Memorandum of Understanding

This document serves as a Memorandum of Understanding between the Montana Board of Regents, the Montana University System Office, and Great Falls College Montana State University as a depiction of institutional role, characteristics, and system and statewide contributions. This agreement helps guide the system and the institution in developing strategic directions — reflecting Board of Regents strategic goals and Montana State University’s overall mission — that build on distinctive strengths and the leadership role that Great Falls College Montana State University contributes to its campus and the University System.

Dr. Susan Wolff, Dean/CEO
Great Falls College
Montana State University

Dr. Waded Cruzado, President
Montana State University

Clayton Christian,
Commissioner Montana University System

Paul Tuss, Chair
Montana Board of Regents
MISSION STATEMENT

The mission of Great Falls College Montana State University is to foster the success of our students and their communities through innovative, flexible learning opportunities for people of all ages, backgrounds, and aspirations resulting in self-fulfillment and competitiveness in an increasingly global society.

VISION STATEMENT

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

1.0 INSTITUTIONAL CHARACTERISTICS

1.1 Profile

Great Falls College Montana State University (GFC MSU) is a public two-year college offering the comprehensive community college mission to the greater Great Falls area and North Central Montana. The College is located in north central Montana in the city of Great Falls. More than 70 percent of students in academic year 2013-2014 were residents of Cascade County. Of the remainder, the largest number of enrollees were from neighboring Chouteau, Teton, Glacier, Pondera counties. In addition, online courses and programs extend the reach of the College throughout Montana and nationwide.

The College was founded in 1969 as a vocational technical center and initially operated as a unit of Great Falls Public School District to provide employment training to the community. Great Falls College MSU earned initial accreditation in 1979 from the (then) Northwest Association of Schools and Colleges. In 1987, the State Legislature delegated the general administration and supervisory control of Montana’s five vocational technical centers to the Montana Board of Regents of Higher Education. In 1994, as a result of Montana University System restructuring, the College became one of four campuses of Montana State University.

The campus includes two primary buildings. The 134,650-square-foot main building houses the Weaver Library and eLearning Center; a bookstore and café; administrative offices; academic testing areas; Adult Basic Literacy Education; KGPR Public Radio; MSU-Northern Great Falls offices; state of the art science, computer and sustainable energy labs; classrooms; the Simulated Hospital; the Academic Success Center; and Student Central. The second building, the 12,392 square-foot Skilled Trades Building, houses the welding and carpentry programs. The campus occupies a 36-acre site in southeast Great Falls, a city with a population of approximately 60,000.
1.2 Role

Great Falls College MSU plays an essential role in the educational, economic and cultural opportunities of north central Montana. Through traditional and online classes, dual credit and dual enrollment options, workforce training, and community outreach instruction, the College provides excellent, affordable educational opportunities to a wide constituency of learners.

The College is fully committed to advancing the initiatives of the Montana University System Board of Regents, including:

- Dual credit and concurrent enrollment opportunities for students from public schools, private schools, and home schools.
- College!Now, which emphasizes the role of two year institutions across Montana.
- Developmental Education program prepares students for success in college coursework.
- GFC MSU is a comprehensive two year institution, providing associate degrees, university transfer options, workforce training, and community education opportunities.
- Articulation agreements with the four year institutions across the state, which allow students from GFC MSU to seamlessly transfer to complete their educational goals.
- Distance education, which integrates technology and instructional advances to provide a greater variety of educational opportunities.
- Veterans success advising
- Native American Center assists eligible students with an academic scholarship who are interested in the health science field.
- Financial Literacy program supplies students with the resources and information needed to manage credit, maintain budgets, and repay student loans.

The College has effective ties with many of the industries in the region. Communications between the College and these industry partners not only ensures curriculum is reflective of industry needs, but also assists in job placement for graduates.

Great Falls College MSU offers a wide variety of community outreach courses ranging from foreign language and business skills to culinary classes and wood working. The College also has a strong partnership with the Great Falls Public Schools and offers many non-credit classes in cooperation with them.

The College hosts the Montana Public Radio station, KGPR on our campus.
Great Falls College MSU hosts the Great Falls Public Schools Adult Education program. Not only does the physical presence of the program strengthen the relationship between the College and the public school system, but it also encourages their students to “walk a few steps” and enroll in college. The students have grown comfortable being on campus, which eliminates at least one obstacle in the continuation of their educational goals.

1.3 Distinct Characteristics & Strengths

- The College serves a large geographic area – seven counties in North Central Montana, which includes the third most populated city in Montana, Great Falls.
- Great Falls College MSU is the only publicly funded two year institution for approximately 100 miles.
- Great Falls is home to two military installations: Malmstrom Air Force Base and Montana Air National Guard’s 120th Airlift Wing. In addition, many veterans choose Great Falls for their retirement. These two populations, active service personnel and veterans, are a unique population to be served by the College.
- Great Falls is also home to the Montana State School for the Deaf and Blind. There is increased need for Disability Services at the College as it welcomes a greater percentage of students with hearing impairment.
- Great Falls College MSU has 19 Health Science programs.
- In June 2013, GFC MSU was awarded an Economic Development Authority grant for approximately $1,500,000. The funding is being used to expand facilities for the Welding program, as well as improve instructional spaces for both the Carpentry and Industrial Technology departments.
- In October of 2013, a consortium of Montana colleges was awarded a $25,000,000 Department of Labor Strengthening Workforce Alignment in Montana’s Manufacturing and Energy Industries grant. Great Falls College MSU was selected as the lead institution for the grant.
- In October of 2014, a consortium of Montana colleges was awarded a $5,000,000 Department of Labor HealthCare grant. Great Falls College MSU is a participant in the grant.

Core themes:

The college fulfills the mission of a two year institution through an open-access admissions policy, a comprehensive educational program, a focus on teaching and learning, and a philosophy of student-centeredness. Within this construct, the College’s mission is further delineated through the identification of four (4) core themes and objectives:

1. Workforce Development:
   Through applied programming, students successfully attain a credential leading to life sustaining careers;
2. Transfer Preparation:
   Students complete transfer programming and successfully transfer into a four-year
degree program;

3. Academic Preparation:
   Individuals are prepared for success in college coursework through developmental
(remedial) education and adult basic education; and

4. Community Development:
   As the community’s college, the institution supports social and economic development
through outreach, lifelong learning, and active partnership.

Class Size Analysis, Student Faculty Ratios:

<table>
<thead>
<tr>
<th>Undergraduate Section Size, Fall 2014</th>
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<tbody>
<tr>
<td>Section Size</td>
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<tr>
<td>1 to 9</td>
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<tr>
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<td>20-29</td>
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<td>Total</td>
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</table>

IPEDS Fall 2013 Enrollment Survey Student Faculty Ratio:
Great Falls College MSU 16:1

2.0 ACADEMIC PROFILE
2.1 Technology and Instruction

The College has recently begun a process to upgrade all instructional spaces with the latest in
technological advances. These improvements include interactive whiteboards, sound systems,
computer systems, and learning conducive furniture. In computer classrooms, Information
Technology Services has also installed a software program called Insight that allows for the
instructor to display their desktop information onto student classroom monitors as well as
display student computers to the front of the room. This allows students to better see and
interact with the instructors presentations in the classroom.

Great Falls College MSU continues to collaborate with MSU and OCHE staff on continued
development of a more user-friendly systematic approach to high-speed digital delivery of
education as well as continued development of the Digital Community College and Digital
Academy.
2.2 Alternative scheduling

Great Falls College MSU is committed to offering students choices for learning environments. During the 2013 – 2014 academic year, 58% of students took at least one fully online course and 23% of students chose to take all courses online. The College annually offers 302 courses online, including 12 degrees and certificate programs. All faculty are encouraged to use the D2L online platform, whether teaching online or through traditional methods. Through this platform, students can easily access grades, read faculty instruction, review lectures, and take exams.

The College currently offers many evening courses. In addition, the feasibility of offering an increased number of weekend classes is currently under investigation.

3.0 STUDENTS

3.1 Student Characteristics and Student Services

In school year 2013-2014, the annual headcount enrollment was greater than 3,400 students with a total annual FTE of over 2,700. Great Falls is classified as a small city not within commuting distance of a large city, and our student population reflects that. Approximately, 95% of our students are Montana residents, and about 37% of the entering class are first-generation college students. Other noteworthy facts:

- 70% of our students are female.
- 37% of our entering class have children who live with them and depend on their care.\(^1\)
- A small, but growing number of our entering class (>2%) are international students.\(^1\)
- Approximately, 13% of our students are non-Caucasian, primarily American Indian (>7% of total student population in Fall 2014).
- Over 47% of students in Fall 2014 were 25 years of age or older. The average age of our students is 29.
- The college annually attracts over 250 high school students who take early college classes through the college’s dual enrollment program, 50% of whom are from local high schools.
- As of Fall 2014, 9% of the enrolled student body were veterans.
- Our online course offerings represent almost 30% of all courses offered in Fall 2014, and this has been the case historically since Fall 2009.

Student Services programs continue to serve all populations by integrating traditional services with new initiatives. These include:

- Student Central – integrating the majority of student services in one location
- Mandatory advising for all students
- The Veterans Success Center

\(^1\) Source: Survey of Entering Student Engagement (SENSE) 2012
• The Academic Success Center
• Financial Wellness Coordinator
• High School Career Coaches/Dual Enrollment Specialists
• Student Orientation and Registration
• College In A Day
• Disability Services
• eLearning online support
• Mandatory enrollment in COLS 103 – Becoming a Successful College Student
• Inside Track Coaching for new students
• Essential Start for new students
• Grades First student success alert system

3.2 Retention and Graduation Rates

The improvement of student retention and successful completion rates are both top priorities with administrators, faculty, and staff of the College. One of the most important factors in student success is the engagement of each student at the very beginning of her/his time on campus. Each student is assigned an academic advisor and will continue with the same advisor until her/his academic goals are completed. In addition, Students are required to meet with her/his academic advisor each semester in order to evaluate academic successes or challenges. Recently, the Academic Advising Center has begun using the Grades First software. Instructors are able to electronically alert a student’s advisor of attendance issues or poor academic progress throughout the semester.

The College has a Disability Services department to ensure that students with disabilities have the same access to educational opportunities. As an open enrollment institution, it is our mission to assist a vast array of students to be as successful as possible, both while the student is enrolled and subsequent to his/her time at GFC MSU. On average, 34 students use Disability Services per semester.

Combined retention and completion rate of first-time full-time students in the F13 freshmen cohort at the college was 56%, up 5% from the F12 cohort.

3.3 Student Satisfaction and Student Learning

The instructional divisions are fully committed to assessing student learning outcomes. Each course is developed with detailed, specific outcomes. At the conclusion of each semester, instructors document the effectiveness of her/his instruction based on the successful attainment of those outcomes.

The outcomes and the rate of successful attainment are reviewed each semester by instructional administrators.
The College’s Academic Success Center provides individual tutoring and instruction to all students seeking this support. Professional tutors and/or faculty members are scheduled throughout the week to provide this effort to promote student success.

Great Falls College MSU participates in the National Survey for Student Engagement, and findings from 2012 shows that among our entering class:

- 90% believe that their instructors at the college want them to succeed.
- Close to 80% were able to meet with an academic advisor at times they found convenient.
- Over 40% work 20 hours or more each week while attending school.

3.4 Enrollment trends, projections, and challenges

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<tr>
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<td>AY 2009-10</td>
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Several factors have the potential of affecting the College’s enrollment projections. These include:

- The economy (including employment statistics)
- Program offerings
- Local high school success rates
- Demographics for K-12 students
- Successful transfer programs to MUS institutions
- Financial assistance, including scholarships
- Successful placement of graduates in various occupations

3.5 Student Finances

Based on tuition and fee rates, GFC MSU continues to be an excellent educational value for students. Even so, a majority of our students rely on financial aid. Approximately 75% of our students attend GFC MSU through some sort of financial aid or scholarships and those who utilize student loans for tuition/fees and/or allowable living expenses leave school with an average debt of $17,795.

Students who receive loans through Financial Aid participate in entrance counseling to understand this commitment prior to disbursing funds. Students who receive a Federal Student loan must also attend an exit interview to ensure that they are aware of loan deferment, repayment, and debt consolidation.
Increases in Pell grants and loan availability over the past several years have helped immensely in the GFC MSU Financial Aid Office’s efforts to address the financial needs of our students. Other mechanisms in place to support students with financial needs include a financial wellness program aimed at educating students about keeping loan debt down and making sound financial decisions, dual credit opportunities allowing high school students to earn college credit at a reduced rate, and growing scholarship resources to be able to provide more dollars annually for student scholarships.

4.0 PUBLIC OUTREACH, RESEARCH, & TECHNOLOGY TRANSFER

4.1 Outreach programs

The mission of the Outreach Division at Great Falls College MSU is to anticipate and/or assess needs for higher education and workforce training and facilitate the delivery of coursework and programs meeting those needs. The department will create and sustain an environment of integrity, openness and innovation in providing and communicating the value of Great Falls College MSU’s quality, timely educational opportunities to internal and external communities.

In keeping with the mission of the College, Outreach offers hundreds of courses annually including classes on the latest computer applications as well as a wide variety of business and personal enrichment courses for both our students and the surrounding community, including Community Enrichment Courses stemming from a partnership with Great Falls Public Schools and their former Nitecap program.

Some of the characteristics of the Outreach program are as follows:

- Daytime, evening and online courses
- Credit and non-credit courses and programs
- Courses for credit may be used toward Financial Aid and/or elective requirements for GFC MSU students as approved by their advisor
- Pre-approved OPI Renewal Unit provider
- State-of-the-art classroom technology and support

4.2 Funded research/sponsored projects program profile

Great Falls College MSU has been involved in a number of grant projects in the past five years. Details from are included in the Table below. Participation in three Department of Labor TAACCCT grant projects has increased the total of grant funds awarded to the College from $230,368 in 2011 to $2.7 million in FY15.
Grant Spending

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<td>Issksinipi Grant</td>
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<td><strong>237,337</strong></td>
<td><strong>1,241,672</strong></td>
<td><strong>2,748,020</strong></td>
</tr>
</tbody>
</table>

4.3 Inventions, patents, and spin-off companies

Great Falls College MSU encourages faculty and student research. In April, 2015, GFC MSU will host the 3rd Annual Two-Year College Research Day for Montana. However, we currently do not hold patents, have not registered inventions, and do not have spin off companies.

4.4 Community Engagement

Great Falls College plays a vital role in the north central Montana region. We have established and encouraged partnerships with a wide variety of businesses, community groups, educational institutions, and individuals. These relationships are critical to the continued success of our students.

- **Executive Advisory Council**: Great Falls College MSU believes the community plays a vital role in ensuring currency in College programs and services, and projecting future needs to grow and strengthen the area’s economy, workforce, and communities. The Executive Advisory Council is the "community voice" for Great Falls College MSU.

- **Development Board**: Created in 2008, this group of community partners meet to develop the philanthropic future of Great Falls College MSU. The board provides a community based approach to advancing the private support of scholarships and programs on campus.

- **Advisory Boards**: All programs at Great Falls College MSU have advisory boards that meet a minimum of once a year. The advisory boards consist of representatives from business and industry, current and former students, local public school faculty members and GFC MSU faculty. The advisory boards provide ongoing communication between GFC MSU and the industry or workplace the program is
intended to serve.

- **Healthcare Partnerships:** Personnel at Benefis, Great Falls Clinic, Great Falls Emergency Services and numerous other healthcare organizations located within the Great Falls community and beyond fill important advisory and support capacities for programs and faculty as well as key clinical site opportunities for students. Experts from across the health care community are utilized to teach courses and provide outreach opportunities for faculty.

- **Personal Enrichment and Professional Development:** Through the Great Falls College MSU Outreach and Workforce Development divisions, more than 2,500 citizens are annually connected to the school through youth activities, camps, conferences, workforce solutions development and specialty training. In 2015 a new director was hired to further develop this department into an academy of lifelong learning with high expectations for its success.

- **Clinical Partnerships and Field Experience Partnerships:** Great Falls College MSU has the only simulated hospital in the state as well as the largest number of health science programs. Great Falls and the surrounding service area offers a wealth of clinical partnerships and field experience opportunities for students and faculty in education, health care, finance, energy, trades, computer technology and management areas. These relationships are critical for students in each of the colleges as they apply knowledge gained in the classroom to real-world experience.

### 4.5 Peer comparisons

For comparison purposes—especially as it relates to affordability, access and transferability—Great Falls College MSU analyzes its performance and outcomes as part the Montana University System and as part of the MSU “one university” family of institutions, which includes MSU Bozeman, MSU Northern, and MSU Billings.

We also compare ourselves to similar colleges nation-wide when considering variables commonly included in the IPEDS collection database, including CCSSE, SENSE and the NCCBP, overseen by Johnson County Community College. *See Appendix A for a complete list of comparable institutions.*

### 5.0 SYSTEM COLLABORATION

#### 5.1 Collaborations with K-12

- **Partnerships with School District #1:** As one of the largest school districts in Montana, Great Falls Public School District #1 (GFPS) provides opportunities for partnership to address key educational issues. The ongoing relationship addresses career/technical education, provision of adult education housed at GFC MSU, access to college courses in the high schools via the concurrent enrollment program, dual credit for high school students taking college classes the College or online, collaboratively addressing high school dropout rates, and finding common
ground on retention and educational attainment for students.

The GFC MSU High School Career Coach positions, with 3 dedicated days at the high schools, provide a link for the GFPS students, faculty and staff at the high schools to GFC MSU by way of dual enrollment, career pathways, assistance with FAFSA filing, college guidance, placement testing, career exploration, and other youth events.

The College has multiple joint GFC MSU & GFPS working groups with the purpose of making the transition from high school to post-secondary easier and more accessible. These include: Bridging Opportunities, Graduation Matters, Differentiated Diplomas, Trades Rodeo, and College in a Day.

The Bridging Opportunities working group develops and implements students career counseling programs, increased parent awareness of career and post-secondary education opportunities, and fosters a collaborative student advisement system between K-12, Higher Education and other special populations. Representatives of private and public higher education and K-12 meet monthly to achieve this purpose.

Great Falls College MSU has a unique partnership with Welding Technology & Fabrication and Construction Technology/Carpentry dual enrollment. High school students from GFPS are allowed release time & get high school credit to attend college courses throughout the year and graduate with a Certificate of Applied Science from the College during their senior year before they receive their high school diploma.

Additionally, concurrent enrollment courses have been taught for over 10 years in GFPS high schools by high school faculty who have credentials meeting requirements to teach at the college level.

- **Big Sky Pathways**, Montana’s “Perkins Programs of Study” intent is to develop pathways, or programs of study, with local high schools. The purpose of the pathway is to provide rigorous curriculum, and a connection between secondary and postsecondary institutions with guidance from industry that will lead to a certificate, credential or degree in a high demand, high wage occupation. Great Falls College has nine pathways established with 20 regional high schools in Great Falls and the surrounding area.

- **Early Access to Higher Education**: Through the Dual Enrollment program, which offer GFC MSU courses to high school students at tuition of $52 per credit, home-school students, rural Montana high school students and high school students in School District #1 are getting a head start on their college careers. GFC MSU has 57 dual enrollment agreements with school districts across Montana providing additional access to post-secondary education for these students. In fall of 2014 GFC MSU had 230 dual enrollment students from various school districts. GFC MSU also has over 100 OPI certified faculty, so high school students can take
college courses for dual credit if desired.

- **Adult Basic Education HiSET**: This collaboration, begun in 2008, involves the Great Falls School District #1 Adult Education Program being housed on the GFC MSU campus. The Adult Education faculty are currently teaching developmental math and writing course for GFC MSU as part of this collaboration.

- **Continuing Education Opportunities**: GFC MSU offers continuing education opportunities for educators through the college for teacher certification and licensure. Offered in person and online, these are often available for undergraduate credit, Office of Public Instruction credit or continuing education credit.

- **Other K-12 Collaborations**:
  - College In A Day is a long standing event hosting local and regional high school students on the GFC MSU campus to explore and experience the college’s programs and opportunities.
  - The Trades Rodeo hosts local and regional high schools and middle school students, inviting them to explore opportunities in Trades and Industry.
  - The Health Career Fair hosts local and regional high schools and middle school students, inviting them to explore health career opportunities.
  - We work with GFPS middle schools to coordinate tours with GFC MSU and the University of Great Falls for all 7th grade students.
  - In Summer 2014 GFC MSU hosted the Brainia Mania Camp. It is designed for local students with advanced abilities. The program was a success and will continue.
  - January 2015 GFC MSU is hosting a transfer fair and has invited local and regional high school students to also attend.
  - The 2015 Montana Region II Science Fair, grades 6-12, will be on the Great Falls College MSU campus March 11, 2015.
  - GFC MSU continues to host K-12 campus visits as requested.

### 5.2 Participation in System Initiatives

Through collaboration and partnerships within the MUS system and OCHE, Great Falls College MSU is dedicated to the advancement of two-year education in our state. College faculty, staff and administration have implemented common course numbering to ease the transfer of credits between institutions throughout the state. College faculty, staff, and administrators serve on the Two-Year Education Council, the Prior Learning Assessment Taskforce, and the Developmental Education Council. The College also participates in other OCHE initiatives, such as the Financial Literacy Program, the Veterans Success Center, College!Now, and Main Street Montana. Great Falls College MSU believes in collaborative efforts on the MUS two-year education initiative as well as in future endeavors to expand access to higher education.

Great Falls College MSU believes strongly and participates regularly in The “OneMSU” initiative as well as meeting local demands to respond to workforce needs, build a strong and healthy community and enhance access for non-traditional and traditional learners.
5.3 Campus collaborations and/or affiliations
A major opportunity for Great Falls College will be continued collaboration with other units of the University System on initiatives proven to be mutually beneficial or are on track for yielding positive results. Many of these collaborations and articulation agreements involve different academic departments and programs of the University System.

Those areas include:

- 1+3 engineering program articulation agreement with MSU Bozeman, College of Engineering.
- AS Degree transfer with accounting and business with both MSU Bozeman and MSU Billings.
- Early Childhood Education program with UM Western.
- BS in Elementary Education with MSU Northern
- BSN Nursing Program with MSU.
- University of Great Falls Core transfer.
- Infrastructure support for the MSU nursing telephone system in Great Falls.
- Infrastructure support and collaboration for the Veterans Upward Bound program (MSU Northern).
- Infrastructure support for the MSU Fire Training School.
- Library resources and services with MSU.
- Business Process Redesign (BPR) with MSU.
- Participation in the TAACCCT IV HealthCARE grant.
- IT Enterprise process with all MSU affiliated campuses.

5.4 Support/Collaboration with other campuses (CC’s, Tribal Colleges, other)
Notable partnerships and collaborations with other campuses and colleges include:

- **Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI) Project:** In eight target occupations, the SWAMMEI project offers TAA-eligible, veteran and other low-skilled student populations an opportunity to access accelerated training anywhere in the state. Great Falls College MSU serves as the lead institution in this endeavor.
- **Articulation Agreements:** Great Falls College MSU has a number of articulation agreements with Montana public and private colleges and universities. These agreements make it possible for students to plan a program of study that begins with an associate degree at Great Falls College MSU and leads to a four-year degree from a college or university. These agreements are designed to maximize the number of credits students will be able to transfer and to minimize students’ time to degree. Areas of concern such as admissions, financial aid, course requirements, and contact information are clearly discussed.
- **ISSKSINIIP Project Scholarship:** The Issksiniip Project at Great Falls College MSU in partnership with Blackfeet Community College, funded by the US Department of Health and Human Services’ Health Professions Opportunity Grant, will aid low-
income individuals in gaining self-sufficiency through lucrative educational and internship opportunities intertwined with culturally appropriate training in high demand healthcare fields.

- **TAACCCT IV HealthCARE Project:** Working with lead institution, Missoula College, TAACCCT IV will allow GFC MSU to partner with local employers to expand and improve our ability to deliver education and career training programs that will help students get the skills they need for in-demand health care jobs.

## 6.0 OPERATIONS

### 6.1 OPERATING BUDGET:

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<th>EXPENDITURE PER STUDENT</th>
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<td>FY' 12 Actual</td>
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<td>Dawson</td>
<td>9,501</td>
<td>10,997</td>
</tr>
<tr>
<td>Flathead Valley</td>
<td>7,479</td>
<td>8,474</td>
</tr>
<tr>
<td>Miles</td>
<td>11,608</td>
<td>12,007</td>
</tr>
</tbody>
</table>

Source: Individual campus reporting metric worksheets for "Expenditures per Student FTE" submitted to BOR September 2014.
APPENDICES

Appendix A – Institutional Characteristics

List of Peer Institutions

Great Falls College MSU analyzes its performance and outcomes as part the Montana University System and as part of the MSU affiliated institutions, which includes MSU Bozeman, MSU Northern, and MSU Billings.

We also compare ourselves to similar colleges nation-wide when considering variables commonly included in the IPEDS collection database. These comparative institutions include:

- Belmont College (Saint Clairsville, OH)
- Clatsop Community College (Astoria, OR)
- Clinton Community College (Plattsburgh, NY)
- Copper Mountain Community College (Joshua Tree, CA)
- Dawson Community College (Glendive, MT)
- Eastern Oklahoma State College (Wilburton, OK)
- Flathead Valley Community College (Kalispell, MT)
- Galveston College (Galveston, TX)
- Helena College University of Montana (Helena, MT)
- Henderson Community College (Henderson, KY)
- Kauai Community College (Lihue, HI)
- Kennebec Valley Community College (Fairfield, ME)
- Kirtland Community College (Roscommon, MI)
- Labette Community College (Parsons, KS)
- Lamar Institute of Technology (Beaumont, TX)
- Louisiana State University-Eunice (Eunice, LA)
- Marion Technical College (Marion, OH)
- Marshalltown Community College (Marshalltown, IA)
- Miles Community College (Miles City, MT)
- Montcalm Community College (Sidney, MI)
- Morgan Community College (Fort Morgan, CO)
- Neosho County Community College (Chanute, KS)
- Panola College (Carthage, TX)
- Phillips Community College of the University of Arkansas (Helena, AR)
- Redlands Community College (El Reno, OK)
- Seminole State College (Seminole, OK)
- Seward County Community College and Area Technical School (Liberal, KS)
- Southwestern Oregon Community College (Coos Bay, OR)
- Texas State Technical College-West Texas (Sweetwater, TX)
- Trinidad State Junior College (Trinidad, CO)
- University of Arkansas Community College-Morrilton (Morrilton, AR)
- West Shore Community College (Scottville, MI)
- West Virginia Northern Community College (Wheeling, WV)
- Western Oklahoma State College (Altus, OK)
- Windward Community College (Kaneohe, HI)
Appendix B – Academic Profile

B-1- Undergraduate Degrees Awarded, 2013-14

<table>
<thead>
<tr>
<th>Professional Certificates</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>1</td>
<td>4</td>
<td>18</td>
<td>21</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td>Associate Degrees</td>
<td>42</td>
<td>56</td>
<td>62</td>
<td>64</td>
<td>51</td>
<td>68</td>
</tr>
<tr>
<td>Applied Associates Degrees</td>
<td>55</td>
<td>69</td>
<td>70</td>
<td>132</td>
<td>156</td>
<td>156</td>
</tr>
<tr>
<td>Total GFC MSU Degrees</td>
<td>113</td>
<td>161</td>
<td>180</td>
<td>186</td>
<td>185</td>
<td>201</td>
</tr>
</tbody>
</table>

B-2- Undergraduate Degree Recipients by College, 2013-14

(Distinct Students)

Degree Recipients by Degree Level, 2013-14

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Certificates</td>
<td>29</td>
<td>8%</td>
</tr>
<tr>
<td>Certificates</td>
<td>65</td>
<td>18%</td>
</tr>
<tr>
<td>Associates</td>
<td>114</td>
<td>31%</td>
</tr>
<tr>
<td>Applied Associates</td>
<td>175</td>
<td>47%</td>
</tr>
<tr>
<td>Total*</td>
<td>369</td>
<td>100%</td>
</tr>
</tbody>
</table>

*16 students counted in more than one degree type
<table>
<thead>
<tr>
<th>Degree Recipients by Program 2013-2014</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education &amp; Transfer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA</td>
<td>74</td>
<td>20%</td>
</tr>
<tr>
<td>AS</td>
<td>82</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Business Technology &amp; Trades</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>14</td>
<td>4%</td>
</tr>
<tr>
<td>Business Fundamentals</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Business Management</td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>Computer Assistant</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Carpentry</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Computer Server Administration</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Interior Design</td>
<td>2</td>
<td>0.5%</td>
</tr>
<tr>
<td>Computer Info. Tech. – Microcomputer Support</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>Computer Network Infrastructure</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Computer Info. Tech. – Network Support</td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>Sustainable Energy Technician (AAS)</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>Sustainable Energy Technician (CAS)</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Computer Info. Tech. – Web Design</td>
<td>2</td>
<td>0.5%</td>
</tr>
<tr>
<td>Welding technology &amp; Fabrication</td>
<td>35</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Health Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>16</td>
<td>4%</td>
</tr>
<tr>
<td>Diet Technician</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Healthcare Informatics Tech.</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Fire &amp; Rescue Tech.</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Paramedic</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>Health Information Coding Specialist</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>17</td>
<td>5%</td>
</tr>
<tr>
<td>Healthcare Office</td>
<td>7</td>
<td>2%</td>
</tr>
<tr>
<td>Practical Nurse</td>
<td>27</td>
<td>7%</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>12</td>
<td>3%</td>
</tr>
<tr>
<td>Medical Transcription (AAS)</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Medical Transcription (CAS)</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>17</td>
<td>5%</td>
</tr>
<tr>
<td>Physical Therapy Assistant</td>
<td>20</td>
<td>5%</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>7</td>
<td>2%</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>9</td>
<td>2%</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>369</td>
<td>100%</td>
</tr>
</tbody>
</table>

*56 students counted in more than one degree type*
### B-3- Faculty Characteristics & Faculty Productivity

#### Fall 2014 Faculty Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of instructional faculty</td>
<td>45</td>
<td>70</td>
<td>115</td>
</tr>
<tr>
<td>Total number who are members of minority groups</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total number who are women</td>
<td>28</td>
<td>38</td>
<td>66</td>
</tr>
<tr>
<td>Total number who are men</td>
<td>17</td>
<td>32</td>
<td>49</td>
</tr>
<tr>
<td>Total number with doctorate, or other terminal degree</td>
<td>8</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Total number whose highest degree is a master's</td>
<td>26</td>
<td>39</td>
<td>65</td>
</tr>
<tr>
<td>Total number whose highest degree is a bachelor's</td>
<td>7</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Total number whose highest degree is unknown or other</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
</tbody>
</table>

#### Tenure Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>22</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>17</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Non-tenure track</td>
<td>6</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
## Appendix C-1 – Students

Great Falls College MSU  
STUDENT CHARACTERISTICS  
FALL SEMESTER 2014

<table>
<thead>
<tr>
<th>Total Enrolled</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Headcount</td>
<td>1,770^2</td>
</tr>
<tr>
<td>Number of PT Students (less than 12 credits - 9 credits for graduate)</td>
<td>938</td>
</tr>
<tr>
<td>Number of FT Students (12 or more credits - 9 credits for graduate)</td>
<td>832</td>
</tr>
<tr>
<td>Total Full-Time Equivalent Students (FTE)</td>
<td>1,176</td>
</tr>
<tr>
<td>(FTE Based on 15 credits for undergraduate)</td>
<td></td>
</tr>
</tbody>
</table>

| Women | 1237 | 70% |
| Men | 532 | 30% |

### ETHNIC STATUS - USING MONTANA ETHNIC

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>131</td>
<td>7.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>43</td>
<td>2.4%</td>
</tr>
<tr>
<td>Black</td>
<td>29</td>
<td>1.6%</td>
</tr>
<tr>
<td>Asian American</td>
<td>20</td>
<td>1.1%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>1,391</td>
<td>78.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>6</td>
<td>0.3%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No Response</td>
<td>148</td>
<td>8.4%</td>
</tr>
</tbody>
</table>

| Students from Cascade County | 1,293 | 73% |
| Students from other Montana Counties | 418 | 23.6% |
| Out-of-State Students | 59 | 3.3% |
| Non-Resident Alien | 0 | 0% |

^2 Not including non-degree seeking students.
### AGE DISTRIBUTION

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 years or younger</td>
<td>181</td>
<td>10.2%</td>
</tr>
<tr>
<td>18 - 21</td>
<td>506</td>
<td>28.6%</td>
</tr>
<tr>
<td>22 - 24</td>
<td>247</td>
<td>14%</td>
</tr>
<tr>
<td>25 - 29</td>
<td>306</td>
<td>17.3%</td>
</tr>
<tr>
<td>30 - 39</td>
<td>309</td>
<td>17.5%</td>
</tr>
<tr>
<td>40 - 49</td>
<td>146</td>
<td>8.2%</td>
</tr>
<tr>
<td>50 - 64</td>
<td>74</td>
<td>4.2%</td>
</tr>
<tr>
<td>65 +</td>
<td>1</td>
<td>0.05%</td>
</tr>
</tbody>
</table>

**Average Age of Undergraduates**

### CLASS DISTRIBUTION

<table>
<thead>
<tr>
<th>Class</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>254</td>
<td>12.3%</td>
</tr>
<tr>
<td>High School</td>
<td>230</td>
<td>11.1%</td>
</tr>
<tr>
<td>Re-admitted</td>
<td>155</td>
<td>7.5%</td>
</tr>
<tr>
<td>Transfers (in)</td>
<td>160</td>
<td>7.7%</td>
</tr>
<tr>
<td>Continuing</td>
<td>971</td>
<td>47%</td>
</tr>
<tr>
<td>Non-degree</td>
<td>298</td>
<td>14.4%</td>
</tr>
</tbody>
</table>

**Total**

2,068
C-2 - Retention & Graduation Rate of new and transfer (full- and part-time) students returning for a second semester of enrollment

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>Fall 09</th>
<th>Fall 10</th>
<th>Fall 11</th>
<th>Fall 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall to Spring Retention Rate</td>
<td>76.2%</td>
<td>76.1%</td>
<td>77%</td>
<td>75.8%</td>
</tr>
</tbody>
</table>

Source: OCHE Data Warehouse, CCA Progress Metric #5: Retention Rates

Associates Degrees, New (Full- Part-time) Students

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three year (150%) Graduation Rate</td>
<td>13%</td>
<td>11%</td>
<td>13%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Source: OCHE Data Warehouse, CCA Outcome Metric 2 - Grad Rates

All Degree Seekers – New, Full-Time Students
(Professional Certificates, Certificates of Applied Science, & Associates)

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Year Graduation Rate</td>
<td>6.7%</td>
<td>5.2%</td>
<td>5.4%</td>
<td>4.9%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Two Year Graduation Rate</td>
<td>10%</td>
<td>13.1%</td>
<td>11.7%</td>
<td>4.4%</td>
<td></td>
</tr>
<tr>
<td>Three Year Graduation Rate</td>
<td>21.1%</td>
<td>22.1%</td>
<td>30.6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C-3 - Student Total FTE by Residency & Level

<table>
<thead>
<tr>
<th></th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Total</td>
<td>2,924</td>
<td>2,776</td>
<td>2,842</td>
<td>2,729</td>
<td>2,668</td>
</tr>
<tr>
<td>Non-resident Total</td>
<td>151</td>
<td>44</td>
<td>68</td>
<td>73</td>
<td>67</td>
</tr>
<tr>
<td>WUE</td>
<td>19</td>
<td>9</td>
<td>11</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Total FTE</td>
<td>3,094</td>
<td>2,829</td>
<td>2,921</td>
<td>2,813</td>
<td>2,750</td>
</tr>
</tbody>
</table>

C-4 - Student Headcount by New Student Status

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Early High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-time Freshman</td>
<td>292</td>
<td>314</td>
<td>344</td>
<td>261</td>
<td>255</td>
</tr>
<tr>
<td>Freshman Non-degree</td>
<td>11</td>
<td>7</td>
<td>10</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>New Transfer Students</td>
<td>157</td>
<td>208</td>
<td>194</td>
<td>204</td>
<td>161</td>
</tr>
<tr>
<td>New Transfer Non-degree</td>
<td>22</td>
<td>30</td>
<td>45</td>
<td>32</td>
<td>25</td>
</tr>
<tr>
<td>Total New Students</td>
<td>449</td>
<td>522</td>
<td>642</td>
<td>632</td>
<td>647</td>
</tr>
</tbody>
</table>
Great Falls College MSU - Implementation Plans – Progress Report January 2015

A. Transfer Education through the Associate Degree

<table>
<thead>
<tr>
<th>#</th>
<th>Initiative Name</th>
<th>Description</th>
<th>Outcome</th>
<th>Status</th>
<th>Implementation Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One-MSU Footprint: Joint Advising</td>
<td>Schedule an annual joint advising fair at GFC MSU with university partner advisors and admissions staff.</td>
<td>100% of One-MSU institutions participate. Increase # of students transferring.</td>
<td>In progress/Ongoing</td>
<td>A Transfer Advising Fair sponsored by the GFC MSU Advising and Career Center was held on January 29, 2015. At the end of spring 2014, 42 students have been assigned MSU school concentration codes for transfer: MSU at Bozeman – 55 MSU Billings – 25 City College – 4 MSU Northern – 57</td>
</tr>
<tr>
<td>2.</td>
<td>One-MSU-Footprint: Bachelor Degree Programs at GFC MSU</td>
<td>Increase local opportunities for four-year and beyond degrees offered in Great Falls. Work with each MSU partner to determine bachelor degree completion programs to be offered in Great Falls. Develop 3 new degree programs.</td>
<td>30 students enroll in new degree programs.</td>
<td></td>
<td>Fall 2014: Fourteen students enrolled in a 1+3 Engineering option to MSU in Bozeman Fall 2014: Signed a 1+3 articulation agreement for the remaining MSU engineering programs and have begun discussions with MSU-Billings regarding a 2+2 engineering technician articulation. Preliminary stages of creating an engineering advisory council have begun. Created an AS with a concentration in business to the Jake Jabs College of Business in Bozeman. 18 transfer articulation agreements and five programs of study are in place with four-year campuses.</td>
</tr>
<tr>
<td>#</td>
<td>Initiative Name</td>
<td>Description</td>
<td>Outcome</td>
<td>Status</td>
<td>Implementation Notes</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>One-MSU Footprint: Expand General Education Offerings</td>
<td>Expand general education offerings at GFC MSU that support transfer programs. Develop a priority list of general education offerings.</td>
<td>*New courses for Fall 2014: MUSI 112 College Choir LSH 201 Introduction to Humanities SPNS 101 Elementary Spanish I M273 Multivariate Calculus LIT 291 - Print to Film Adaptations Revised and reinvigorated for Fall 2014: CHMY 101 Discovery Chemistry BIOB 170 Principles of Biodiversity w/lab *Taught for the first time Spring 2014: PHSX 205 College Physics I w/lab PHSX 220 Physics I w/lab (needed for engineering students) *Redesigned Dev Ed: M094 Math Skills Workshop (with Adult Ed.) M098 Introductory and Intermediate Algebra (Accelerated) M191A Math for Carpentry M191B Math for Welding WRIT 094 Writing Skills Workshop (with Adult Ed.) WRIT 098 Accelerated Developmental Writing (take as co-requisite with WRIT 101) Changed the name of the division to General Education and Transfer. Completed course inventory, which led us to hire a fine arts faculty. Expanded advanced mathematics offerings to support the 1+3 engineering transfer option.</td>
<td>In progress/ongoing</td>
<td>Create an advisory board for General Education &amp; Transfer. *New courses for Spring 2015: M151 Survey of Calculus Military Specific COLS, Becoming a Successful Student A string ensemble will be offered through Outreach this spring. Added five new courses to General Education offerings fall 2014 in which a total of 59 students have enrolled.</td>
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<td>4</td>
<td>One-MSU Footprint: Visual evidence of educational partners</td>
<td>Display banners, flags or other visuals representing University Center partners in Atrium and/or other common areas. Track inquiries about partner programs prior to installation to establish benchmark. Track inquiries following installation to track change.</td>
<td>Increase inquiries about partner programs.</td>
<td>Complete</td>
<td>Banners and canvases were installed prior to the start of the Spring 2014 semester. Banner was installed in atrium noting the four MSU campuses. Posters in south court, Heritage Hall, seven billboards in region. Within transfer advising center, canvases will be designed for all MSU campuses.</td>
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<td>22</td>
<td>Dual Credit/Big Sky Pathways</td>
<td>Create a Centralized, Coordinated Dual Credit/Pathways Model for at GFC MSU</td>
<td>In an effort to expand dual credit offering in Great Falls, and to strengthen the delivery of career pathways, GFC MSU will explore a centralized model of oversight for dual credit and Big Sky Pathways.</td>
<td></td>
<td>High school career coach positions restructured to address dual enrollment and Pathways to increase students and families' involvement. Big Sky Pathways and Dual Enrollment are being centralized under the High School Career Coaches' coordination. Dual credit high school student enrollment has more than doubled and online dual credit courses have more than tripled in the last three academic years. In AY 2013-2014, there were 377 online dual enrollments students, 203 concurrently enrolled students, and 229 dual credit students taking courses on campus. The first dual credit, concurrent class of M121 College Algebra at Great Falls High School had 29 students enrolled in the course, and 27 passed with a C- or better.</td>
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### B. Workforce Development, Including Certificates and Applied Associate Degrees

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| 5. | Contracted & Customized Training | Proactively secure contracted and customized training.         | Expand client base and increase revenue. | In progress/ongoing | Contracted and customized training history of the college in past four years is being reviewed. Initial review data show significant year-to-year variation. Number of companies generally above peers; number of participants generally below peer institutions. FY12 revenue = $14,609; FY16 target = $17,531.  
College currently has a Director of Contract Training who reports to the Interim Executive Director; this position splits time between contract training and providing community enrichment services for the college.  
Staff level discussions on growing contracted and customized training revenue levels through target list are being held. No area-wide needs survey is available.  
Growing training revenue will likely require additional resources.  
Moved event-management services to the Assistant to the CFO to allow more time for focus on contracted training.  
New client list includes EMTEQ, Great Falls area Food Manufacturing Group, Pasta Montana, NCI Engineering, Centene, CWB-required industries.  
Use the SWAMMEI model to use expertise from several college and apprenticeships to develop a skilled workforce for members of the CMMA. |
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<td>6.</td>
<td>Continue strength and integrity of CAS/AAS degrees</td>
<td>Ensure program content of workforce degrees is relevant to employer needs and knowledge and skills of program graduates match job requirements.</td>
<td>Achieve a 95% employer satisfaction rating on the annual Employer Satisfaction Survey.</td>
<td>Work on this item is just getting started; inventory needs to be initiated with Division Directors in charge of CAS and AAS programs.</td>
<td>This item will also be coordinated with Branding &amp; Marketing, item #20.</td>
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<td>Tracking our workforce development through Core Theme #1: Through applied programming our students successfully attain a credential leading to life sustaining careers. Division Directors and Executive Director will work closely with constant feedback through program advisory boards.</td>
<td>Refined and expanded the Sustainable Energy Technology program to the Industrial Tech program and created a new advisory committee.</td>
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<td>This item relates to initiative #25, SWAMMEi through industry related certificates.</td>
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<td>This item also includes new federal EDA $1.4 million grant to expand welding program CAS capacity from 60 to 120 students.</td>
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<td>A campus wide employer satisfaction survey is not done. Therefore, data will be gathered through program employer satisfaction surveys.</td>
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<td>20</td>
<td>TAACCCT-SWAMMEI grant</td>
<td>A 13 two-year college (two of which are tribal) consortium will develop and deliver state-wide, stackable credentials in welding, welding fabrication, advanced manufacturing and energy; deliver online entrepreneurship endorsement; deliver diesel technology program; deliver oil &amp; gas short courses: develop commercial driver license programs; provide comprehensive student support services; implement National Career Readiness Certification Plus; place Workforce Navigators at each campus to bridge between campus and local job service; implement emporium style math delivery; develop fabrication labs for industry use.</td>
<td>Great Falls College specific grant outcomes: Estimated participants Welding: 539 Welding fabrication: 158 Advance manufacturing: 404 Energy technician: 271 Entrepreneurship: 270 Diesel technology: 507 Oil and gas: 309 CDL: 261 Math: 5,318 Others impacted: individuals receiving an NCRC+ assessment certificate; entrepreneurs using fabrication labs; employers able to gain AWS and CWB credentials for existing workers.</td>
<td>In progress/ongoing</td>
<td>More than 661 participants served in Year 1 of project through multiple training tracks Energy Technology and some Commercial Drivers License programs not initiated at all colleges An Industry Safety (slight focus on oil and gas industry) will be initiated this spring – expected to play significant role in preparing entry-level workers for jobs in the Montana and in the Bakken Marketing strategy prepared for spring implementation – public rebranding of SWAMMEI as &quot;RevUp Montana&quot;, starting with unveiling of Website <a href="http://www.revupmontana.com">www.revupmontana.com</a> Sector strategy activities aligned with timing of Main Street Montana KINs in manufacturing and energy - Woolsey Group retained to help coordinate effort. Montana Manufacturing Extension Center retained to help in implementation of manufacturing sector strategy. $500,000 secured from private donor to support scholarships in RevUp manufacturing programs Some GFC students have begun making use of informal apprenticeship training tracks Implementation of shared courses and some online course delivery has been delayed awaiting clarification from NWCCU, the accrediting organization of Montana’s colleges and universities</td>
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<td>21</td>
<td>Tuning</td>
<td>Participate in the MUS Tuning Initiative</td>
<td>GFC MSU business program will progress through the tuning process – as determined by the statewide task force. The college will identify a business program of study, key faculty member, and an administrator to participate in the initiative.</td>
<td>In progress</td>
<td>The business department chair and Business, Trades &amp; Technology Division Director participated in the tuning process for the discipline of business. This is where the Jake Jabs articulation agreement was born. In progress with the MUS.</td>
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C. Developmental and Adult Basic Education

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<td>7.</td>
<td>ABE/HiSET students move into college programs</td>
<td>Increase the number of students earning the ABE/HiSET credentials moving into college programs.</td>
<td>Increase the number of students from ABE/GFPS HiSET programs by 10% as compared with FY12.</td>
<td>In progress/ongoing</td>
<td>In 2011-12 had 41 AE students matriculate to GFC MSU for fall 2012. In 2012-13 had 27 AE students matriculate to GFC MSU for fall 2013. 66 Adult Ed contacts have matriculated from Fall 2013 through Fall 2014.</td>
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<td>8.</td>
<td>Pilot changes in Developmental Education</td>
<td>Evaluate Developmental Education pilots in Math and Writing for effectiveness and scalability.</td>
<td>Decrease the time to completion for developmental coursework.</td>
<td></td>
<td>M 098: 38% of students passed in spring 2013. 65% of students passed in 2013-2014 academic year. The average for developmental math classes in 2013-2014 is 59%. WRIT 098: 69% of students passed in 2013-2014 academic year. The average for developmental writing courses in 2013-2014 is 57%. A plan to pilot a learning community is in development for Fall 2015. CAO has served on the Development Ed Council for the past two years.</td>
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<tr>
<td>9.</td>
<td>Improve success for students in Developmental Education</td>
<td>Improve success rates of students enrolled in Developmental Math and Writing courses.</td>
<td>Increase three-year average success rates of students in developmental math and developmental writing.</td>
<td></td>
<td>Developmental math success rates continued to improve into AY 13/14, by 1% from 58% to 59%. Overall success rates for developmental writing increased 1% from AY 12/13 to AY 13/14, from 56% to 57%.</td>
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## D. Lifelong Learning

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<td>10</td>
<td>Explore Early College model</td>
<td>Explore Early College model in conjunction with current dual credit program to increase number of high school students graduating with college credit.</td>
<td>Increase number of GFPS students graduating with college credit from GFC MSU.</td>
<td>In progress/ongoing</td>
<td>For academic year 2013-2014, there were a total of 296 dual enrollment students enrolled, representing 34 different high schools. The total FTE was 118.9 (the average annual FTE was 59.4). These numbers represent increases of 66 students (29%) and 40 FTE (51%) from the previous year. The success rates for these students was 94% for fall 2013 and 93% for spring 2014. The largest proportion of credits taken by Dual Enrollment students (39%) were in concurrent enrollment courses (courses taught at the high school campus), followed by credits taken in face-to-face courses on the Great Falls College MSU campus (32%). The percentage in face-to-face courses increased from 15% in the prior academic year; most of this increase comes from the welding cohort high school enrollments. Projections to continue this average through to June 2016 look strong and steady.</td>
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<td>11</td>
<td>Graduation Matters</td>
<td>Be active partners in the Great Falls and Montana Graduation Matters initiatives.</td>
<td>Decrease the number of high school dropouts.</td>
<td>In progress/ongoing</td>
<td>The GFC MSU CEO/Dean, UGF President, and GFPS Superintendent are on Graduation Matters leadership team. Pathways advisors and Assoc. Dean met with Assistant Superintendent to discuss ways to increase graduation rates at high school level. The dropout rate in Great Falls decreased from 3.7 percent in 2013 to 3.0 percent in 2014, according to the latest data released by the Montana Office of Public Instruction. CEO/Dean and CAO participate on the 2014-15 Graduation Matters-Differentiated Diploma Task Force.</td>
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</table>
| Item #165-2702-R1114 | 12. CAEL Prior Learning Assessment | Increase awareness of how to obtain credit for prior learning. | Increase the number of prior learning credits earned by students. | We will create a landing page when we have our new web site content management system up and running.
Nominated two people to work on a PLA Taskforce at the systems level.
CEO/Dean and CAO attended a CAEL training.
Great Falls College MSU has been already been awarding students college credit for proof of prior learning. Faculty evaluates students' knowledge either through direct assessment, or evaluating credentials such as industry standard certifications, and/or through faculty evaluation of a student prepared portfolio. Acceptable number of credits are limited to twenty-five percent (25%) of total program credits. Currently the number of students who take advantage of this service is minimal.
Great Falls College participated in a statewide initiative on Prior Learning Assessment lead by the Montana Office of the Commissioner of Higher Education (OCHE) and the Council for Adult and Experiential Learning (CAEL). Deliverables includes a state wide policy along with student and campus guides on the process.
Students receiving experiential learning credit:
2010......33
2011......14
2012......9
2013......18
2014......12 |
## E. Community Development

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| 13. | Develop Strategic Enrollment Management Plan         | Contract with AARCROA to guide development of a Strategic Enrollment Management (SEM) Plan. Develop a comprehensive SEM plan to govern recruitment & retention of students. | Increase fall-to-fall retention to 65%.         | In progress       | Campus listening sessions were held, and work continues on SEM as information is gathered and refined. An SEM report and recommendation has been submitted to the CEO/Dean.  
 A community survey was conducted in Spring 2013. Community and campus focus group sessions were held in Fall 2013. The analysis of these two action items will be incorporated into the Strategic Enrollment Management Plan, the updated Strategic Plan, and to develop a Facilities Master Plan. |
| 14. | Develop, revise, or eliminate programs               | Use results of the Academic Master Plan, advisory board meetings, and other community meetings to determine what programs will strengthen the community and region. Develop a plan for modification of program offerings to match community needs. | Modify or eliminate top five priority program offerings. | In progress/ongoing | Complete fall 2014 internal program review process. Members of the Program Review Committee are compiling their final comments for the programs reviewed this fall 2014: Accounting, Dental Assisting, Health Information Cording Specialists, Health Information Tech., Business Fundamentals, Business Management, and Business Entrepreneurship. Recommendations will be submitted for review with a timeline for response by the program heads.  
 ASN program will begin Spring 2016. Teaching out interior design, redesigned sustainable energy technology to industrial maintenance technician, radiologic technology will have an every other year intake. |
### F. Branding and Marketing

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<tr>
<td>15.</td>
<td>Expand awareness of value of two-year education in Montana and of Great Falls College MSU</td>
<td>Strengthen the Great Falls College MSU reputation in the region. Educate communities on the value of the comprehensive two-year college mission.</td>
<td>Improve the average market penetration of GFCMSU by one percentage point.</td>
<td>Ongoing</td>
<td>- The progress of initiatives 21 – 25 are directly tied to the development of the SEM.</td>
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<td>16.</td>
<td>Sustained local marketing and brand building program</td>
<td>Develop and implement a sustained brand-awareness and marketing campaign to promote the College’s opportunities, programs, and services using traditional advertising media and online advertising media.</td>
<td>Increase enrollment through better awareness of the college’s services, programs, and opportunities among prospective student groups and the public.</td>
<td>Ongoing</td>
<td>- A one-year transitional marketing plan will be put in place for AY 14 while the SEM is being developed.</td>
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<td>17.</td>
<td>Local grassroots marketing and brand building program</td>
<td>Develop and implement a sustained grass roots marketing program to build awareness of the brand and promote the College’s opportunities, programs and services utilizing events, social media, earned media, and community partnerships.</td>
<td>Increase enrollment through better awareness of the college’s services, programs, and opportunities among prospective students.</td>
<td>Ongoing</td>
<td>- A comprehensive marketing plan will be designed based on the SEM plan and funding availability.</td>
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<td>18.</td>
<td>Targeted marketing and outreach programs</td>
<td>Develop and implement a comprehensive marketing and recruitment plan specific to different prospective student demographics, including Native American students, veterans, traditional students, and non-traditional students aged 25 and older without college degrees or in need of workforce retraining.</td>
<td>Increase enrollment through better awareness of the college’s services, programs, and opportunities among these prospective students.</td>
<td>Ongoing</td>
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<tr>
<td>19.</td>
<td>Local market research on veterans, active military families, and Native Americans</td>
<td>Conduct market research to customize marketing and programming to more effectively recruit and retain these prospective student groups.</td>
<td>Increase number of veterans, people in active military families and Native Americans enrolled in Great Falls College MSU.</td>
<td>Ongoing</td>
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### G. General

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<td>23</td>
<td>University Center</td>
<td>Explore the feasibility of establishing a university center at GFC MSU.</td>
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<td>A meeting of the University Center Implementation Team was held in January 2015 to review information gathered over the past semester.</td>
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### Other Statewide Programs (EdReady, PLA, etc.)

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<td>27</td>
<td>TAACCCT IV – HealthCARE</td>
<td>Through the $15 million “Montana HealthCARE” (Creating Access to Rural Education) grant, which will be administered by Missoula College University of Montana,</td>
<td>15 Montana two-year, community colleges, and tribal colleges will partner with 39 healthcare providers—both public and private—to improve health care training opportunities in the state. Montana’s population is aging and leaving the workforce resulting in new demands on Montana’s healthcare industries. The industry is expected to add about 1,300 jobs each year until 2022. The grant is expected to result in the completion of nearly 2,500 new certificates and two-year degrees in allied health and nursing.</td>
<td>In progress/ongoing</td>
<td>The first meeting of the statewide consortium will take place in Helena on March 26.</td>
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