Comprehensive Two-Year Mission Progress Update

January 2015
MISSOULA COLLEGE
TWO-YEAR MISSION
January 20, 2015

OVERVIEW

Mission Statement
The Mission of Missoula College is to create a comprehensive, accessible, student-centered learning environment that fosters individual growth, facilitates workforce development, and provides a foundation for advanced academic achievement.

Vision Statement
We envision a future where Missoula College is recognized as a model of excellence for two-year education in Montana, empowering students to succeed in higher education and continuing to serve the needs of the community and workforce. We elevate the awareness of two-year education as a result of our high retention, graduation, and placement rates. Through this demonstration of excellence, more students will enroll in two-year colleges, more businesses and industries will partner with two-year schools, and the state will receive the benefits of a more educated citizenry/workforce.

1. INSTITUTIONAL CHARACTERISTICS

1.1. Profile
Missoula College, a two-year college embedded within the University of Montana, fulfills the comprehensive two-year mission by offering occupational and technical learning experiences and transfer programs to help students earn degrees from 35 programs. Career-focused programs prepare students for in-demand occupations, which also serve as a foundation for continuing education. Academic areas include Applied Arts and Sciences, Applied Computing and Electronics, Industrial Technology, Business Technology, and Health Professions. Several preparation options for transfer to a four-year program exist.

1.2. Role
Missoula College contributes to the community workforce needs and fulfills the MUS goals by providing the following degrees and certificates: Certificate of Applied Science; Associate of Arts (transfer degree); Associate of Applied Science; Associate of Science (Registered Nursing only); Professional Certificate; and First Two Years of Bachelor of Applied Science. Missoula College utilizes business partnerships and advisory committees to connect curriculum with industry needs.

1.3. Distinct Characteristics & Strengths
Missoula College is in a unique situation in that it offers two-year technical occupational education within the University of Montana, a liberal arts, High Research University. Missoula College is one of nine colleges of the University. Because of the close proximity of the campuses, students are able to take advantage of the four-year campus amenities and activities. In addition to sharing facilities, we also share faculty and administrative services to make operations as efficient as possible. Shared membership on campus committees is also advantageous to working toward common goals. Missoula College students serve on the Associated Students of UM (ASUM) and have an honors chapter of Phi Theta Kappa, and Missoula College faculty are members of the UM Faculty Senate.

The core themes of Missoula College activities are to provide:
- Transfer Education through the Associate Degree
- Workforce development, including certificates and applied associate degrees
• Developmental and adult basic education
• Lifelong learning
• Community development
• Branding and marketing
• General reorganization and refinement of procedures

1.4. Areas of Commonalities
Missoula College collaborates with other two-year institutions through the Common Course Numbering effort, articulation agreements, shared coursework and faculty, participation in TAACCCT III grant statewide consortia and leading the state for the TAACCCT IV grant, Big Sky Pathways, Dual Credit, and Main Street Montana efforts. In addition, we are participating with the ACE Internationalization Laboratory comprehensive review of internationalization efforts on campus. UM is one of 12 universities participating, and Missoula College is actively collaborating on agreements for international students to join our certificate and degree programs.

2. ACADEMIC PROFILE

2.1. Academic Programs.

Bachelor of Applied Science four-year degree for AAS graduates in cooperation with the College of Humanities and Sciences utilizing an interdisciplinary approach to fulfilling general education and areas of emphasis requirements.

Associate of Arts degree as a transfer degree to four-year programs utilizing the MUS and/or UM core.

Associate of Arts degree with an emphasis:
• Chemical Addiction Studies
• Communications
• Police Science

Associate of Science Nursing degree.

Associate of Applied Science degrees:
• Electronics Technology
• Energy Technology
• Information Technology
• Accounting Technology
• Administrative Management
• Culinary Arts/ Food Service Management
• Medical Assisting
• Medical Information Technology
• Paralegal Studies
• Radiologic Technology
• Practical Nursing
• Registered Nursing
• Respiratory Care
• Surgical Technology
• Carpentry
• Diesel Equipment Technology
• Welding Technology

Certificate of Applied Science degrees:
• Building Maintenance
• Carpentry
• Computer Aided Design
• Computer Support
• Energy Technology
• Culinary Arts/ Food Service Management
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- Heavy Equipment Operation
- Recreational Power Equipment
- Sales and Marketing
- Welding Technology
- Medical Reception
- Pharmacy Technology

Professional Certificates:
- Health Information Technology
- Network Information Security (Cyber Security)

Pending BOR Approval:
- Certificate of Technical Skills (CTS) Electrician’s Helper
- CTS Energy Auditor
- CTS Recycling
- CAS Hospitality
- CAS Electronics

Outreach:
- CNA
- CDL

Missoula College offers both the MUS and UM general education core. These courses are offered on both campuses in which curricula, facilities, and faculty are shared. There are 2+2 and/or articulation agreements in Energy Technology, Surgical Technology, Health Informatics, Medical Office Technology, Fire and Rescue, and Entrepreneurship with other two-year or four-year colleges. MOU’s with four-year programs (baccalaureate tracks) from AA to BA have been developed for the following majors:
- Business Administration
- Communication Studies
- Elementary Education
- Healthcare Informatics
- Parks, Tourism, and Recreation Management
- Police Science/Sociology
- Psychology

These baccalaureate tracks use the Core Course Registration in which students are initially block scheduled according to their area of emphasis.

Currently under development are drafts for Exploratory Studies tracks for students pursuing an AA who want a BA, but have not chosen an academic major.

As part of the TAACCCT grant and the Main Street Montana, Missoula College is offering local/unique training needs for high demand industries such as healthcare, energy, and technology. This is a continuing effort to focus on workforce development, access, and academic success. Apprenticeship and internship opportunities have been expanded with assistance from local industry, and coaching for student success has been implemented. Workforce readiness skills are part of the curriculum.

The Missoula College Academic Advising Center staff have received EdReady training, and are currently referring students to the program.

Missoula College representatives actively participated in the Montana Task Force assigned with drafting the Montana Prior Learning Assessment (PLA) Policy Recommendations. Moving forward, we will provide PLA information to our College Administrative Council, followed by departmental information sessions. Bringing faculty and staff commentary back to the Task Force will allow a broader group of educators to participate in the Task Force conversation and policy development. While Missoula College currently offers PLA, the development of a statewide policy offers an opportunity to strengthen our framework, broaden PLA, and reach out to a larger portion of our Montana community. We look forward to working with other MUS institutions to deepen our understanding and implementation of PLA.
2.2. Technology and Instruction

Missoula College takes advantage of the UM ONLINE facilities and faculty support to develop and offer fully online courses as well as Moodle LMS course supplements. UM ONLINE has video and sound recording/editing support, as well as graphic artists and instructional designers to assist faculty. All supplements and online courses meet accessibility requirements. Courses can also be delivered synchronously via Blackboard Collaborate. Remote delivery where classes on two campuses meet simultaneously and interact with each other is also an option. Most classrooms are equipped with SmartBoards, webcams, and microphones. Several classes take advantage of simulators.

Students from around the state, across the nation, and even internationally enroll in the fully online courses. As part of the TAACCCT III grant with Energy Technology, students enroll at Missoula College, but the course is team-taught with faculty from City College in Billings.

2.3. Alternative scheduling

Alternative scheduling allows students who are place bound, working, or desiring short training programs to register in various delivery formats and times. Summer courses, Saturday classes, fully online courses, hybrid courses, wintersession, and year round outreach programs are scheduled to meet the needs of these students along with the traditional classroom environment.

3. SYSTEM COLLABORATION

3.1. Collaborations with K-12

Missoula College has been steadily increasing its Career Pathways and Dual Credit agreements with the assistance of our Big Sky Pathways coordinator. The Nursing program is also actively involved with the Health Academy at Big Sky High School and the Business Technology program is involved with the Finance Academy at Hellgate High School. The Department of Applied Computing and Electronics is working with Sentinel High School on an Engineering Academy.

3.2. Program Partnerships

Energy Technology has cross listed or co-convened courses:

- NRGY 102 with Climate Change Studies 102
- NRGY 295 with Climate Change Studies 391

Missoula College provides facilities for the Fire and Rescue program from Helena College. The Missoula College Surgical Technology Program is offered in Billings and Butte. The Entrepreneurship and Energy Technology certificates developed as part of the TAACCCT III grant are jointly offered throughout the state with 13 participating consortium members.

Missoula College is the state lead on the TAACCCT IV HealthCARE grant, participates in the TAACCCT III grant, Big Sky Pathways, Dual Credit, and PLA.

3.3. Support for campuses Affiliated with the University

The Fire and Rescue program from Helena College is supported with facilities at Missoula College.

3.4. Support / Collaboration with other campuses (community colleges, Tribal Colleges, other)

Collaboration with other two-year campuses, tribal colleges, and four-year institutions through the TAACCCT grants, an NSF ATE Energy grant, CCN, PLA, and Big Sky Pathways.
Appendix - EdReady

MT HealthCARE will leverage a $2.4m grant from the Dennis and Phyllis Washington Foundation and a grant from the Bill & Melinda Gates Foundation to implement EdReady across the consortium. MT HealthCARE will fund expansions to this program for adult learners who have been away from school many years. In the first six months of the grant, work will begin on competency identification and alignment in key math courses. A group of math faculty from consortium campuses will convene a working group, over time expanded to all consortia members, under the guidance of the MUS Developmental Education Council. This group will delineate competencies needed for entrance into key remedial and gateway math courses required for the target healthcare training programs. The scaling of EdReady will begin with 10 of the 15 consortium campuses during the 1st year of the grant with expansion to the remaining five during the 2nd year of the grant.
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### a. Transfer Education through the Associate Degree

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| 1 | Deliver a Full Offering of General Education Courses at Missoula College | 1. Develop an offering of General Education courses that would adequately fulfill MUS Core and UM Core requirements; adequate to deliver both AA and AS degrees, and equal to general education offerings at other community colleges in the Montana.  
2. Facilitate process for students to transfer to 4-year institutions, particularly UM Missoula. | 1. Clearly identified available course offerings for students in transfer education programs.  
2. Delivery of all the necessary courses to fulfill AA and AS degree requirements on the Missoula Campus.  
3. Assurance that students have a predictable and dependable pathway for pathway from 2- to 4-year programs in which credits earned and prerequisites fulfilled move with the students.  
4. Increased number of successful transfer students (15%). | 1-4 Ongoing and in Progress | 1-4 Academic Advising Center continues to identify commonly identified components in AA/AS degree plans. These are transfer degrees to BA/BS degrees. MOUs have been created in:  
- Business Administration  
- Communication Studies  
- Elementary Education  
- Healthcare Informatics  
- Parks, Tourism, and Recreation  
- Police Science/Sociology  
- Psychology  
Baselines and data tracking are being established to determine progress in meeting this goal. |
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<tr>
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<th>Develop a Stronger Connection to Four-Year Programming</th>
<th>Increase Transfer Education Opportunities and Offerings for Missoula College Students</th>
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<td>1. Develop an offering of General Education courses that would adequately fulfill MUS Core and UM Core requirements; comparable to other community colleges in the state.&lt;br&gt;2. Develop a strategy to identify and promote current 2+2 offerings.&lt;br&gt;3. Identify opportunities to increase 2+2 offerings.</td>
<td>1. Acquire approval for delivery of the Associate of Science degree.&lt;br&gt;2. Adequate faculty and staffing to deliver the AA and AS degree offerings.&lt;br&gt;3. Provide adequate space, equipment and supplies to effectively deliver the courses needed to fulfill the A.S. degree requirements.</td>
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<td>1. Streamlined course offerings for students in transfer education programs and increase the number of successful transfer students (15%).&lt;br&gt;2. Annual report identifying 2+2 offerings and designated publications for marketing.&lt;br&gt;3. Increased 2+2 offerings by 20%.</td>
<td>1. 300 students enrolled as A.S. degree seeking students.&lt;br&gt;2. Increased retention and completion rates of AA and AS degree seeking students (5%).</td>
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<td>1-2 On going and In Progress</td>
<td>1-3 Ongoing and In Progress</td>
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<td>Academic Advising Office is working with the Applied Arts and Sciences department to identify appropriate courses for students. Courses are offered on both the MC and the UM Mountain Campus. Because MC is embedded within the four-year campus, the 2+2 agreements are in the form of an MOU. In addition, an Accounting Pathway is being developed which also supports Tuning in Montana. Although the AAS degree is not considered a transfer degree, there is an option for a BAS degree and that opportunity is becoming more popular with students. The Academic Advising Office has taken over that as well. Baselines and data tracking are being established to determine progress in meeting this goal.</td>
<td>MC has an AS degree in Nursing and there is no general AS degree to date. Plans are to submit in Fall 2015 a proposal for a general AS and two AS “in” options. Baselines and data tracking are being established to determine success factor. New building is designed and groundwork has begun with projected completion in Fall 2017. There will be adequate facilities to deliver the AS coursework, as well as growing the AA coursework offerings.</td>
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### Workforce Development, Including Certificates And Applied Associate Degrees

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| 4  | Strengthen Workforce Development Efforts in the Community | 1. Establish a Workforce Clearinghouse that reflects collaborative program offerings between and among Missoula College Outreach and University and community partners. 2. Build a database system that can be used to both create and implement: A) a communication plan, B) detailed business lists, and C) project record keeping. 3. Establish a cohesive program/structure that encourages adult participation and grows an adult-friendly campus. | 1. Effective non-credit educational partnership (MC, UM and LLC) to address workforce needs. 2. Comprehensive business resource list for College faculty/staff working on grant and workforce development opportunities. 3. An enhanced adult-friendly campus and provides pathways for individuals to move to more advanced study as desired with success. | 1-3 Ongoing and In Progress | 1. Has not been completed; working with UM School of Business  
2. MC internal communication plans and project record keeping processes have been implemented  
3. MC Strategic plan specifically addresses an adult-friendly campus and progress is being made with admissions, marketing, and internal education. Two CTE faculty presented at the STEMtech national conference for women in nontraditional careers. Videos were produced as part of a Perkins grant portraying nontraditional career options. Student support services for all populations are in place and on site. |
### c. Developmental and Adult Basic Education

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| 5   | Establish Articulated Partnership with Local ABE/GED Programming                  | 1. Establish a baseline testing level for students to be recommended to ABE/GED services.  
2. Establish a program to give students struggling in Developmental Education courses a recovery avenue.  
3. Articulate Math and Writing courses at ABE/GED to developmental education courses at MC.  
4. Offer ABE/GED courses at MC site.                                                                                                                                     | 1. Increased success of lowest entry test scores in Math and Writing courses.  
2. Reduced failure rate and increased persistence rate of developmental education students (8%).  
3. Articulated courses across ABE/GED and MC curriculum.  
4. Increased ABE/GED access at multiple locations.                                                                                                                      | 1-4 Ongoing and In Progress | 1-4 Have established initial collaboration with ABE/GED services at Lifelong Learning Center in Missoula. Sharing coursework, faculty, classrooms, and testing services is being developed Spring 2015.  
TRIO support for precollege support is housed prominently on campus. Investigating a TRIO grant to expand services to current students.  
Baselines and data tracking are being established to determine progress in meeting this goal.                                                                                                                                                                                                                                                 |
### d. Lifelong Learning

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| 7  | Increase the Number of High School Students and Graduates Accessing Missoula College Offerings | 1. Increase number of regional high schools possessing formal agreements with Missoula College (Dual Credit/Big Sky Pathways).  
2. Increase awareness by the public, high school students and parents of available Missoula College offerings and opportunities for high school students and graduates. | 1. 33% more schools (11); 50% more BSP agreements; 25% more students participating in Dual Credit Opportunities.  
2. Increased enrollment of students between the ages of 18-24 at Missoula College (5%). | 1-2 Ongoing and In Progress | Baselines and data tracking are being established to determine progress in meeting this goal.  
Missoula College has 90 pathways with 59 schools in the following clusters:  
- Information Technology  
- Hospitality and Tourism  
- Health Science  
- Business  
- Architecture and Construction  
- Marketing  
Missoula College offers dual enrollment/dual credit in 13 courses to 8 schools with a total of 453 high school students participating. |
| 8  | Increase Collaboration and Awareness with K-12 System Constituents               | 1. Create opportunities for high school instructors to participate in professional development opportunities provided by Missoula College and focused on articulating secondary to postsecondary curriculum.  
2. Develop a plan and schedule for continuous and meaningful discussions with local K-12 administration that results in annual measurable goals for both parties. | 1. Minimum of two professional development trainings offered at MC for regional high school instructors.  
2. Communication Plan and planning document with local K-12 system(s). | 1-2 Ongoing and In Progress | Two professional development trainings were offered at MC for regional high school instructors in the following subject matter areas:  
- Hospitality and Tourism  
- MATH 111 |
## Community Development

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| 13 | Develop Plan to Respond to Adult Friendly campus Student Services | Missoula College Academic and Enrollment/Student Services will develop and implement a plan which includes components of ‘adult-friendly’ programming and services.  
1. Develop a document identifying current student services available through MC.  
2. Develop document which recognizes components of ‘adult-friendly’ programming and services available and those which should be available.  
3. Develop a plan which identifies services to be developed, augmented, and created to speak to the varied population of students attending MC.  
4. Grow participation in Veteran’s Upward Bound programming. | 1. Increases in the number of enrolled students over the age of 25 by 10% by Fall 2015.  
2. Increases of 10% in the number of Montana veterans participating in Veteran’s Upward Bound. | 1-4 Ongoing and In Progress | Baselines and data tracking are being established to determine progress in meeting this goal.  
Missoula College has well established student services and support available for adults on campus. In addition, all UM student organizations, child care, service groups, recreation, and health is readily available to MC students.  
MC works with Veteran’s support groups to ensure academic success.  
A formalized communication plan is in draft form that includes recruitment, marketing, and Use student groups, such as Phi Theta Kappa, to advise administration on student needs. |
## f. Branding and Marketing

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| 15 | Develop a Formalized Missoula College Communications Plan | 1. Identify any existing communication methods or policies currently being used.  
2. Develop a communication plan that will enhance communication, within the College, within the College and broader University, and within the College and community.  
3. Develop strategies to use the communication plan to advance the mission of the College and achieve strategic goals of the College and CIN initiative.  
4. Create better online access to information.  
5. 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. | 1. Approved Communication Plan policy.  
2. Communication plan for advancing the mission and goals of the College and CIN.  
3. Improved communication with constituents of Missoula College.  
4. Increase enrollment by 5% through better awareness of the College's services, programs and opportunities among Native American, veterans, and non-traditional students aged 25 and older without college degrees or in need of workforce retraining.  
5. Widespread recognition and preference towards the Missoula College brand  
User-friendly web design integrated with social media campaign that increases accessibility to information on Missoula College's programs, services, and opportunities. | 1-5 Ongoing and In Progress | Strategic plan specifically addresses the communications plan as a priority for Missoula College. The plan is in draft form and will include internal and external entities. The elements of the plan maintain our goal of an "adult-friendly" campus, with implications for recruitment and marketing.  
Baselines and data tracking are being established to determine progress in meeting this goal. |
### General

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<td>9</td>
<td>Complete Administrative Reorganization</td>
<td>1. Revise current administrative structure to assure adequate administrative support to drive curriculum development; build community relationships that support student success such as apprenticeships; pursue alternate funding sources to support program development; build relationships with ABE/GED; strengthen 2 + 2 and other transfer initiatives. 2. Create new, expanded, enhanced website. 3. Build framework and expertise to guide and expand use of innovation with emerging technology by students and faculty in the classroom and other instructional settings and to meet workforce development needs.</td>
<td>1. New model for collaboration and delivery of student services directed to unique needs of two-year students within research intensive university. 2. 20% more apprenticeship opportunities in the community 3. 25% more students participating in dual-credit offerings 4. New model for partnerships with ABE/GED and continuing education providers that enables more comprehensive delivery of services in the region resulting in 20% increase in adult participation and 15% increase in delivery of workforce development initiatives 5. Opportunity for multiple faculty members to be relieved of administrative responsibilities and return to full engagement with students in the classroom. 6. Dedicated grant writer that identifies and obtains additional funding streams to support expanded mission of CIN Website that effectively provides comprehensive materials to inform and engage College faculty, staff, and students as well as community members 7. Students with more marketable technological skills; increased success in learning and increased opportunity for workforce development</td>
<td>Ongoing and In Progress</td>
<td>As a new administrative team is installed at Missoula College, changes in structure, duties, responsibilities has taken place to increase efficiency and support the goals of the college. A new collaboration has been established with ABE/GED efforts, and additional degrees, certificates, and MOUs are in place for 2+2 transition. The website has been updated and technology support from UMONLINE for faculty in delivering coursework is provided in workshops, individual assistance, or as needed. All courses use a LMS for either a supplement or a fully online course. Many courses utilize video conferencing, recorded lectures, and online tutoring/advising techniques.</td>
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| 10 | Increase Staff Support to Respond to Needs of Students | 1. Assure minimum levels of administrative support are available for additional administrative efforts in support of CIN (dual credit, 2+2, student services, developmental education, advising).  
2. Obtain operating budget for Office of Advising and dual-credit coordinator as well as increased operating budget for Administrative Offices. | 1. Front line administrative support in all offices that interact directly with students. Students receive help they seek promptly and completely without being sent to other locations.  
2. Student advising that enhances student retention, supports academic progress, and supports transfer programs that encourage and enable students to move successfully from two- to four-year programs. | 1-2 Ongoing and In Progress | Staffing has remained constant with in-service training and training on software functions provided. The goal is to assist every student as much as possible to avoid referrals to other offices.  
The Academic Advising office supports students who wish to get an AA degree, change majors, get a BAS degree, or transfer. The Retention Office assists advisors with data and follow up for students in difficulty. Reinstatements are also handled through the retention office.  
There have been no budget increases for the advising office, or for operating for administrative offices. |
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| 11 | Develop C!N Program Review Process | Development of a Missoula College Level Program Review Process including components of (a) Community identified workforce needs; and (b) Labor market demand.  
5. Development of Program Review Assessment Rubric. | 1. Creation of a Program Review process that results in the strategic allocation of resources.  
2. Creation of a program review that influences program expansion, contraction, creation and deletion that assures students have opportunity to work in programs that are vital and responsive to contemporary workforce expectations.  
3. Process which supports decision making related to College programming and workforce, labor, and 'community' needs, assuring that courses are continuously updated/adjusted to assure students receiving the curriculum they need. | 1-5 Ongoing and In Progress | The Program Review process is established within Missoula College within the Dean’s Office. UM also requires program review/self-study/department assessments. The process and documentation identifies areas of concern, areas of need, and areas of expansion.  
The Program Review process includes the input from industry partners to ensure the students are getting up-to-date, employable skills. |
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| 12 | Develop 'Student Services' Organizational and Communication Structure for Missoula College | 1. Creation of an infrastructure including UM Mountain Campus and MC Student services that addresses MC Student Service’s needs.  
2. Creation of a comprehensive communication plan for connecting with students and the Mountain Campus.  
3. Create user-friendly web design integrated with social media campaign to increase accessibility to information on Missoula College’s programs, services, and opportunities. Create better online access to information on the application process, enrollment, and financial aid opportunities at Missoula College. | 1. New model for collaboration and delivery of student services directed to unique needs of two-year students within research intensive university.  
2. Increases in all standard student success measures (enrollment 8%, retention 5%, completion 5%, and placement 5%).  
3. Optimized online tools and user experience that will enhance the new student recruitment process and increase enrollment by 5%. | 1-3 Ongoing and In Progress | Baselines and data tracking are being established to determine progress in meeting this goal. The admissions office, retention office, new student services, disability services, career services, financial aid, workforce navigator (TAACCCT 3), and registrar are all in the same open area to make a one-stop opportunity for most student issues. All functions of applying for admission, financial aid, news, general education courses, graduation applications, and registration are online. |
2. Identify an annual planning cycle.  
3. Develop a model for resource allocation tied to the strategic plan, program review and learning outcomes.  
4. Develop a model for regular, meaningful participation in the planning cycle by constituents of the College. | 1. Active strategic plan for decision-making and planning that positions College to be continuously responsive to student and workforce needs.  
2. Consistent and transparent approach to planning that focuses on full implementation of CIN initiatives.  
3. Resource allocation model that supports use of limited resources in ways that most effectively address factors affecting student success. | 1-4 Ongoing and In Progress | Strategic Plan initiatives that align with CIN committees guide the ongoing efforts of Missoula College. Departments, faculty, administration, and staff meet regularly on discuss progress on implementation of the strategic plan. |
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| 16 | Create a Culture and System that Supports Data-Driven Decision Making at Missoula College | 1. Produce an inventory of existing data to create an effective system for making that data available to faculty, staff and administrators for decision-making.  
2. Identify current and future needs for consistent collection of additional datasets.  
3. Create a long-term data plan, and performance dashboard, that includes elements of maintenance, training and data inventory improvement.                                                                                           | 1. Functional “data space”,  
2. Training for faculty and staff in content and access of data bank.  
3. Survey results from faculty and staff regarding data needs and gaps.  
4. Functional Data Management Committee at Missoula Campus.                                                                                                           | 1-3 Ongoing and In Progress                                           | Missoula College works closely with budget & Planning Office for collecting data, get trend analyses, and reports that reflect what is happening at our college.  
The Office for Student Success also assists with reports and advising issues.  
A priority for Missoula College is the Retention Coordinator who is also the lead on the Data Management Committee.  
This office has provided training for faculty and staff, performed a data needs and gap analysis and is working with UM to interface with the UM Data Dashboard.  
The Retention Coordinator also maintains and updates shared files for faculty and staff use when advising students, presenting at functions, and is the liaison with the OCHE data warehouse and other national databases.  
This enables faculty and administration to make decisions based on the data.                                                                                           |
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| 17  | **Develop and Implement a Comprehensive and Student Centered College Advising Model** | 1. Creation of an advising model for Missoula College that will address applied certificates and degrees, transfer degrees, and professional certificates.  
2. Create an Oversight Committee to strengthen College partnerships between MC advising stakeholders, including faculty, advisors, staff and administration, clarifying each stakeholder’s advising responsibilities.  
3. Implement a mission statement to provide a clear direction, structure and role for the newly created MC Academic Advising Center (AAC).  
4. Develop Campus-wide advising resources and infrastructure including a centralized website and up-to-date advising materials; increasing the accuracy of information disseminated to students from advisors and supporting students with precise degree planning. | 1. Minimum number of professional advisors needed to support enrollment.  
2. Professional advisor specially prepared to support minority, Native American, foreign, and non-traditional students.  
3. Increased retention and completion by 5%.  
4. Stabilized advising services for current enrollment by ensuring that up to 70% of active students are advised prior to priority registration. The Model will also anticipate enrollment growth at the College to keep advisor-student ratios per National Academic Advising Association (Median 296 students to 1.0 FTE advisor).  
5. Adequate AAC office space for individual advisor and student confidential work, and for high traffic student advising walk-in assistance. 1,000 sq. feet with private offices needed.  
6. Website updated | 1-4 Ongoing and In Progress | Each department has its own advising model. The AASc department utilizes the Academic Advising Center professional advisors; other departments have faculty do their own advising. The Student Success Office helps with advising issues and trainings as things change. This year as a collaboration between the retention office and advising functions, a “freshman recovery” program was instituted in which new freshman with <2.0 or have failed a course that is a prerequisite to a Spring course, had a mandatory meeting with their advisors. Coaching services, financial planning assistance, and study skills courses were referred to at-risk students. The goal is to intervene at the first sign of trouble to prevent academic suspension the following semester.  
The website has been updated and contains current information. |
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| 18 | Grow a Robust Academic Support Center (ASC) | 1. Assure MC students have access to tutoring/testing center.  
2. Establish sustainable funding to provide for Academic Support Center.  
3. Assure students with special needs have access to study and testing area.  
4. Assure continued funding for ASC in response to cessation of Perkins funding. | 1. Fully equipped and funded Academic Support Center.  
2. Established position for ASC Coordinator.  
3. Funding to support .5FTE ASC Director.  
4. Full complement of tutors available for MC students. | 1-4 Ongoing and In Progress | The Learning Center (formerly the Academic Support Center) is open daily for peer and professional tutoring and testing. It is a resource for students as well as faculty. It is fully equipped with new technology, software that is used in the courses, and a 1.0 FTE coordinator. The Retention Director also directs the Learning Center and is 1.0 FTE.  
- Spring of 2014 had 2173 uses  
- Total tutor hours for Fall and Spring 2014 is 404.02 hours  
- In addition to tutoring, additional training and staffing results in a total of 547.2 hours  
- Total number of tutees during AY 2014 was 743  
- Total tests administered during AY2014 was 1867 |
| 19 | Update Design for New Facilities for Programs Housed at Current East Campus to Reflect Expanded Mission | 1. Revise the master facility plan for the new South Campus facility to assure adequate and appropriate classroom, laboratory and office space to meet the objectives of the C!N initiative.  
2. Continue to advocate to secure funding for new South Campus facility during the 2013 Montana Legislative session through active participation in the legislative process. | 1. Updated building plans that include spaces appropriate for programmatic and support services that facilitate student success.  
2. Completion of a new structure that supports the expanded mission of a comprehensive community college and provides appropriate infrastructure and space for students, faculty, and staff. | 1-2 Ongoing and In Progress for a new building, not current structure | There will not be an updated design for the current East Campus facility with the new building under construction on East Broadway. The new building has adequate space for classrooms, labs, student support services, and offices. |
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| 20 | Develop Comprehensive Plan to Improve/Update Facilities for Industrial Technology Programs | 1. Develop a comprehensive master facility plan for Industrial Technology that assures adequate and appropriate classroom, laboratory and office space to meet the objectives of the C!N initiative.   
2. Install the infrastructure to support connectivity to the Internet and allow for the instruction of current technology.  
3. Creation of area appropriate for student interaction and services that provides supportive environment for adult and non-traditional learners.  
4. Modify current structure to provide adequate HVAC systems to provide an effective learning environment for students. | 1. Creation of a new master facility plan that guides planning and resource allocation.  
2. Implementation of a system that allows the use of appropriate technology in the classroom, and increases placement rates (5%).  
3. Creation of a student environment that increases retention and persistence (5%).  
4. Creation of learning environment that increases learning and completion rates (5%). | 1-4 Ongoing and In Progress                                                                 | Funding is not available to upgrade the facilities at the West Campus, but meetings have begun to develop a Master Plan for expansion and improvement. UM Facilities Services is included in the planning. Immediate needs are being taken care of.  
The bid for increasing bandwidth has been released by the CIO of UM for completion this spring. |
h. Other Statewide Programs (EdReady, PLA, etc.)

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<tr>
<td>27</td>
<td>EdReady</td>
<td>Planning and implementation of EdReady at Missoula College.</td>
<td>Advising Center</td>
<td>Ongoing</td>
<td>Advising Center staff have received EdReady training and are currently referring students to the program. MT HealthCARE will leverage a $2.4m grant from the Dennis and Phyllis Washington Foundation and a grant from the Bill &amp; Melinda Gates Foundation to implement EdReady across the consortium. MT HealthCARE will fund expansions to this program for adult learners who have been away from school many years. In the first six months of the grant, work will begin on competency identification and alignment in key math courses. A group of math faculty from consortium campuses will convene a working group, over time expanded to all consortia members, under the guidance of the MUS Developmental Education Council. This group will delineate competencies needed for entrance into key remedial and gateway math courses required for the target healthcare training programs. The scaling of EdReady will begin with 10 of the 15 consortium campuses during the 1st year of the grant with expansion to the remaining five during the 2nd year of the grant.</td>
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<td>28</td>
<td>PLA</td>
<td>Active involvement and implementation of PLA at Missoula College</td>
<td>MUS Taskforce representation \nImplementation of additional PLA techniques to assist students.</td>
<td>Ongoing and In Progress</td>
<td>Missoula College nominated Lynn Stocking (and later replaced her with Tammy Freimund) to participate on the PLA Taskforce. Montana HealthCARE grant is proposing to implement the following PLA strategies: \n1) Create crosswalks between military training and occupations and Montana HealthCARE courses and programs \n2) Develop PLA Intake Tool for each member of the Montana HealthCARE consortium \n3) Align PLA methods with outcomes for veterans interested in healthcare careers \n4) Participate in Assessor training designed for Montana HealthCARE faculty</td>
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| 29 | Main Street Montana     | Active involvement in meeting goals of Main Street Montana  | Support Main Street goals of coordination between employers and meeting workforce development needs | Ongoing and In Progress | Missoula College is Lead College on DOL HealthCare grant and part of SWAMMEI grant  
|    |                         |                                                             |                                                                         |                         | CDL and Medical Assisting Programs developed; Energy Technology Tiers and Entrepreneurship certificate approved and in place  
|    |                         |                                                             |                                                                         |                         | Apprenticeships and Internships expanding  
|    |                         |                                                             |                                                                         |                         | Incorporating workforce readiness skills in curriculum  
|    |                         |                                                             |                                                                         |                         | Faculty involved in establishing Hellgate High School Finance Academy  
|    |                         |                                                             |                                                                         |                         | CNC is being revisited  
|    |                         |                                                             |                                                                         |                         | CNA is offered through Outreach office  
|    |                         |                                                             |                                                                         |                         | Offering a Safety and Rigging class  
|    |                         |                                                             |                                                                         |                         | NSF grant through Energy Technology Program is partnering with Blackfeet Community College  
|    |                         |                                                             |                                                                         |                         | Working with DOD on active military scholarships for online AA/AS coursework  
|    |                         |                                                             |                                                                         |                         | Shorter admission form used with workforce development efforts |