both day and evening classes.  
➢ Establish a facility and location plan. | In Progress (5% complete) | 1. Renovated and leased space on Bozeman Frontage Road (GC East) to meet additional classroom needs. Set up agreement to utilize classroom at Airport for Aviation course. No progress on permanent facility need. |
### Branding and Marketing

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| 15  | Increased awareness about Gallatin College in the community | 1. Create MOU with MSU Communications for advertising and communications services.  
2. Develop AA/AS offerings and community awareness.  
4. Improve website. | Ongoing press releases as a result of MOU with MSU Communications. | In Progress (95% complete) | While much progress has been made the past two-years, the faculty and staff continue to work to develop additional awareness across the community. |

### Other Institutional Elements

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| 16  | Development of sustainable funding structure  | Gallatin College is interested in pursuing a statewide funding model for Two-Year Education (including a performance based funding component) and a local mill levy that would create a local funding source. | Remove BOR imposed cap on general fund allocation.  
Successful mill levy campaign to create local funding stream.  
Implement MUS Performance Based Funding System. | In Progress (90% complete) | The college is receiving funding from the county wide 1.5 mill levy. Need to continue to advocate for state funding commitment to support growth of college. |
| 17  | Organizational structure and staffing plan that meets needs of GC enrollment growth | 1. Comparatively analyze 2 year colleges for models.  
2. Visit colleges (in state or out of state).  
3. Develop a plan that addresses faculty, leadership, support staff, and student service staff needs based on enrollment growth, and program and student service needs.  
4. Transition student services according to plan from MSU service units to GC when it is practical to assume these functions. | Implement FTE faculty/staff model that is proportionate to our student headcount and is used in annual budgets. | Deferred (10% complete) | Added three additional staff positions this year to support Dual Enrollment growth, faculty support needs at off campus location and advising support and industry involvement for TAACCCCT Program. Acquired additional office space in Hamilton Hall. |