Lumina Foundation for Education
Grantee Interim Narrative Report Outline
November 20, 2012

Legal Name of Organization: Montana Office of the Commissioner of Higher Education
Common Name of Organization: College!NOW
Lumina Foundation Issued Grant Number: 6701
Grant start date: December 1, 2009
Grant end date: November 30, 2013
Period covered by report: November 1, 2011-October 31, 2012

Note: This report will reference Montana two-year institutions by their original names for information provided about them through June 30, 2012. The colleges will be referenced by their new names for information provided about them from July 1, 2012, to the present. Below is a key of the old and new names:

Colleges of Technology and Two-Year Programs New Names:

OLD
Bitterroot College Programs
MSU Billings College of Technology
MSU Gallatin College Programs
MSU Great Falls College of Technology
UM Helena College of Technology
Montana Tech College of Technology
UM Missoula College of Technology

NEW
Bitterroot College University of Montana
City College at Montana State University Billings
Gallatin College Montana State University
Great Falls College Montana State University
Helena College University of Montana
Highlands College of Montana Tech
Missoula College University of Montana

PROGRESS ON GOALS, ACTIVITIES AND TIMELINE

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

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

Note where activities have differed from the initial plan.

The goal of Montana's College!NOW initiative is to increase the State's educational attainment levels from 35% in 2008 to 55% in 2025, representing an overall increase of 24,500 degree recipients. To achieve this goal, our objectives are to increase enrollments, transfers, completions, and efficiency, initially at the two-year college level, but ultimately at all levels of higher education.

The following table provides a summary of excellent progress which Montana has made in these four areas between 2009 and 2012:
• Enrollment has increased 12.5% by 1,651 students.
• University transfers have increased 3% by 382 students.
• Completions have increased 22% by 465 students.
• Efficiencies have increased with a decrease in expenditures per completion of 29%.

We firmly believe these successes are directly related to our five College!NOW strategies, which include:
1. A comprehensive community college mission is in place at all two-year campuses.
2. Every Montana region is served by a two-year college or two-year college program as its regional clearinghouse HUB for education.
3. Montana two-year education is enhanced through coordinated curricula and integrated technology.
4. Montana’s higher education funding model includes performance-based components.
5. Through effective communication, constituent groups are aware, informed, and engaged with two-year education.

2012 Update

<table>
<thead>
<tr>
<th>Over the next four years, 2-year education in Montana will: (encompasses all 2-year education providers, including Tribal Colleges)</th>
<th>2009 level</th>
<th>2014 target</th>
<th>2012 Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) <strong>Enrollment</strong>: Increase enrollment by 22% (unduplicated fall headcount).</td>
<td>13,209</td>
<td>16,056</td>
<td>14,860</td>
</tr>
<tr>
<td>2) <strong>Transfer</strong>: Increase transfer from 2-year to MUS 4-year campuses by 75%.</td>
<td>370</td>
<td>648</td>
<td>382</td>
</tr>
<tr>
<td>3) <strong>Completion</strong>: Increase the number of degrees and certificates by 45%.</td>
<td>2,110</td>
<td>3,089</td>
<td>2,575</td>
</tr>
<tr>
<td>4) <strong>Efficiency</strong>: Decrease expenditures per completion by 25%.</td>
<td>$41,382</td>
<td>$30,543</td>
<td>$29,381</td>
</tr>
</tbody>
</table>

College!NOW is pursuing five strategies designed to improve the coordination, programming, and access to Montana’s two-year colleges in order to create the environment that will produce these objectives. Progress related to each strategy and not previously reported is summarized below.
Strategy 1: Comprehensive Community College Mission at all Two-Year Campuses:

- Extending Comprehensive Community College Mission to the Five (5) COTs
- Leveraging Support from the Three (3) Community Colleges
- Supporting Two-Year Programs at UM Western, MSU Northern, MSU Gallatin College Programs and UM Bitterroot College Program

Goals Implementation Team: Extend Comprehensive Community College Mission to Five COTS

- 75% Choices That Count (CTC) core will be available at Missoula, Butte, and Billings COTs by January 2012. (The percent available at each merged COT will be determined based on space/labs/faculty. Collaboration with senior university campus will be critical).

- 100% CTC core will be available at Great Falls and Helena COTs by January 2012.

- ABE/General Educational Development (GED) partnership established at Helena, Great Falls, and Billings COTs by March 2012.

- Provide updated Gap Analysis of what attributes of the comprehensive community college mission/vision are missing at each COT. This will be completed by May 3, 2012.

- Merged COTs establish partnership with parent university to provide full suite of student services on site by July 1, 2012.

- Each COT to establish a Regional Business/Industry Advisory Board by September 2012 (modeled after MSUB COT National Advisory Board).

- Present update to College!NOW State Advisory Team and Board of Regents (BOR) by September 30, 2012.

- Merged COTs establish noncredit community outreach/workforce development centers (in partnership with senior campus continuing education).

- Each COT engages in internal and external discussions about branding and naming issues (working in partnership with internal/external communications consultant).

- Each COT partners with research consultant to research community perceptions/issues regarding branding.
• Engage in detailed planning to create statewide recognition through consortia approach. COTs branded with new names.

• Extend initial invitation to Tribal Colleges to join consortia (maintaining their names).

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

• At the November 2011 BOR meeting, the regents consented to add MSU Gallatin College Programs, UM Bitterroot College Program, and two-year programs at MSU Northern and UM Western to Strategy #1 of College!NOW (extending the comprehensive two-year mission). Work then began with each of those two-year programs to engage each of them fully with Strategy #1.

• The Office of the Commissioner of Higher Education (OCHE) completed a gap analysis in collaboration with two-year program deans and college leaders in January - February, 2012.

• Market research was conducted by Strategies 360: six focus groups; and student, faculty, staff, and community surveys for each COT generating nearly 2,000 responses. In addition, each COT engaged in rebranding discussions with campus and community constituents during the spring 2012 term.

• From September 2011 through June 2012, Deputy Commissioner for Two-Year and Community College Education John Cech made 18 trips around the State to the colleges of technology and the two-year programs in Bozeman and Hamilton to engage faculty, staff, students, community constituents, and the media in implementing this strategy. Deputy Commissioner Cech also testified and presented to the academic senate bodies of MSU and UM.

• Missoula, Butte, and Billings former COTs are now providing, either on their respective campuses or in partnership with the parent university, a minimum of 75 percent of the CTC selection of the general education core, as well as university-transferable degree options that are available at the two-year campuses or through online partnerships with the parent university. Helena and Great Falls provide a full menu of the general education core as well as many university-transferable degree options.

• The College Brain Trust (CBT) consulting team, in cooperation with the Deputy Commissioner for Two-Year and Community College Education and Commissioner’s staff, was hired in July 2012 and is working with the seven colleges. CBT has developed a standardized framework for the strategic plans being developed by each college. The goal is to help the colleges produce plans that can be placed side-by-side and contain the same elements, allowing both the colleges and the Commissioner’s Office to identify opportunities for collaboration, resource-sharing, and other efficiencies. This strategic planning framework includes the following four chapters (Attachment 1):
1. **Introduction to the College** – College history and development, college service, College!NOW Mission Statement, College!NOW Vision Statement, and college’s vision for its future.

2. **Data** – Data (for each college) was obtained from Associate Commissioner Tyler Trevor. The consulting team provided interpretive narrative and distributed it to each of the colleges. The data includes: student enrollment trends, service area analysis, student success, retention metrics, transfer, and completion data.

3. **Initiatives** – These are initiatives that each college plans to undertake to help the college become a more comprehensive institution. The consulting team laid out very specific guidelines for these initiatives. Each initiative will provide details including: measurable outcomes, responsible party, required resources, completion date, and a link to one or more of the College!NOW strategies.

4. **Linkages** - Linkages have been established with state and national organizations and other educational institutions in Montana.

- On March 2, 2012, a naming framework was approved by the Board of Regents.

- On May 25, 2012, the BOR voted to approve the rebranding and renaming of Montana’s five colleges of technology, as well as the Bitterroot and Gallatin College Programs at UM and MSU, respectively, with the exception of the Great Falls COT. A conference call meeting was held on June 26, during which the Great Falls College MSU name was approved.

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

- Several colleges (Missoula College, Gallatin College, and Highlands College) have developed or reinvigorated their regional business/industry advisory boards. In addition, initial planning work has begun toward the establishment of a statewide advisory board for two-year education. Efforts are underway to develop a prospect list of possible membership as well as mission, role, and scope statement. Dr. Alison Kadlec from Public Agenda provided support to both Missoula College and Highlands College.

- ABLE/GED partnerships have been established at Helena College, Great Falls College, and enhanced at City College. Helena College and Great Falls College have developed the most comprehensive of the three partnerships.

- Each of Montana’s public two-year colleges (three community colleges and seven two-year colleges) presented a summary of noncredit workforce training capabilities, including key contact personnel for a statewide workforce development brochure and website which is under development. See web links: [http://www.mus.edu/board/meetings/2012/Nov2012/TwoYear/StatewideWorkforceDevelopmentTFReport_a1.pdf](http://www.mus.edu/board/meetings/2012/Nov2012/TwoYear/StatewideWorkforceDevelopmentTFReport_a1.pdf) and [http://www.mus.edu/board/meetings/2012/Nov2012/TwoYear/StatewideWorkforceDevelopmentTF_a2.pdf](http://www.mus.edu/board/meetings/2012/Nov2012/TwoYear/StatewideWorkforceDevelopmentTF_a2.pdf)
Goals: Developmental Education and Adult Basic and Literacy Education (ABLE)
Available at All Two-Year Institutions

- Make recommendations for possible policy/statutory changes needed to bring ABLE to all two-year campuses.

- Use Emporium model consultants to further professional development activities.

- Evaluate MSUB COT, UM Missoula COT, and Flathead Valley Community College (FVCC) Emporium Pilot Developmental Education Programs.

- Identify strategies and recommendations for statewide policy to bring Emporium Developmental Education Program to scale at all two-year colleges.

- Research additional opportunities for external funding to support statewide transformation of developmental education and ABLE.

- Develop implementation plan to scale Emporium Developmental Education model statewide.

- Provide faculty with professional development opportunities in order to realign developmental education curricula to the Emporium model.

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

- Developmental education course pass rates for MUS developmental education programs were examined. (Attachment 2)

- During the August 2012 Two-Year Education Retreat, a recommendation was formed to expand the developmental education reform discussion to a statewide level. This recommendation was, in part, informed by a presentation from Dr. Thomas Bailey, Director of the Columbia University Community College Research Center. Dr. Bailey presented compelling findings from research, suggesting the need to research and examine a combination of factors impacting success in developmental education programs, including placement and pedagogy (e.g. Emporium model), as well as co-requisite models.

As a result, the Board of Regents Two-Year and Community College Committee included in its work plan, which was approved by the BOR in September 2012, to task Commissioner of Higher Education Clayton Christian with the creation of a Statewide Developmental Education Reform Taskforce. This taskforce will be co-chaired by Deputy Commissioner Cech and Interim Deputy Commissioner for Academic, Research, and Student Affairs Neil Moisey.
• Continuing progress of established ABLE/GED/Developmental Education programs at COTs and community colleges was monitored through data analysis.

• A competitive Request for Proposals (RFP) was sent out to Montana’s two-year colleges requesting proposals for Pathway alignment/bridge programs. The request sought innovative models to bridge ABLE participants with two-year education. Of the seven proposals received, three were accepted and funded at $10,000 per award. The recipients of the award were as follows:
  2. MSU Great Falls COT and its imbedded ABLE program.
  3. Miles Community College and its imbedded ABLE program.

Each program had unique elements, and all were initially implemented during the summer prior to fall semester. Although a number of students enrolled in the three bridge programs, a modest total of five students finished the bridge program and enrolled in college in the fall. A second set of programs is now being offered at Highlands College of Montana Tech and Miles Community College. Assessment and evaluation of the program progress are ongoing and will be completed in a final report in spring 2013. Dr. Anne Clark of Collaborative Research Associates (CRA) is collecting student data and will combine findings with the final assessment.

• The College!NOW ABLE Subcommittee discussed ABLE program pricing, policy, and statutory issues. Based on statute and national trends, the subcommittee recommended moving ABLE under higher education administration to increase data sharing and enhance collaboration between two-year faculty and ABLE teachers.

• ABLE workgroup priorities established for this year’s scope of work will focus on longitudinal data, rebranding ABLE, strengthening partnerships, curriculum alignment, and braiding resources.

**Accomplishments: Reforming Developmental Education Statewide**

• On June 6-7, 2012, at MSU Billings COT, College!NOW held a “Best Practices in Serving the Underprepared Student” conference that was attended by 70 professionals from two-year colleges and adult basic education programs across the State. Featured speakers included: Bruce Vandal, Director of Postsecondary Education and Workforce Development Education Commission of the States; John Squires, Chattanooga State Community College; Rachel Pleasants, Jobs for the Future; and Shawna Van, Front Range Community College. Key two-year Montana faculty gave a panel presentation on course redesign for developmental math. Two-year college faculty and staff, as well as ABLE faculty and staff, participated in strategy sessions.

• A representative snapshot of MUS developmental education program data was created for the “Best Practices” conference that compared progress in math and English courses,
adult vs. traditional student information, and success in post-developmental education coursework metrics.

- Data was collected from Montana’s two- and four-year colleges to help College!NOW Developmental Education Subcommittee members better understand which developmental education math courses are being offered within MUS, their class format, software utilized, math-placement cutoff and ACT placement scores, which faculty teach the course, redesign elements utilized, and data tracking. (Attachment 3)

- The Board of Regents approved the creation of a Statewide Developmental Education Reform Taskforce at their September 2012 meeting in Butte. The creation of this taskforce was one of the top three priorities of the BOR Two-Year and Community College 2012/2013 Work Plan. The taskforce will conduct its work from November 2012 through early May 2013. This taskforce will be co-chaired by Deputy Commissioner Cech and Interim Deputy Commissioner for Academic, Research, and Student Affairs Moisey.

The goals of the taskforce include:
  o Conduct baseline analysis of Montana Developmental Education Programs:
    ✓ First-time freshman versus adult learner
    ✓ Campus assessment/placement
    ✓ Tracking progression from one level to the next, and on to college level coursework
  o Utilize data from statewide ACT testing to inform planning and high school intervention opportunities.
  o Analyze existing national research and promising practices.
  o Analyze promising existing Montana developmental education reform efforts.
  o Research prospective grant/external funding options to support reform efforts.
  o Develop recommendations to be presented to BOR in May 2013 for reform based on local and national best practices and research:
    ✓ Consistent system-wide approach for providing developmental education, with respect to:
      ▪ Instructional models.
      ▪ Faculty status of developmental education instructors.
    ✓ Oversight of developmental education courses/services to the two-year campuses. Standardize reporting on student success in developmental education and subsequent college-level courses.

**Goals: Full Two-Year Mission Professional Development Workgroup**

- Develop a second annual, comprehensive, community-college leadership institute for summer of 2012.
Accomplishments: Full Two-Year Mission Professional Development Workgroup

- Developed a Comprehensive Community College Leadership Institute framework in conjunction with Dr. Pam Fisher. Originally, College!NOW planned to launch the first institute in summer 2012. However, Dr. Fisher was selected to serve as the interim chancellor for City College in San Francisco. This professional development effort will be reconstituted in summer 2013.

- The second Annual Teaching and Learning Conference was held in Helena on April 13, 2012. Over one hundred faculty from 21 colleges participated. Eleven individuals, including Martin Carcasson from Public Agenda, presented breakout sessions on promising practices to improve student learning success. Plans are underway to continue this annual professional development activity.

Strategy 2: Every Montana Region is Served by a Two-Year College as its Regional Clearinghouse Hub for Education

Activities: Implementation Team

- Enlist further participation of Tribal Colleges in College!NOW strategies and continue to engage Tribal Colleges in “regional clearinghouse” approach.

- Engage communications consultant to assist with internal and external communications associated with “regional clearinghouse” approach.

- Monitor progress of Strategy 1 and Strategy 2 workgroups to ensure integrated approaches to internal and external communication.

- Ensure the “regional clearinghouse” approach supports communication efforts associated with bringing the comprehensive two-year college mission to the COTs and two-year programs.

- Map short- and long-term goals and strategies for providing programming to underserved areas by October 2012.

Accomplishments: Implementation Team

- Created partnership with Fort Peck Community College to pursue federal grant opportunities and collaborative workforce training opportunities in northeastern Montana
and the Bakken oil reserve.

- The BOR created a Statewide Workforce Development Taskforce in November 2011.

- Deputy Commissioner Cech, Miles Community College President Stefani Hicswa, and Montana Department of Labor representative Steve Olson met with 15 businesses and civic organizations in Sidney and Glendive, and Williston in North Dakota, in February 2012 to identify and map needs for future programming in the underserved areas of eastern and northeastern Montana. In addition, the Train ND program was studied to learn how elements of it could be adopted and implemented in Montana.

- BOR also appointed MSU President Waded Cruzado and Deputy Commissioner Cech to serve as co-chairs of the Statewide Workforce Development Taskforce Steering Committee, November 2011:
  
  o Since the formation of the Workforce Development Taskforce, the Steering Committee of the Taskforce:
    ✓ Has held two meetings: 1) March 8, 2012, in Sidney, Montana, involving over 60 people; and 2) May 9, 2012, in Helena, Montana.
    ✓ Members of the Taskforce have reached out to more than 25 different businesses and industries through personal visits to communities in the Sidney and Williston areas.
    ✓ The Office of the Commissioner of Higher Education and the Governor’s Office of Economic Development also engaged in two days of telephone conference interviews with business owners both within the Bakken region and those outside the region who are affected by the worker shortage.

  o All discussions involved learning more about the training needs of industry employees and how Montana’s colleges can expand or offer new courses and outreach. A shortage of housing for the growing workforce was the primary issue which emerged. Other issues centered around stresses placed on basic community infrastructure resulting from rapid energy development, population growth, and loss of workers in the community to the high-paying jobs of the energy sector.

  o Industry members spoke of the need for short-term training, focusing on issues such as: safety, general equipment operation, welding, and obtaining a commercial driver’s license; followed by the need for leadership training and other people skills. The companies need short, stackable training programs. They are receptive to receiving online, hybrid, and other distance-learning types of training.

Additional detail on the workforce development initiative can be found via the following web links:

Report to Board of Regents, May 2012:
Documents prepared for Board of Regents, October 31, 2012:

http://www.mus.edu/board/meetings/2012/Nov2012/TwoYear/StatewideWorkforceDevelopmentTFReport_a1.pdf

and

http://www.mus.edu/board/meetings/2012/Nov2012/TwoYear/StatewideWorkforceDevelopmentTFReport_a2.pdf

• Outcomes resulting from the Statewide Workforce Development Taskforce include:

  1. Improved coordination of workforce training in eastern Montana with Miles Community College serving as the primary contact liaison for two-year college and workforce training inquiries, and MSU Northern serving as the primary contact and liaison for four-year campuses.

  2. Creation of a statewide workforce training services brochure and contact list:

     http://www.mus.edu/board/meetings/2012/Nov2012/TwoYear/StatewideWorkforceDevelopmentTFReport_a1.pdf

     and

     http://www.mus.edu/board/meetings/2012/Nov2012/TwoYear/StatewideWorkforceDevelopmentTFReport_a2.pdf

• Discussions are under development with the International Brotherhood of Electrical Workers (IBEW) to develop a Prior Learning Assessment (PLA) articulation for IBEW-registered apprentices who are interested in receiving college credit for prior learning in order to pursue a credit bearing workforce credential.

Goals: High School to College Transitions Workgroup

• Develop and expand secondary to postsecondary educational and career pathways in conjunction with Montana’s Big Sky Pathways, Department of Labor, and the State Workforce Investment Board (SWIB).

• Leverage partnership with Carl D. Perkins and Department of Labor and Industry Big Sky Pathways and Rigorous Plan of Study initiative to increase student and parent awareness of pathways and availability of Montana Career Information System.

• Expand partnership with Montana Digital Academy (MTDA). (See College!NOW Online Workgroup for associated implementation tasks at http://mus.edu/2yr/CollegeNOW/Workgroups/OnLineWorkgroup.asp)

• Connect transitions work with Perkins work on secondary/postsecondary programs of study.
• Engage Tribal Colleges with all statewide efforts involving secondary to postsecondary pathways including Big Sky Pathways and dual credit.

• Conduct conference to disseminate learning best practices.

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

• College!NOW linked with Montana’s Carl Perkins Big Sky Pathways initiative to coordinate identification of Educational and Career Pathways with Montana high schools. A total of 350 additional pathways with 155 high schools have been identified, and articulations are in the process of being finalized. These pathways enable high school students to explore career interests and strategically plan their high school course work, enroll in dual enrollment courses, and make connections with a Montana postsecondary institution. This effort will help transition more high school graduates into two-year colleges.

• In an effort to improve coordination and communication with high school to college pathways, Commissioner Christian initiated a staffing reorganization in June 2012. The Deputy Commissioner for Two-Year and Community College Education assumed responsibility for supervision of the $28 million Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) and the $5 million TRIO Educational Talent Search (ETS) grants. Ms. Jan Lombardi, former Chief Education Policy Advisor to Governor Schweitzer, was hired in July 2012 to direct the State’s GEAR UP grant. Ms. Lombardi brings significant experience and state and national contacts to this position.

• The Commissioner and Ms. Brandi Foster, Director of American Indian Minority Achievement for the Montana University System, participated in the October 25, 2012, inaugural meeting of the Montana and Wyoming Tribal College Council, which includes the presidents of the seven Montana Tribal Colleges as well as the president of Wyoming’s lone Tribal College. Outcomes from this meeting include:
  o Agreement with the Council to appoint a representative to serve on the State Implementation Team as well as other College!NOW taskforces to ensure full Tribal College participation.
  o Agreement for the Council to appoint a representative to serve on the Statewide Developmental Education Reform Taskforce.

• Launched an RFP process in partnership with the State’s Carl Perkins grant ($450,000) to foster and support the development of partnerships between Montana’s two-year colleges and high school districts to create additional curricular pathways between high schools and colleges. RFPs were received on October 26 and will be awarded in November 2012. Goals include:
  o Development of pathways between high school and college for career and technical education programs, including workforce development-related Certificate of Applied Science and Associate of Applied Science programs.
- Development of new concurrent enrollment, dual credit, Statewide Articulation Agreements (START), MTDA courses, and/or an Advanced Placement (AP) or International Baccalaureate (IB) course.
- Increasing online access to the Montana Career Information System.
- Development of outreach activities, including guidance programs, open houses, career and college fairs, parent nights, etc.

- Identified funds through the State’s newly approved GEAR UP grant to fund ACT examinations for all of Montana’s high school juniors for the next six years. This benefit will begin in spring 2013. Both the Office of the Commissioner of Higher Education and the Office of Public Instruction (OPI) plan to use the data collected to help inform planning and strategies to support various College!NOW efforts, including developmental education reform and high school to college pathways.

- Implemented a “Math and Literacy in Career and Technical Education (CTE)” initiative.

- In conjunction with the State’s Carl Perkins Grant and a new US Department of Education grant (Rigorous Career and Technical Education Programs of Study), College!NOW is involved in a collaborative effort with OPI and selected Montana high schools to participate in this demonstration program designed to increase high school completion rates and reduce need for remedial or developmental education math and English.

- Representatives from the Office of the Commissioner of Higher Education are fully engaged with the OPI Science, Technology, Engineering, and Math (STEM) State Leadership Team, focusing on issues related to preparation, promotion of STEM opportunities, advising, and pathway development.

**Goals: Adult-Friendly Programming Workgroup/Formation & Information Gathering**

- Create RFP for mini-grants to campuses to design/redesign programs and processes.

- Proposals for innovation and reform to institutional systems and support structures (e.g., flexible scheduling, programs to accelerate degree completion through credit for prior learning, course redesign).

- Proposals to re-enroll adults with some college but no credential (e.g., degree completion programs).

- Proposals to create new online programs or move traditional face-to-face programs entirely online.

- Proposals to implement competency-based programs.
• Proposals from four-year campuses to design programs that encourage two-year transfer pathways to a bachelor’s degree.

• Proposals to build awareness of educational opportunities and support for adults who have never enrolled in higher education.

• Review proposals and select institutions to receive mini-grants by spring 2012.

Accomplishments: Adult-Friendly Programming Workgroup/Formation and Information Gathering

• Each of Montana’s public two-year colleges and college programs (five COTs, Gallatin College Programs, Bitterroot College Programs, MSU Northern, UM Western, and three community colleges) completed the Council for Adult and Experiential Learning (CAEL) Adult Learning Focused Institution (ALFI) assessments during the spring of 2012. This data provides rich detail comparing faculty/staff with adult students’ views on how well the college is serving the adult learner. Campuses are using this data to establish their baselines and inform their comprehensive mission strategic planning efforts.

• To follow up on the ALFI results, the Adult-Friendly Workgroup has requested innovative proposals from the two-year colleges who have completed the assessment. Awards of up to $10,000 will be granted for projects designed to improve adult-friendly practices and services. In particular, the Workgroup seeks specific strategic initiatives that address areas of opportunity revealed by ALFI assessment results via the proposal process. Awarded projects will begin in the spring of 2013.

• Created a planning team with the Montana IBEW to examine the potential for creating a model of PLA. This model would be used for the State’s registered apprentices to receive college credit for demonstration of learning outcomes from training and experience received through apprenticeship programs.

• The Workgroup compiled an inventory of various prior learning assessment practices to better understand where PLA is occurring in the public MUS system. (Attachment 4)

• Amy Sherman, Associate Vice President, Policy and Strategic Alliances, CAEL, presented a “Making Learning Count Through Prior Learning Assessment” workshop to the College!NOW Implementation Team and staff at Highlands College in Butte on September 18, 2012. After an overview of PLA, Amy shared information about LearningCounts.org and statewide initiatives that address PLA within their states, and discussed resources and next steps needed to make PLA a reality.

• Data indicates that in 2010, Montana had over 135,000 adult citizens, or a quarter of the State’s population, who had some college but no degree. Based on this and compelling results and savings represented by PLA, Deputy Commissioner Cech appointed a
representative team from Montana to attend the upcoming CAEL conference and PLA workshop in November 2012 in Washington, DC. The group is charged with better understanding PLA, as well as CAEL practices and strategies, and will return to deliberate on policies, procedures, and recommendations to further PLA and other adult-friendly practices in Montana.

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

Goals: Curriculum Coordination and Alignment

- Offer aligned and related instruction in six career fields by March 2012.
- Share MUS Transfer successes with regional colleagues at relevant regional meetings.
- Monitor progress of common course numbering.
- Monitor progress of common core assessments in K-12 and how those impact MUS.
- At November BOR meeting, General Education Council reports progress on the Learning Outcomes approach.
- Develop secondary to postsecondary education and career pathways in conjunction with Montana’s Big Sky Pathways, Department of Labor, and SWIB.

Accomplishments: Curriculum Coordination and Alignment

- As of June 2012, more than 10,500 courses in over 60 disciplines have undergone the Common Course Numbering (CCN) process. This represents 100% of the undergraduate courses in the MUS. Current CCN efforts include general data maintenance and cleanup, compliance reporting and follow-up, as well as ongoing new course development and processing.
- Between November 1, 2011, and October 31, 2012, an additional 350 Individual Pathways, representing 155 school districts and 11 postsecondary institutions, have been articulated and are in the final process of being finalized.
- During the January 2012 BOR meeting, both MSU Gallatin College Programs and MSU Great Falls COT received approval to begin offering a Certificate in General Studies to
meet the needs and requests of area students who are seeking foundational coursework as they prepare to transfer into a baccalaureate-degree program. The colleges are looking to engage students in their geographical areas who are not currently participating in postsecondary education, specifically working adults. A student can earn the 30-credit certificate through successful completion of the MUS general education core-course requirements. The certificate was developed in response to the College!NOW initiative.

- Deputy Commissioner Cech presented an update to the SWIB on January 11, 2012. His presentation included an overview of each of College!NOW’s five strategies and the linkages with SWIB, OPI, and the Montana Department of Labor and Industry for development and promotion of education and career pathways.

- Also at the January 11, 2012 meeting, the full SWIB approved a resolution which was sent to the Governor. The resolution recognized and applauded the five strategies outlined in the MUS College!NOW initiative and the joint MUS and OPI Big Sky Pathways initiative. The author of the resolution called for regular updates at future SWIB meetings for the following:
  1. College!NOW strategies, including updates detailing the implementation of the comprehensive two-year mission at the five COTs and two-year programs in Bozeman, Hamilton, Havre, and Dillon; and
  2. Continued implementation of the Big Sky Pathways Program across Montana. The SWIB Chair highlighted his belief that both of these initiatives are very important for the future of Montana.

- The Montana OPI and MUS have worked closely over the past year to ensure effective implementation of the State’s Common Core Standards and the assessments being developed through Montana’s participation in the Smarter Balanced Assessment Consortium. This collaboration includes:
  o Regular briefings on the progress of implementation, including recent presentations to the University of Montana’s Professional Education Council in Missoula, the Montana Council of the Deans of Education, and the Montana College Access Network.
  o Participation by a representative of Montana higher education in the development of Achievement-Level Descriptors for English Language Arts.
  o Over 19 postsecondary educators participated in a recent STEM Leadership and Task Force meeting to create the Year One Action Plan and Timeline for this collaborative, statewide initiative.
  o OPI just awarded two Mathematics Science Partnership grants, which are both directed by different leadership teams comprised of higher education faculty from MSU, UM, and Montana Tech. These grants require partnerships with the five Montana Regional Service Areas to provide teacher content knowledge and instruction training that are requisite for effectively implementing the new standards and meeting the demands of the new assessment.
Goals: Technology for Efficiency Workgroup - Strive to improve efficiency, productivity, and quality of information through the following information technology strategies

- Enhance connectivity to FVCC, Salish Kootenai College (SKC), Miles Community College (MCC), and Dawson Community College (DCC) through links to MUS Network Junction Points (NJPs) via the National Science Foundation Experimental Program to Stimulate Competitive Research (NSF/EPSCoR) grant.

- Provide training for DCC and MCC personnel.

- Improve data warehouse codes as part of the integration process.

- Begin Banner (computer information system) integration at DCC and MCC.

- Seek additional funding for continued integration.

- Develop a plan to secure funding for FVCC Banner integration contingent of FVCC’s interest.

Accomplishments: Technology for Efficiency Workgroup

- Full Banner implementation is complete at MCC and DCC.

- All student data has been migrated to the MUS Student Data Warehouse. The data has been validated, and full reporting functionality is available.

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

  1. Creation of NJPs in Missoula, Billings, and Miles City, to provide Montana's community and Tribal Colleges points at which to connect to the MUS research and educational network. The NJP in Missoula is complete; Billings was complete by the end of 2011; and Miles City is expected to be complete by the end of 2012.

  2. The EPSCoR grant supported and paid for 100Mb connections, for six years, linking FVCC and SKC to the Missoula NJP. Those links have been tested and were fully operational on January 1, 2012.

- The EPSCoR grant and other funding provided by the MUS will support 50Mb connections, for two to three years, linking Miles CC and Dawson CC to the Billings NJP. Those links went live on January 1, 2012.
• In addition to enhancing communication with MUS campuses, many of the community and Tribal Colleges are expected to utilize these links to obtain (through the University of Montana) higher bandwidth/lower cost connectivity to the "open internet" and also the US-wide research and education network.

• The notion of developing a statewide integrated information has been a part of the Board of Regents Strategic Plan since 2009. This integrated system was identified as one of the BOR’s legislative initiatives. If funded, the integrated system will include all of Montana’s public institutions of higher education. See: http://www.mus.edu/data/StratPlan/14_Goal_3_Information_Technology_2012.pdf

• In 2012, the regents prioritized the development of an “Integrated Information System” as one of the top legislative/system initiatives. We are currently awaiting the release of the Governor’s proposed budget to see if funding is included. A full description of the initiative can be found here: http://www.mus.edu/board/meetings/2012/May2012/AdminBudget/MUS%20System%20Initiatives%20(Integration)%20t2.pdf

Activities: Online Workgroup

• Further build out the College!NOW Online website to expand from its 2011 launch to include three key areas: transfer core/CTC (a full selection); at least one online workforce development; and at least one Associate of Arts/Associate of Science 2+2 opportunity.

• Explore and refine a tuition and fee pricing model that preserves ownership, but further levels costs for students across all campuses.

• Inventory and clearly explain the many ways that the common administrative management system aids students through shared academic and student services.

• Actively support continued development of a comprehensive model for coordination among two-year colleges and four-year universities for all aspects of College!NOW online development, including delivery, advising, and student support services.

• Seek policy changes as needed.

Accomplishments: Online Workgroup

• Through a partnership with the MTDA, online dual credit classes have grown from 9 in Spring 2011, to 60 in Spring 2012, and 69 in Fall 2012; nearly 120 dual credit and college credit online classes were submitted by October 31, 2012 for Winter 2013.
• A mix of transfer core CTC courses and selected workforce training courses are among the 60 online dual credit courses offered during spring 2012. Five of Montana’s twelve two-year colleges are currently among those offering online dual credit via the MTDA. Montana’s dual enrollment grew to nearly 2,000 students during the past year.

• During fall 2012, the Legislative Fiscal Services Division prepared and submitted a report to the Montana Legislature about the MTDA and its growth. This report also references the MTDA’s partnership with the Montana University System. See web link for full report: http://leg.mt.gov/content/Publications/fiscal/interim/2012_financemy_Nov/2012_11_01_DM_Montana%20Digital%20Academy.pdf

• Continued to modify and fine tune the Montana University System Two-Year and Community College Education website to increase effectiveness and improve user friendliness of the site. Website link: http://www.mus.edu/2yr/2yr_main.asp

• Developed College!NOW blog and Facebook page which are used to keep the public fully advised of College!NOW activities, including those related to the MTDA and online education.

• In 2012, the regents prioritized the development of an “Integrated Information System” as one of the top legislative/system initiatives. This initiative, if funded, would enable the MUS to revisit the concept of a Virtual Community College. Legislative approval of a statewide integrated information system will enable Montana to develop a virtual community college concept as originally envisioned in the Lumina Proposal. The BOR Two-Year and Community College Education Committee has requested a concept paper contingent on successful legislative approval of the statewide integrated information system to be presented at the May 2013 meeting.

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

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

• Performance metrics are identified by the two-year chief executive officers (CEOs) (prior to implementation of the process) and tracked to show increased two-year college productivity, as evidenced by increasing enrollments and completions without increased costs. It will be important to distinguish between “cost” and “tuition.”

• Modeling impact on four-year institutions and assessing the impact of the model.

• Performance metrics are identified for four-year institutions.
• Implementation goal is July 2012.

Accomplishments: Outcomes-Based Funding (OBF) Workgroup

• Board of Regents agreed to adopt a Montana Version of the Voluntary Framework of Accountability (VFA). Goals outlined in 2012/2013 Two-Year and Community College Committee related to VFA include:
  o Identify common set of metrics for identifying and measuring two-year college student progress measures (using American Association of Community Colleges Voluntary Framework of Accountability as a starting point):
    i. Developmental Education Progress Measures
    ii. Two-Year Progress Measures
    iii. Six-Year Outcomes
    iv. Career and Technical Education Measures
    v. Non-Credit/Workforce Measures
  o Provide recommendation to the BOR by March 2013 with the goal of providing consistent outcome-reporting methodology among all of the State’s public two-year and community colleges.

• In October of this year, the Board of Regents hired a national consultant, David Longanecker of WICHE, to lead an October 23 retreat with the BOR, where he reviewed best practices in performance-based funding.
  o The October 23 retreat is the second hard look the regents have taken at the possibilities of adopting a performance-based funding model in the past three years.
  o The regents recently added three new members within the past year, creating a need for this general overview on performance-based funding. It is also important to recognize that only two of the seven regents have been in office longer than two years.
  o Following this review, the regents and Commissioner Christian are considering opportunities for moving forward with some type of performance/incentive-based model.

Strategy 5: Through Effective Communication, Constituent Groups are Aware, Informed, and Engaged with Two-Year College Education and Montana’s Goals for Increased Education Attainment

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

• Continue to release annual State team progress reports on the two-year agenda.
• Organize listening sessions at each of the five COT campuses and Gallatin College to engage in dialogue about extending the comprehensive two-year education mission, in addition to the renaming and rebranding initiatives.

• Create feedback tools for local workforce stakeholders, school districts, and other agencies.

• Organize scope, objectives, and format for “Best Practices for Community Colleges” conference for internal constituents, winter 2011.

• Implement “Best Practices in Community Colleges” conference by fall 2012.

• Continue promoting the shared two-year education mission and vision across Montana.

• Lead planning efforts for rebranding of the State’s five COTs and two-year programs in Hamilton and Bozeman, and creating a consortium.

• Provide assistance with internal and external communications associated with “regional clearinghouse” approach.

• Convene advisory team and other opinion leaders for workshop on story-telling approach to communication and engagement for productivity efforts.

• Target communications to Montana policymakers, Tribal college leaders, business owners, community leaders, educators, families, students and the media to ensure each is accurately informed and involved with Montana’s two-year education initiative.

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

• Staff, faculty, and administrators from Montana’s five COTs gathered together with representatives from the Office of the Commissioner of Higher Education, two-year college programs, FVCC, the Governor’s office, and various consultants for a retreat held on November 3-4, 2011, on the UM Missoula campus. A full report of the retreat can be found at: http://www.mus.edu/board/meetings/2011/Nov2011/TwoYear/CompMissionUpdate_A1.pdf

Goals of the retreat were as follows:
  o Review and discuss feedback from the Montana Listening Sessions held in Billings, Butte, Great Falls, Helena, and Missoula (communities which have a COT) throughout the month of October.
  o Delve into the comprehensive mission planning process by individual COT campus.
- Allow opportunity for active networking, sharing and learning.
- Create a “unified voice” for two-year colleges while respecting individual identity.
- Facilitate commitment to broaden the engagement of faculty, staff, students, and community members at each COT campus.
- Identify needs and encourage requests for additional consulting assistance and other resources.
- Create an environment of stronger commitment between two- and four-year education.
- Create time for each college of technology to focus on its respective comprehensive mission expansion plans.

The meeting was co-chaired by Deputy Commissioner Cech and Chancellor Rolf Groseth. Dr. Allison Kadlec and Isaac Rowlett from Public Agenda (a New York firm funded by Lumina to provide support), and Annie Glover and Adam Pimley from Strategies 360, provided key facilitation assistance in communication and engagement throughout the meeting. Additional College!NOW staff provided ongoing support and small group facilitation.

- Following the 14 listening sessions previously reported on, additional listening sessions were held in Great Falls, Missoula, and Bozeman in April 2012. The purpose of these listening sessions was to further strengthen stakeholder and community input guiding the renaming recommendation, increase understanding of the expanding two-year mission and rebranding effort, and gain community buy-in throughout the renaming process.

- The BOR voted to approve the new names recommended by Strategies 360, allowing the rebranding of each of the colleges to move forward. The colleges’ new names more accurately reflect the expanded two-year college mission and are as follows:

  - **Bitterroot College UM** (Formerly UM Bitterroot College Program)
  - **City College at MSU Billings** (Formerly MSU Billings College of Technology)
  - **Gallatin College MSU** (Formerly MSU Gallatin College Programs)
  - **Great Falls College MSU** (Formerly MSU Great Falls College of Technology)
  - **Helena College UM** (Formerly UM Helena College of Technology)
  - **Highlands College of MT Tech** (Formerly Montana Tech of the UM College of Technology)
  - **Missoula College UM** (Formerly UM Missoula College of Technology)

- Local workforce and community stakeholders were able to give feedback on the renaming of the seven colleges through online surveys. The results were conclusive in community preferences for the new name frameworks. Results were compiled and presented in formal recommendations to the Board of Regents at their March and May meetings in 2012.

- A workshop on “Best Practices in Serving the Underprepared Student” was held from June 6-7, 2012, at City College MSU Billings. The workshop focused on principles of
developmental education reform and adult basic education and developmental education reform strategies. The workshop also included a session with institutional leaders in Montana who are currently implementing various course redesign principles.

- **Comprehensive Two-Year Mission Rebranding/Renaming Summit** was held at Montana University System-Bozeman, on December 15–16, 2011. A total of 105 people participated, including representatives from all of Montana’s two-year colleges, Tribal Colleges, four-year universities, OPI, as well as business and industry members.

The comprehensive two-year mission summit on December 15-16, 2011, engaged a broader group of stakeholders in discussions of the rebranding and renaming of the colleges of technology and, ultimately, Gallatin College Programs, Bitterroot College Program, and the two-year programs at UM Western and MSU Northern. Data captured from the November retreat and December summit will inform early 2012 surveys and focus groups that will elicit the suggestions and probe the perspectives of current and prospective two-year college students regarding Montana’s two-year colleges of technology and two-year programs.

On Day One of the December summit, Andy Goodman, a nationally acclaimed communications expert, conducted an interactive workshop that focused on the power of storytelling as a vital aspect of rebranding Montana’s two-year colleges. The stories offered by participants revealed a broad range of desirable characteristics and benefits of two-year education that could be conveyed to stakeholders and the public as part of the rebranding strategy. These included, among others: Opportunity; Access; Responsiveness; Personalized; Welcoming; and Connected.

Day Two of the December summit concentrated on smaller group and full-group conversations about renaming Montana’s two-year colleges and programs. Twelve mixed groups of eight individuals, each from various Montana higher education institutions and representatives of other key stakeholder groups, engaged in extensive discussions of rebranding the two-year colleges of technology and two-year college programs in order to communicate their expanded mission. These discussions revealed the importance of conducting the rebranding of two-year education in close coordination with the State’s three comprehensive community colleges and with planned university rebranding efforts. Participants then reassembled into groups organized by specific college of technology or two-year college program to suggest and deliberate on a range of new names that might best communicate each college’s mission, place, and affiliation.

A number of guiding principles arose from these conversations including, among others:
- New names should show clear mission delineation between comprehensive two-year colleges and universities;
- Names should be sensitive to telling a common story while retaining local identity;
- Keep naming conventions simple; and
- Be aware of possible, shortened vernacular versions of suggested new names.
A full report detailing the Two-Year Mission Rebranding Summit can be found at:  

- Continued promotion of the shared two-year education mission and vision across Montana through press, name rollout events, media interviews, Facebook ads, and presentations to civic groups.

- Helena College UM, Highlands College at MT Tech, and City College at MSUB all held renaming dedication ceremonies that included speeches by local and state officials and students, in addition to college and university leadership. Deputy Commissioner Cech and Strategies 360 participated in the planning, activities and press surrounding those events.

- Deputy Commissioner Cech and college deans gave presentations to local civic groups on the expanded two-year mission and the rebranding initiative.

- The College!NOW Facebook page and blog were updated through the year with new content highlighting events, mission expansion updates at the colleges, press conferences, news stories and editorial related to College!NOW, and milestones marking the renaming and rebranding votes by the BOR. See: https://www.facebook.com/CollegeNowMontana and http://montanacollegenow.com/ (NOTE website is no longer functional)

- Held a press conference and launched a Facebook ad campaign in August 2012 to promote dual enrollment at the beginning of the fall 2012 semester. The promotion resulted in a direct increase in dual enrollment by high school students statewide.

- Deputy Commissioner Cech, Helena College Dean Daniel Bingham, and a City College student were featured on the CBS’s Face the State. The program highlighting the two-year mission and brand ran statewide on network television in September 2012.

- Press was generated to announce and publicize the BOR votes on the renaming in March, May, and June 2012. Newspapers, radio, and television highlighted these milestones, elevating statewide awareness of the rebranding initiative.

- Strategies 360 developed a Two-year Education Brand Strategy Guide, which includes a brand positioning statement, brand characteristics, top advantages to leverage in marketing, and a style guide for communications and image use. The guide was presented at the Implementation Team Retreat in August 2012 and was based on analysis in the Brand Market Research Prospective Student Focus Group Report.

- Each of the seven colleges, with guidance from Strategies 360, convened a Brand Task Force committee made up of representatives from the college, the Affiliate University, current students, community leaders, and a representative from Strategies 360 on two committees. Using statewide brand guidelines developed by Strategies 360, the Brand
Task Force committees are working towards developing a unique brand identity for their college:

- City College MSU Billings, Helena College UM, and Highlands College of MT Tech have designed and implemented new college logos reflective of the new expanded two-year mission.
- Great Falls College MSU and Gallatin College MSU are in the final stages of designing a new logo reflecting the new expanded two-year mission.

The seven colleges are utilizing the Brand Task Force committees to articulate a unique identity within the higher education landscape of Montana, to plan events highlighting the new names and expanded mission, to build community, local, and statewide regional workforce partnerships, and to create strategic messaging aimed at enhancing community understanding of Montana’s two-year public colleges.

- Deans/CEOs of the seven colleges participate in a bi-weekly conference call, led by Strategies 360, to facilitate the rebranding process statewide. These calls focus on constructive dialogue between the colleges and provides an opportunity for the colleges to address rebranding challenges, to identify crucial areas where Strategies 360 can provide strategic support, and to ensure that the statewide rebranding process follows the timeline set forth by College!NOW and the Commissioner’s Office.

- Deputy Commissioner Cech, his staff, two-year college deans, and Strategies 360 provide regular progress updates on the two-year college agenda at each public Board of Regents meeting.

- The College!NOW team at OCHE, Strategies 360, and CBT held regular conference calls to discuss the strategic planning and collaboration, including the incorporation of brand development into the strategic plans.

**Activities: Research**

- Work with project evaluator to inventory how/what campuses are currently doing, what gaps in service exist, and how gaps can best be eliminated through new service channels and/or collaboration with other two-year or four-year providers.

- Identify barriers and perceptions that keep Montanans from attending a two-year institution.

- Conduct market research to assess and better understand prospective student priorities and perceptions on college and naming.

- Conduct market research to assess community perspectives on college name frameworks and place names.
Accomplishments: Research

- Renaming and rebranding the five COTs was introduced as part of a larger initiative to extend the comprehensive mission of two-year higher education to the State’s COTs. Work undertaken by College!NOW in fall of 2011 determined that new names should embody the extended Mission, the local Place of the COT, and the University Affiliation.

College!NOW engaged Strategies 360 to conduct market research from January through February 2012 in preparation for making a naming recommendation to the Board of Regents in the Spring of 2012. These three research pieces included:
  1. Focus groups held in six communities around Montana that tested how different naming frameworks communicated Place and Mission and Affiliation, which tested how different place-names represent communities where a COT is located; and gathered data on prospective student priorities and perceptions of higher education;
  2. A survey that sought to elucidate current perspectives, priorities, and challenges that concern current students of two-year higher education in Montana; and
  3. A community survey that allowed community members from the five cities containing a COT to give feedback on naming conventions and place-name identifiers.

Findings from three research efforts were combined in a single report to formulate a full recommendation to the Board of Regents for renaming Montana’s five Colleges of Technology and two-year programs in Bozeman and Hamilton. The report submitted to the BOR recommended that MUS adopt the Place and Mission and Affiliation naming convention as the guiding framework for renaming Montana’s five Colleges of Technology and two-year programs in Bozeman and Hamilton. The full report can be found at:


Additionally, a second brand market research report was produced in August, providing a full analysis of the prospective student focus groups and a recommendation to guide the statewide two-year education rebranding strategy. (Attachment 5)

MAJOR CHANGES

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

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

Describe how you have responded or plan to respond to these changes.
• The Commissioner of Higher Education, Clayton Christian, (appointed in January 2012) actively supports College!NOW, and is committed to developing two-year education in the State.

• Two new regents were selected in March 2012; with these additions, BOR support for two-year education priorities continues to grow.

• Dean/CEO Wolff was hired at Great Falls College MSU in July, replacing Dean Joe Schaffer and Interim Dean Gwen Josef. There were challenges associated with this turnover in leadership; however, Dean Wolff is quickly coming up-to-speed with College!NOW.

• The addition of Gallatin College Programs and Bitterroot College Programs requires increased College!NOW staff and consultant services to engage with these programs.

• Funding a new Missoula College building is a major priority for the University of Montana in the 2012 legislative session.

• Research and discussions led by the Developmental Education Workgroup have led to a rethinking of the State’s approach to improving developmental education, as noted in the progress narrative above.

**EVALUATION**

**Activities: Evaluation**

• Evaluator provides Advisory and Implementation Teams/ Project Director with observations, suggestions; connects with national evaluation process.

• Evaluator provides format and contributes content for annual report.

**Accomplishments: Evaluation**

• College!NOW renewed its contract with state-specific evaluator, Collaborative Research Associates (CRA)—Dr. J. Anne Clark—for a third year of evaluation services.

• CRA continued tracking College!NOW strategy actions and events throughout the November 2011 to October 2012 grant period and continued to use a policy/strategy tracking model to categorize these actions and events. In three evaluation memos, CRA reported on the progress achieved during this time period across the five College!NOW Strategies (Attachment 6):

  *College!NOW Evaluation Memo #2: Progress on the College!NOW Five Strategies (January 16, 2012)*
  *College!NOW Evaluation Memo #3: Progress on the College!NOW Five Strategies (May 22, 2012)*
College!NOW Evaluation Memo #4: Progress on the College!NOW Five Strategies (August 4, 2012)

- College!NOW and CRA conducted an online follow-up survey of Fall 2011 Listening Session participants, and CRA prepared a written report for each of the five Colleges of Technology. At a November 3-4, 2011 statewide retreat that focused on mission expansion for Montana’s COTs, CRA presented the online survey findings, which were reviewed and discussed in conjunction with feedback collected at October 2011 campus and community Listening Sessions.

- CRA contributed to an updated questionnaire for use with interviews of two-year education leaders conducted by Dr. Pam Fisher.

- Data captured from the November 3-4, 2011 Retreat and a December 15-16, 2011 Summit informed early 2012 surveys and focus groups conducted by Strategies 360. CRA provided support to Strategies 360 on survey development and preparation of their presentations of survey findings.

This market research probed perspectives of current and prospective two-year college students regarding Montana’s two-year colleges of technology and two-year programs and elicited feedback on renaming and rebranding of the COTs. CRA provided support to Strategies 360 in finalizing a written report on the December 15-16 Summit.

- CRA assisted the MSU-Billings COT with an analysis of results from its administration of the Community College Survey of Student Engagement (CCSSE). This survey provides information about effective educational practices in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. CRA prepared a written report on the MSU-Billings COT results from the CCSSE, including comparisons with a national All Small Colleges cohort. (Attachment 7)

- College!NOW awarded grants of $10,000 to three Montana two-year colleges to conduct pilot projects that assist students in ABLE programs with transitioning to college developmental education and degree/certificate programs. CRA is working with College!NOW and the ABLE bridge projects to assess and report on student and program outcomes for the three pilots.

COMMUNICATION

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

- Updates to the progress of the communication plan are detailed above under Strategy 5, Activities and Accomplishments.
The Two-Year and Community College Committee of the BOR is actively engaged with the goals of College!NOW and is ensuring regular communication and updates occur at each BOR meeting.

The decision of the Two-Year and Community College Committee of the BOR to add the adoption of a Montana version of the VFA will ensure regular communication of commonly identified set of metrics for identifying and measuring two-year college student progress measures.

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

(Attachment 8)

Activities and Accomplishments: Communication

- Activities and accomplishments in this area are detailed above under Strategy 5, Activities and Accomplishments.

Learning

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

- The fact that the Board of Regents provided a “sense of urgency” by requiring deliverables on set dates was valuable. These tight delivery dates created a sense of urgency among the participants to complete the tasks in between meetings. For example, between the December 15-16, 2011 two-year education branding summit and March 2012 meeting, all of the research including prospective students, current students, and community needed to be completed, compiled, and summarized. This time period was very short but doable – especially with the assistance provided by Public Agenda.

- Buy-in participation in working toward project goals is essential, especially if time and resource are intense. Building relationships and trust among project leaders, institutional stakeholders, and community leaders is essential to progress.

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

- As related to the first bullet in this section, firm deadlines and benchmarks are important, but flexibility in planning must allow for increased participation and alternative methods
to achieve goals such as increasing faculty participation in implementing the comprehensive mission.

- Prospective student market research was essential to providing a focus for the development of the local and statewide two-year brands and for facilitating understanding and agreement among stakeholders and community leaders.

- Key components of the two-year mission must be implemented at most of the colleges prior to a mass-media, high-profile marketing of the statewide two-year brand so that prospective students are able to find and access programs and services as advertised.

- Clearly defining the role of two-year education in relationship to other institutions of higher learning is essential in a climate where the affiliate universities are hesitant to provide the colleges with the resources and autonomy necessary for marketing the expanded two-year mission and brand.

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

- We found continued challenges in moving forward with the changes articulated in the scope of work with respect to institutional structures that this plan must operate within. Throughout this process, we have continued to work to understand the players and decision-makers, so that we can find ways to collaborate without alienating the institutions or traditions.

- Additional resources were allocated to facilitate strategic planning of mission implementation and legislative priorities at each college.

- We are working to communicate with the decision-makers at the affiliate universities, emphasizing the ways that successful two-year colleges will benefit the four-year institutions without competing for students or resources so that the colleges have improved opportunities for marketing their new brand and mission.

If applicable, describe any links you have made or would like to make between this project and other Lumina grants.

- The December 15-16, 2011 two-year rebranding summit was greatly assisted by Public Agenda and Andy Goodman through Lumina funding, in addition to the Montana productivity grant.

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

- Commissioner Christian and Deputy Commissioner Cech participated in a Strategy Lab site visit at the New Community College at City University of New York.
• Our connections with Lumina and HCM have been beneficial as they helped us make many other contacts, such as Bruce Vandal, who is now Vice President for Complete College America and assisting with our Statewide Developmental Education Reform Taskforce.

• College!NOW is being assisted by CBT through Lumina funding. Strategies 360 is collaborating with CBT on the development of the strategic plans.

• In addition to the Lumina grant, we are leveraging federal grants (Perkins and Rigorous CTE Curriculum), workforce funds, and GEAR UP, and TRIO Education Talent Search grants to advance our attainment goals.

SUSTAINABILITY

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

• Some of the reforms we have put in place will be self-sustaining. Examples include:
  o Common course numbering.
  o Streamlined transfer pathways in collaboration with high schools and universities.
  o Efficiencies resulting from system integration efforts that have been completed.
  o Closer relationships among the two-year colleges, including Tribal Colleges.
  o Streamlined tuition and administrative policies (including faculty qualifications) for online dual enrollment.

These changes have been made in policy and practice and will continue. In addition, the work we have done to improve understanding and perceptions of two-year education in the State will continue to pay off.

• The five strategies of Montana’s College!NOW initiative have been integrated into all aspects of the state’s two-year and postsecondary education initiatives. For example, the State’s Carl Perkins Big Sky Pathways initiative has incorporated the secondary-to-postsecondary pathways and regional hub approaches of College!NOW into its own plans.

• Some reforms, however, will require securing additional resources, for which the Lumina grant has positioned us well. We will use the comprehensive mission expansion plans for the seven two-year colleges to create a statewide public two-year education plan (including the three public community colleges), in effect forging a system with a lower case “s,” which will increase the collaboration, planning, and sharing of academic programming and services around the State. In addition to helping us achieve improved student outcomes and administrative efficiencies, this collaboration will also help us secure additional grant funding to further both continuing and new initiatives.
• Building and promoting a recognized, statewide two-year education brand for Montana will aid with sustainability. For example, in addition to helping us attract more Montanans to higher education in an affordable setting, the ability to collectively identify the brand and build public recognition of the work being done at Montana’s two-year colleges will help improve awareness among the state’s business leaders, legislature, and new governor.

• The College!NOW initiative has precipitated significant discussion among the Board of Regents about the important role and purpose of two-year education in Montana, as was evidenced by the priorities put forth by the two-year committee at the BOR meeting in September 2012, in addition to their action on renaming the colleges. These discussions and the commitment the regents have made to the College!NOW initiative have helped ensure the work of this initiative will continue long past the expiration of the Lumina grant.

• The colleges will be submitting strategic plans to the legislature to continue implementation of the comprehensive mission and the new brands. CBT and Strategies 360 are working with the colleges to ensure the strategic plans offer a framework for sustainability both in terms of funding and internal structures.

• Finally, Commissioner Christian has submitted to the Governor’s budget office a funding request and rationale to support continuation of programmatic staff in the Two-Year and Community College Division to support College!NOW and two-year education statewide initiatives following the completion of the College!NOW grant in November 2013.

• As a logical next step to the Lumina grant, Montana is considering joining the Complete College America initiative, which is a national nonprofit organization (partially funded by the Lumina Foundation), with the goal to increase the number of Americans with a college degree or credential of value and to close attainment gaps for traditionally underrepresented populations. The results of Montana’s recent elections and election of Governor-elect Steve Bullock may present a good opportunity to consider joining this national initiative.
FINANCIAL REPORT

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

Indicate any anticipated changes and explain any budget variances.

Montana spent nearly $12,000 on equipment during the financial reporting period 4. During that time period we purchased small equipment for three staff who are working on the College!Now project, including laptops, Notebooks, a conference phone, an overhead projector, and cubicles. We would like to purchase a digital camera so that C!N can photograph and publish (post) our accomplishments. See attached spreadsheet.

In addition, Montana would like to explore the options for a no-cost extension through March 2014. This no cost extension will be funded through a reorganization of some staffing and funds within the MOA grant. This extension will provide additional time to wrap up the initiatives in the grant, track and report progress of those initiatives, and get final invoices processed.

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

John E. Cech 11/20/12
Project Director  Date
Attachments
Plan Framework
The College Brain Trust consulting team, in cooperation with the Deputy Commissioner for Two-Year and Community College Education and Commissioner’s staff, developed a standardized framework for the strategic plans being developed by: Bitterroot College, City College, Gallatin College, Great Falls College, Helena College, Highlands College, and Missoula College. The goal is to help the seven colleges produce plans that can be placed side-by-side and contain the same elements. This framework includes the following four chapters:

1. **Introduction to the College** – College history and development, College service, College!NOW Mission Statement, College!NOW Vision Statement, College’s vision for its future.

2. **Data** – Data (for each college) was obtained from Associate Commissioner Tyler Trevor. The consulting team provided interpretive narrative and distributed it to each of the colleges. The data included: Student enrollment trends, service area analysis, student success, retention metrics, transfer and completion data.

3. **Initiatives** – These are initiatives that the colleges would like to undertake to help the college become a more comprehensive institution. The consulting team laid out very specific guidelines for these initiatives. Each initiatives will provide details including: measurable outcomes, responsible party, required resources, completion date, a link to one or more of the College!NOW strategies.

4. **Linkages** - to State and National Organizations and Other Educational Institutions in Montana.

Questions from the Colleges
Since the September visits to OCHE and the seven colleges, the consulting team has been responding to questions from the colleges. Primarily, this has been to clarify the framework and to review early drafts.

Site Visits
During the week of September 10-14, three CBT consultants visited OCHE and the seven campuses, where they met with the deans/CEOs, implementation teams, advisory boards and college representatives. They reviewed the colleges’ Comprehensive Mission Expansion Plans, reviewed the project timeline, toured the facilities and met with stakeholders. The discussions were focused on identifying ways in which the colleges can better meet the expanded comprehensive mission.

City College
- CBT Consultant and Dean Marsha Riley met with Chancellor Rolf Groseth and members of his Leadership Team. The University and City College are working
collaboratively to align the strategies of the City College’s Strategic Plan with the University’s Strategic Plan. City College has a solid start on their Implementation Plan. The CBT Consultant met with all the college’s committees, including their University partners, to review the status of the college’s initiatives, consider baseline documents, and to determine what is needed for the College’s final Implementation Plan.

Great Falls College

- Great Falls College is well on its way with its Mission Expansion Plan. The College has a number of major documents, which will provide the foundation for their Implementation Plan including: “Common Ground” goals and tasks; Operational Plans; Strategic Priorities, and their recent Accreditation Report. The College has a strong culture of assessment and research. This is good.

- Meetings with the College’s Committees focused on implementation topics and strategies.

Highlands College

- Highly productive and positive meeting with the College Dean, staff, students and the Chancellor and Provost of Montana Tech. University leaders shared their vision for how Highlands College can continue to be a partner as it expands its mission. Students expressed appreciation for the two year option to gain higher education which was a better fit for their current needs. Discussed with the Dean ideas for initiatives that will advance the expanded mission as set forth by the Board of Regents. Highlands College, which has a long history, has already moved ahead to begin to inform the community about its new role and identity.

Gallatin College

- Very productive and positive meeting with the College Dean, faculty, staff and the Provost of Montana State University. Also meet with City and County administrators. City and County administrators also expressed great support for a comprehensive two-year college and are engaged in active discussions about how to develop local resource support. The College has major facility and staffing needs to enable implementation of its mission.

Bitterroot College

- The meetings at Bitterroot College included a very productive session with the College Director Victoria Clark, students and faculty. The students have a great deal of pride in the college and provided valuable input for how to enhance services and programs. All of the stakeholders are enthusiastic supporters of the college and discussed some of the main challenges facing the college. One of the main challenges is how to deliver quality student services to a growing student population. Another challenge is making it easier for students to transfer to a four-year university.

Helena College
• Meetings at Helena College were held with associate deans, staff and faculty members. The College has a very good implementation plan draft that will require some additions and modification. Some of the main challenges identified included those associated with students transitioning to a four-year institution. Many effective programs are in place at the College including Access to Success and Youth Build. The rebranding has been mostly implemented.

Missoula College
• Productive meetings were held with Dean Barry Good, faculty, administrators and the College Advisory Council. The College has implemented a planning structure that includes working groups. These groups are a natural to work on the implementation plans and have begun to do so. The rebranding effort was discussed as well as resources needed to accomplish it. Facilitating transferability for students was another priority identified.

Next Steps
• Colleges to complete draft plan (with assistance from CBT) by 11/2/12
• CBT will work with colleges to hone the plans. CBT will collaborate with Strategies 360 to review initiatives that have an impact on branding, 11/2/12 – 12/14/12
• CBT will work with Montana’s public two-year colleges to create executive summary of a statewide two-year education plan including the seven public two-year colleges and three public community colleges.

Statewide Two-Year Education Plan:
The CBT team will work with the deans and CEOs of the seven public two-year colleges as well as the presidents of the three public comprehensive community colleges to create an executive statewide executive summary for public two-year education in Montana. This plan will succinctly articulate the capabilities of Montana’s public two-year colleges as well as identify opportunities for collaboration including: statewide two-year brand, developmental education, curriculum development, secondary to postsecondary pathways, dual enrollment, workforce development, and statewide transfer degree opportunities.
Developmental Education Success Rates

Two graphs are shown for the college. The first shows the percentage of student success (earning an A, B, C or P) in developmental math courses. The second shows the same data for developmental writing courses.

![City College - Developmental Math Student Success](image)

City College - Developmental Writing Student Success

![City College - Developmental Writing Student Success](image)
Gallatin College - Developmental Math Student Success

- Fall 2010: 61%
- Spring 2011: 59%
- Fall 2011: 64%
- Spring 2012: 56%

Gallatin College - Developmental Writing Student Success

- Fall 2010: 66%
- Spring 2011: 59%
- Fall 2011: 62%
- Spring 2012: 57%

Great Falls College - Developmental Math Student Success

- Fall 2009: 66%
- Spring 2010: 63%
- Fall 2010: 61%
- Spring 2011: 53%
- Fall 2011: 58%
- Spring 2012: 51%
Attachment 3
(Please double-click on icon below to open)

CollegeNow Math
Inventory-FINAL.xlsx
Montana’s Public Two- and Four-Year Institutions of Higher Education

Prior Learning Assessment Table

<table>
<thead>
<tr>
<th>Adult Learner Services: PLA Method</th>
<th>Being used by students? Y/N</th>
<th>Published policy? Y/N</th>
<th>Students aware of it? Y/N</th>
<th>Articulation agreements in Montana? Y/N</th>
<th>Any restrictions? (e.g., resident credit, amount of credit, types of credit) Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests – CLEP accepted by all departments</td>
<td>Yes=7 No=3</td>
<td>Yes=10 No=0</td>
<td>Yes=8 No=1 Don’t Know=1</td>
<td>Yes=1 No=6 N/A=2 Other=1</td>
<td>Yes=9 No=1</td>
</tr>
<tr>
<td>Tests – AP (College Board)</td>
<td>Yes=10 No=0</td>
<td>Yes=9 No=1</td>
<td>Yes=9 No=0 Don’t Know=1</td>
<td>Yes=0 No=6 N/A=2 Don’t Know=1 Other=1</td>
<td>Yes=9 No=1</td>
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<tr>
<td>Tests – other national tests (e.g., Excelsior, DSST, etc.)</td>
<td>Yes=6 No=3 N/A=1</td>
<td>Yes=5 No=4 N/A=1</td>
<td>Yes=5 No=3 N/A=1 Don’t Know=1</td>
<td>Yes=0 No=5 N/A=3 Don’t Know=1 Other=1</td>
<td>Yes=4 No=3 N/A=2 Don’t Know=1</td>
</tr>
<tr>
<td>Tests – challenge exams based in academic departments</td>
<td>Yes=9 No=1</td>
<td>Yes=9 No=0 Yes/No=1</td>
<td>Yes=9 No=0 Yes/No=1</td>
<td>Yes=0 No=7 N/A=1 Don’t Know=1 Other=1</td>
<td>Yes=8 No=2</td>
</tr>
</tbody>
</table>

1

Montana’s Public Two- and Four-Year Institutions of Higher Education

Prior Learning Assessment Table 2

<table>
<thead>
<tr>
<th>Adult Learner Services: PLA Method</th>
<th>Being used by students? Y/N</th>
<th>Published policy? Y/N</th>
<th>Students aware of it? Y/N</th>
<th>Articulation agreements in Montana? Y/N</th>
<th>Any restrictions? (e.g., resident credit, amount of credit, types of credit) Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE – Military Guide credit recommendations</td>
<td>Yes=9 No=0 N/A=1</td>
<td>Yes=7 No=2 N/A=1</td>
<td>Yes=7 No=1 N/A=1 Yes/No=1</td>
<td>Yes=0 No=6 N/A=2 Don’t Know=1 Other=1</td>
<td>Yes=6 No=2 N/A=1 Don’t Know=1</td>
</tr>
<tr>
<td>ACE – College Credit Recommendation Service (CREDIT) for workforce education &amp; training</td>
<td>Yes=4 No=5 N/A=1</td>
<td>Yes=5 No=6 Don’t Know=1</td>
<td>Yes=3 No=6 N/A=1 Don’t Know=1</td>
<td>Yes=0 No=7 N/A=2 Other=1</td>
<td>Yes=4 No=3 N/A=3</td>
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<tr>
<td>Evaluated non-College programs with local employers</td>
<td>Yes=3 No=7 N/A=1</td>
<td>Yes=3 No=7 N/A=1</td>
<td>Yes=2 No=7 N/A=1</td>
<td>Yes=2 No=5 N/A=1 Other=1</td>
<td>Yes=3 No=5 N/A=2</td>
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<td>Portfolio program – workshop or course</td>
<td>Yes=4 No=6 N/A=1</td>
<td>Yes=4 No=6 N/A=1</td>
<td>Yes=3 No=7 N/A=1</td>
<td>Yes=2 No=7 N/A=1 Other=1</td>
<td>Yes=4 No=5 N/A=1</td>
</tr>
<tr>
<td>Individualized assessments through writing, demonstrations, or products?</td>
<td>Yes=3 No=6 Don’t Know=1</td>
<td>Yes=4 No=5 Don’t Know=1</td>
<td>Yes=2 No=7 Don’t Know=1</td>
<td>Yes=0 No=8 N/A=1 Don’t Know=1 Other=1</td>
<td>Yes=2 No=6 N/A=1 Don’t Know=1 N/A=1</td>
</tr>
</tbody>
</table>
Attachment 5
(Please double-click on image below to open)

College!NOW
Brand Market Research Report
Prospective Student Focus Groups

August 4, 2012

Provided by:
Evaluation Memos

MEMO TO: Montana College!NOW State Team  
FROM: Dr. J. Anne Clark, President, Collaborative Research Associates (CRA)  
College!NOW Evaluator  
DATE: January 16, 2012  
RE: Progress on the College!NOW Five Strategies from July to December 2011

This memo provides an update to the April 2011 comprehensive evaluation report, *College!NOW Five Strategies: Progress through February 2011 and Potential Next Steps through February 2012* and the June 2011 *College!NOW Evaluation Memo #1.*

THE COLLEGE!NOW FIVE STRATEGIES AND SUB-STRATEGIES

The College!NOW Five Strategies and their twenty-four sub-strategies are listed below for reference when reviewing the policy phase chart on page 2, which illustrates specific progress achieved on the sub-strategies during the July 2011 through December 2011 time period.

Strategy One: Comprehensive two-year education mission (8 sub-strategies)
- Comprehensive two-year education mission at all COTs
- ABLE at all COTs
- Developmental education at all COTs
- Workforce education at all COTs
- Transfer core at all COTs
- Faculty and staff development
- Gallatin and Bitterroot College Programs
- *Tribal Colleges

Strategy Two: Regional clearinghouse hubs for two-year college education (3 sub-strategies)
- Workforce education
- Dual enrollment
- Adult friendly education

Strategy Three: Coordinated curricula and integrated technology (5 sub-strategies)
- Related instruction alignment
- Transfer core streamlined
- *Banner at MCC and DCC
- *MUS common data elements
- Coordinated online education

Strategy Four: Performance-based funding (3 sub-strategies)
- *Performance funding model
- Two-year college performance metrics
- Four-year college performance metrics

Strategy Five: Communication and engagement (5 sub-strategies)
- Citizen awareness
- Business and industry support
- Policy maker support
- Positive perceptions of two-year college education
- High interest in two-year college education

THE POLICY PHASE CHART
The purpose of the chart below is to depict the incremental progress of each College!NOW strategy and sub-strategy from its inception to sustainment, using a ten-phase policy process model. A full explanation of this model is presented in the April 2011 comprehensive College!NOW evaluation report.

Progress in the chart from Phase I through Phase X is determined by documenting significant College!NOW actions/events related to each of the twenty-four sub-strategies and placing these actions/events within one of the ten policy phases. Over time, these significant actions/events cumulatively indicate that the next phase in the model has been attained. During the July through December 2011 time period, twenty-seven significant College!NOW actions/events were accomplished and are plotted in the policy phase chart below.

<table>
<thead>
<tr>
<th>STRATEGY ONE</th>
<th>STRATEGY TWO</th>
<th>STRATEGY THREE</th>
<th>STRATEGY FOUR</th>
<th>STRATEGY FIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Process Phase</td>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
</tr>
<tr>
<td>X. Sustain</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX. Evaluate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII. Implement</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>VII. Pre-Implement</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>VI. Adopt solution</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Select Solution</td>
<td>x</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>IV. Review Alternatives</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>III. Set Criteria</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>II. Define problem</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>I. Set agenda</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

COLOR AND SYMBOL KEY

- X  Policy process phases targeted for completion by April 2012
- Policy process phases completed as of December 2011
- *  Significant actions/events accomplished July through December 2011, applicable to specific sub-strategies

<table>
<thead>
<tr>
<th>Strategy One [a]</th>
<th>* College!NOW created a Comprehensive Mission Task Force to guide the process of extending the comprehensive mission to the five COTs (and subsequently to the two-year programs), including rebranding and renaming.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy One [a]</td>
<td>* Baseline interviews were conducted with each COT regarding the comprehensive mission; summary document was created, distributed, and reviewed.</td>
</tr>
<tr>
<td>Strategy One [a]</td>
<td>* The BOR approved a 25-month timeline to extend the comprehensive mission to the five COTs, including rebranding and renaming.</td>
</tr>
<tr>
<td>Strategy One [a]</td>
<td>* In coordination with Strategies 360, 14 listening sessions were conducted in the five COT communities.</td>
</tr>
<tr>
<td>Strategy Five [a]</td>
<td>* Extending the Comprehensive Mission Retreat was held on Nov 3-4 in Missoula; report of results was created and distributed.</td>
</tr>
<tr>
<td>Strategy One [a]</td>
<td>* The Lumina Foundation provided additional resources to support the work of Public Agenda with the College!NOW initiative at the Nov 3-4 Missoula retreat, the Dec 15-16 summit, and with planning for follow-up research.</td>
</tr>
<tr>
<td>Strategy One [f]</td>
<td>* First annual two-year college education leadership summit convened in Helena with more than 100 participants and nationally known expert Dr. Terry O’Banion as facilitator.</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Strategy One [f]</td>
<td>* A CIN Professional Development Subcommittee was initiated, co-chairs were appointed, and a planning session was conducted via conference call. The subcommittee began planning a spring 2012 faculty and staff professional development conference focused on student success.</td>
</tr>
<tr>
<td>Strategy One [g]</td>
<td>* The BOR added the Gallatin, Bitterroot, Northern and Western two-year college programs to the comprehensive mission strategy.</td>
</tr>
<tr>
<td>Strategy One [a, b, c, d, e]</td>
<td>* Each COT dean submitted initial strategy plans and timelines to address gaps and achieve the comprehensive mission.</td>
</tr>
<tr>
<td>Strategy One [a, g] Strategy Five [a]</td>
<td>* Comprehensive Mission Rebranding/Renaming Summit was held on Dec 15-16 in Bozeman; report of results was created and distributed.</td>
</tr>
<tr>
<td>Strategy One [b, c] Strategy Two [c]</td>
<td>* New Adult Basic Education/Developmental Education Workgroup conducted an initial conference call and followed with a two-day face-to-face meeting in Bozeman, MT with Dr. Barry Shaffer (Minnesota) regarding best practices and strategies to align adult basic education with two year education.</td>
</tr>
<tr>
<td>Strategy Two [a] Strategy Three [a]</td>
<td>* Montana representatives attended a Career Pathways summit in Washington, DC.</td>
</tr>
<tr>
<td>Strategy Two [a] Strategy Three [a]</td>
<td>* A follow-up statewide Career Pathways summit was convened in Helena. Perkins Big Sky Pathways Initiative linked with Career Pathways Technical Assistance; 8 Pathways workshops were conducted in partnership with Carl Perkins Initiative; 650 secondary and post-secondary educators worked on gain analysis and pathway development between secondary and postsecondary curricula. Big Sky Pathways (in partnership with OPI) has articulated more than 465 pathways.</td>
</tr>
<tr>
<td>Strategy Two [b]</td>
<td>* BOR approved a common approach to dual enrollment tuition and application procedures.</td>
</tr>
<tr>
<td>Strategy Two [a, b]</td>
<td>* Sixty online Dual Credit courses are schedule to be offered in spring 2012, a mix of transfer core and workforce training courses; this is an increase from nine offered in Spring 2011.</td>
</tr>
<tr>
<td>Strategy Two [c]</td>
<td>* The CIN Adult Friendly Workgroup convened and reviewed relevant data relating to Montana’s adult population.</td>
</tr>
<tr>
<td>Strategy Two [c]</td>
<td>* As a result of Adult Friendly Workgroup recommendations, all Montana COTs and two-year programs have agreed to conduct ALFI assessment in spring 2012. Sole source approved by State for CAEL as assessment provider. Institutional coordinators have been appointed; ALFI webinar scheduled in mid-January to kick off assessment process.</td>
</tr>
<tr>
<td>Strategy Three [c, d]</td>
<td>* NFS/EPSCoR Cyberinfrastructure Grant funding of more than $1.1 million is supporting enhancement of network links to Montana’s community and tribal colleges.</td>
</tr>
<tr>
<td>Strategy Three [b, e]</td>
<td>* College!NOW collaborated with the Montana Digital Academy and Montana two-year colleges to increase online course offerings from the Choices That Count core.</td>
</tr>
<tr>
<td>Strategy Three [c]</td>
<td>* Banner was fully implemented at Miles and Dawson Community Colleges. Work is progressing to ensure functionality of the finance modules at each college.</td>
</tr>
<tr>
<td>Strategy Four [a]</td>
<td>* The BOR approved a funding rebasing phase-in beginning with FY2012 and tasked the University presidents with allocation to their affiliated campuses.</td>
</tr>
<tr>
<td>Strategy Four [a]</td>
<td>* MSU provided a faculty leadership roundtable discussion with NCHEMS (Dennis Jones) regarding performance-based funding. In a meeting of campus CFOs and CAOs, Dennis Jones presented and discussed Best Practices Regarding Performance Funding.</td>
</tr>
<tr>
<td>Strategy Four [b, c]</td>
<td>* The MUS online data dashboard provides publicly available indicators for each BOR strategic plan goal.</td>
</tr>
<tr>
<td>Strategy Five [a, b, c, d, e]</td>
<td>* The MUS Two-Year and Community College Education website was updated to increase effectiveness and improve user friendliness. Meeting notes and presentations were posted for each College!NOW team and workgroup. A BLOG and Facebook options were added.</td>
</tr>
</tbody>
</table>
Strategy Five
[a, b, c, d, e]
* The first two issues of a quarterly electronic newsletter were distributed to keep the public and all C!N workgroups informed of C!N progress.

Strategy Five
[a, b, c, d, e]
* C!N has generated a consistently high level of public media attention. During December 2011, 23 major media events included 2 public radio stories; 12 newspaper articles; 2 newspaper editorials, and 7 television stories.

SUMMARY OF PROGRESS DEPICTED IN POLICY PHASE CHART (on page 2)

Twenty of the twenty-four College!NOW sub-strategies progressed through one or more phases in the policy phase model between July and December 2011. For four of the sub-strategies, however, (those indicated with a red asterisk in the list of strategies on page 1 and in red font at the top of the policy phase chart), actions/events did not indicate sufficient progress to warrant movement into the next phase.

Strategy One: Comprehensive two-year education mission (8 sub-strategies)

Very substantial progress was achieved on Strategy One between July and December 2011. Twelve of the twenty-seven significant College!NOW actions/events that are documented in this memo are related to Strategy One. Most notably, sub-strategy [a] progressed in the chart from Phase III to Phase VI, and sub-strategy [f] progressed from Phase I to Phase V. In addition, sub-strategies [b], [c], [d], and [e] progressed from Phase IV to Phase V, and sub-strategy [g] progressed from Phase II to Phase III.

Strategy Two: Regional clearinghouse hubs for two-year college education (3 sub-strategies)

Seven of the twenty-seven significant College!NOW actions/events documented here are related to Strategy Two. Sub-strategy [a] progressed from Phase III to Phase V; sub-strategy [b] progressed from Phase V to Phase VII; and sub-strategy [c] progressed from Phase III to Phase IV.

Strategy Three: Coordinated curricula and integrated technology (5 sub-strategies)

Five of the twenty-seven significant College!NOW actions/events documented here are related to Strategy Three. Sub-strategies [a] and [b] progressed from Phase V to Phase VII, and sub-strategy [e] progressed from Phase VI to Phase VII.

Strategy Four: Performance-based funding (3 sub-strategies)

Three of the twenty-seven significant College!NOW actions/events documented here are related to Strategy Four. Sub-strategies [b] and [c] progressed from Phase II to Phase III.

Strategy Five: Communication and engagement (5 sub-strategies)

Five of the twenty-seven significant College!NOW actions/events documented here are related to Strategy Five. Sub-strategies [a], [b], [c], [d], and [e] progressed from Phase IV to Phase V.

PROGRESS TARGETED FOR COMPLETION BY APRIL 2012
As indicated by yellow shading in the policy phase chart on page 2, each of the twenty-four College!NOW sub-strategies is targeted to make further progress during the January to April 2012 time frame. Documentation of significant actions/events continues, and another evaluation memo will report on this progress in May 2012.

Please contact Dr. Anne Clark (anne@cr-assoc.com) with any comments or suggestions regarding evaluation reports and memos or documentation of College!NOW actions /events.

MEMO TO: Montana College!NOW State Team
FROM: Dr. J. Anne Clark, President, Collaborative Research Associates (CRA)
College!NOW Evaluator
DATE: May 22, 2012
RE: Progress on the College!NOW Five Strategies from January through March 2012

This memo provides an update to the April 2011 comprehensive evaluation report, College!NOW Five Strategies: Progress through February 2011 and Potential Next Steps through February 2012 and the January 2012 College!NOW Evaluation Memo #2.

THE COLLEGE!NOW FIVE STRATEGIES AND SUB-STRATEGIES

The College!NOW Five Strategies and their twenty-four sub-strategies are listed below for reference when reviewing the policy phase chart on page 2, which illustrates specific progress achieved on the sub-strategies during the January 2012 through March 2012 time period.

Strategy One: Comprehensive two-year education mission (8 sub-strategies)
   a. Comprehensive two-year education mission at all COTs
   b. ABLE at all COTs
   c. Developmental education at all COTs
   d. Workforce education at all COTs
   e. Transfer core at all COTs
   f. Faculty and staff development
   g. Gallatin and Bitterroot College Programs
   h. Tribal Colleges

Strategy Two: Regional clearinghouse hubs for two-year college education (3 sub-strategies)
   a. Workforce education
   b. Dual enrollment
   c. *Adult friendly education

Strategy Three: Coordinated curricula and integrated technology (5 sub-strategies)
   a. Related instruction alignment
   b. *Transfer core streamlined
   c. *Banner at MCC and DCC
   d. MUS common data elements
   e. Coordinated online education

Strategy Four: Performance-based funding (3 sub-strategies)
   a. *Performance funding model
   b. *Two-year college performance metrics
   c. *Four-year college performance metrics

Strategy Five: Communication and engagement (5 sub-strategies)
   a. *Citizen awareness
   b. *Business and industry support
c. Policy maker support  
d. Positive perceptions of two-year college education  
e. High interest in two-year college education

**THE POLICY PHASE CHART**

The purpose of the chart below is to depict the incremental progress of each College!NOW strategy and sub-strategy from its inception to sustainment, using a ten-phase policy process model. A full explanation of this model is presented in the April 2011 comprehensive College!NOW evaluation report.

Progress in the chart from Phase I through Phase X is determined by documenting significant College!NOW actions/events related to each of the twenty-four sub-strategies and placing these actions/events within one of the ten policy phases. Over time, these significant actions/events cumulatively indicate that the next phase in the model has been attained. For the January through March 2012 time period, thirty-five significant College!NOW actions/events were documented.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>ONE</th>
<th>STRATEGY</th>
<th>TWO</th>
<th>STRATEGY</th>
<th>THREE</th>
<th>STRATEGY</th>
<th>FOUR</th>
<th>STRATEGY</th>
<th>FIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Process Phase</td>
<td>a b c d e f g h a b c a b c d e a b c a b c d e</td>
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<td>X. Sustain</td>
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<td>IX. Evaluate</td>
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<td>VIII. Implement</td>
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<td>VII. Pre-Implement</td>
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<td>VI. Adopt solution</td>
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<td>V. Select Solution</td>
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<td>IV. Review Alternatives</td>
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<td>II. Define problem</td>
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<td>I. Set agenda</td>
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</table>

**COLOR AND SYMBOL KEY**

- Policy process phases targeted for completion by June 30, 2012
- X Policy process phases completed as of April 1, 2012
- * Significant actions/events accomplished January through March 2012, applicable to specific sub-strategies

**Strategy One [a through e]**

At March 2 BOR meeting, the COTs presented their plans (including timelines and early draft budgets) for implementing the expanded mission. Plans were approved by the BOR, and plan documents are publicly available. The BOR and OCHE are encouraging two-year colleges to work collaboratively on mission expansion planning and implementation.
<table>
<thead>
<tr>
<th>Strategy One [a]</th>
<th>A comprehensive funding proposal to support two-year education is being developed for submission to the legislature; may ask for one-time funding for two-year education projects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy One [a]</td>
<td>The mission expansion plan for each COT is being approved by the parent institution’s president/chancellor. Expanded missions for the COTs are being incorporated into strategic plans of both the COTs and their parent universities.</td>
</tr>
<tr>
<td>Strategy One [b]</td>
<td>Through an RFP process, C!N awarded $10,000 grants to 3 two-year colleges for innovative bridge program partnerships with local ABLE programs; grant funding will support one year of program implementation beginning spring 2012.</td>
</tr>
<tr>
<td>Strategy One [d]</td>
<td>Two-year colleges/programs continue to add workforce education, e.g. criminal justice and police science programs.</td>
</tr>
<tr>
<td>Strategy One [d]</td>
<td>A Model Nursing Curriculum is being discussed for programs statewide.</td>
</tr>
<tr>
<td>Strategy One [f]</td>
<td>College!NOW provided seven $1,000 scholarships for two-year leaders to attend the April 17-18 Western Alliance of Community College Academic Leaders' annual meeting.</td>
</tr>
<tr>
<td>Strategy One [f]</td>
<td>A statewide Teaching and Learning Conference was held on April 13; faculty and national experts presented on best practices.</td>
</tr>
<tr>
<td>Strategy One [g]</td>
<td>UM-Missoula expanded its presence in Hamilton by leasing space from the Ravalli County Entrepreneurship Center to provide classroom, lab, and meeting space. Remodeling is complete and the Center is open.</td>
</tr>
<tr>
<td>Strategy One [g]</td>
<td>The Gallatin College Program is seeking BOR approval to offer AA / AS degrees, general education core courses, and specific workforce certificate programs.</td>
</tr>
<tr>
<td>Strategy One [h]</td>
<td>Tribal colleges are among the 13 MT two-year colleges/programs forming the Consortium for Workforce Training Solutions as part of a statewide TAACCCT grant proposal to the U.S. Department of Labor for up to $15 million.</td>
</tr>
<tr>
<td>Strategy Two [a]</td>
<td>UM Missoula COT and Montana Tech COT are forming workforce advisory boards.</td>
</tr>
<tr>
<td>Strategy Two [a]</td>
<td>13 MT two-year colleges/programs are forming Consortium for Workforce Training Solutions as part of a statewide TAACCCT grant proposal to U.S. Department of Labor for up to $15 million.</td>
</tr>
<tr>
<td>Strategy Two [a]</td>
<td>The BOR-appointed Statewide Workforce Development Task Force, co-chaired by President Cruzado and Deputy Commissioner Cech, is meeting regularly with community and business leaders in eastern Montana to discuss ways to address regional workforce needs.</td>
</tr>
<tr>
<td>Strategy Two [b]</td>
<td>Big Sky Pathways, a collaboration between high schools and higher education, is helping to increase students' understanding of career pathway opportunities and ease student transitions between secondary and post-secondary education.</td>
</tr>
<tr>
<td>Strategy Two [b]</td>
<td>MTDA will increase its promotion of the dual enrollment courses offered by two-year colleges. All MT public higher education institutions with two-year programs are administering the CAEL Adult Learning Focused Institution (ALFI) assessment. CAEL will present results in June and lead discussion of strategies to engage, retain, and graduate adult learners.</td>
</tr>
<tr>
<td>Strategy Two [c]</td>
<td>Great Falls COT will submit a business plan and budget to the BOR for a Child Development Center that will serve students' children. The center will be funded by a donation from a local industry corporation and will be operated by a community partner organization.</td>
</tr>
<tr>
<td>Strategy Two [c]</td>
<td>Commissioner Christian and Deputy Commissioner Cech attended a Lumina/HCM Strategy Lab site visit to the CUNY Accelerated Study in Associate Programs (ASAP) program.</td>
</tr>
<tr>
<td>Strategy Three [a]</td>
<td>Through cross-campus faculty committee work, common course numbering (begun in 2007) is nearing completion for existing undergraduate courses. The ongoing process will require long-term funding.</td>
</tr>
<tr>
<td>Strategy Three [a]</td>
<td>Course redesign to provide stackable certificate programs is a key component of the MT statewide TAACCCT grant proposal to the U.S. Department of Labor for up to $15 million.</td>
</tr>
<tr>
<td>Strategy Three [d]</td>
<td>Development continues on an integrated information system that enables functions across campuses for finance and HR as well as for student data. A goal has been set to integrate all two-year and four-year institutions into one system. When completed, an integrated information system would allow ease of enrollment in courses at any MT two-year college/program. A legislative initiative may be advanced for funding for this project.</td>
</tr>
</tbody>
</table>
Strategy Three [d] The MUS 2012 Strategic Plan includes: (1) ongoing incremental development of Enterprise Information Systems; (2) continued development/improvement of high speed telecommunications network capabilities; and (3) continued maintenance/improvement of the systemwide data warehouse.

Strategy Three [d] One data code set is now being used to measure student progress. OCHE is now the one source for campus enrollment statistics.

Strategy Three [e] High demand for several dual enrollment courses necessitated offering additional sections.

Strategy Three [e] MTDA asked two-year colleges to provide obvious direct links from their websites to dual enrollment site to avoid confusion for parents and students.

Strategy Three [e] 13 MT two-year colleges/programs are forming Consortium for Workforce Training Solutions as part of a statewide TAACCCT grant proposal to the U.S. Department of Labor for up to $15 million. Includes equipment for Telepresence / WebEx in order to open COT training sessions to students statewide.

Strategy Four [a] New Commissioner of Higher Education is discussing options for using funding as an incentive for changing institutional practices. Next legislative session in Jan 2013 would be the earliest change could be made in the funding formula.

Strategy Five [a] The BOR passed a motion to approve a naming convention for new COT names. Rebranding of the COTs and two-year programs will reflect their expanded missions.

Strategy Five [a] COTs solicited input from constituents/stakeholders regarding the upcoming college name changes.

Strategy Five [b] Strategies 360 conducted market research (through focus groups and online surveys) of prospective two-year college students, current students, and community members. Findings were reported at the March BOR meeting. A complete report of findings is publicly available.

Strategy Five [c] Commissioners presented CIN updates to the legislative Education and Local Government Committee in February and March.

Strategy Five [d] Strategies 360 conducted market research (through focus groups and online surveys) of prospective two-year college students, current students, and community members. A complete report of findings is publicly available.

Strategy Five [e] Strategies 360 conducted market research (through focus groups and online surveys) of prospective two-year college students, current students, and community members. A complete report of findings is publicly available.

Summary of Progress Depicted in Policy Phase Chart (on page 2)

Sixty-seven percent of the College!NOW sub-strategies progressed through one additional phase in the policy phase model between January and March 2012. For the remaining thirty-three percent of the sub-strategies, actions/events did not indicate sufficient progress to warrant movement into the next phase. (Sub-strategies that did not advance to the next phase are indicated with a red asterisk in the list of strategies on page 1 and in red font at the top of the policy phase chart.)

Strategy One: Comprehensive two-year education mission (8 sub-strategies)

Substantial progress was achieved on Strategy One between January and March 2012. Twelve of the thirty-five significant College!NOW actions/events that are documented in this memo are related to Strategy One. All of the Strategy One sub-strategies, [a] though [h], progressed an additional phase, as shown in the chart on page 2.

Strategy Two: Regional clearinghouse hubs for two-year college education (3 sub-strategies)

Progress was achieved on Strategy Two. Eight of the thirty-five significant College!NOW actions/events documented here are related to Strategy Two. Two of the three sub-strategies, [a] and [b], progressed an additional phase, as shown in the chart on page 2.

Strategy Three: Coordinated curricula and integrated technology (5 sub-strategies)
Progress was also achieved on Strategy Three. Eight of the thirty-five significant College!NOW actions/events documented here are related to Strategy Three. Three of the five sub-strategies, [a] [d] and [e], advanced to the next phase, as show in the chart on page 2.

**Strategy Four: Performance-based funding (3 sub-strategies)**

One significant action/event documented here relates to Strategy Four; however progress was not sufficient to advance any of the three sub-strategies to the next phase.

**Strategy Five: Communication and engagement (5 sub-strategies)**

Progress was achieved on Strategy Five. Six of the thirty-five significant College!NOW actions/events documented here are related to Strategy Five. Three of the five sub-strategies, [c] [d] and [e] advanced to the next phase.

**PROGRESS TARGETED FOR COMPLETION BY JUNE 30, 2012**

As indicated by yellow shading in the policy phase chart on page 2, each of the twenty-four College!NOW sub-strategies is targeted to make further progress during the April through June 2012 time frame. Documentation of significant actions/events continues, and another evaluation memo will report on this progress in July 2012.

Please contact Dr. Anne Clark (anne@cr-assoc.com) with any comments or suggestions regarding evaluation reports and memos or documentation of College!NOW actions /events.

---

MEMO TO: Montana College!NOW State Team  
FROM: Dr. J. Anne Clark, President, Collaborative Research Associates (CRA)  
College!NOW Evaluator  
DATE: August 4, 2012  
RE: Progress on the College!NOW Five Strategies, April through July 2012

This memo provides an update to the April 2011 comprehensive evaluation report, *College!NOW Five Strategies: Progress through February 2011 and Potential Next Steps through February 2012* and the May 2012 *College!NOW Evaluation Memo #3*.

**THE COLLEGE!NOW FIVE STRATEGIES AND SUBSTRATEGIES**

The College!NOW Five Strategies and their twenty-four substrategies are listed below for reference when reviewing the policy phase chart on page 2, which illustrates specific progress achieved on the substrategies during the April 2012 through July 2012 time period.

**Strategy One: Comprehensive two-year education mission (8 substrategies)**

a. Comprehensive two-year education mission at all COTs  
b. ABLE at all COTs  
c. Developmental education at all COTs  
d. Workforce education at all COTs  
e. Transfer core at all COTs  
f. Faculty and staff development opportunities are provided  
g. Gallatin and Bitterroot College Programs progress toward the comprehensive mission
h. Tribal Colleges utilize College!Now as a strengthening resource

Strategy Two: Regional clearinghouse hubs for two-year college education (3 substrategies)
   a. Workforce education that is responsive to business / industry
   b. Supports for transition from high school to college / dual enrollment
   c. Adult friendly programming / scheduling

Strategy Three: Coordinated curricula and integrated technology (5 substrategies)
   a. *Related instruction aligned
   b. Transfer core streamlined
   c. Banner at MCC and DCC
   d. Common data standards and approaches used throughout MUS system
   e. *Coordinated statewide online education broadens student access

Strategy Four: Performance-based funding (3 substrategies)
   a. *Performance funding model is developed and implemented
   b. *Two-year college performance metrics are developed and implemented
   c. *Four-year college performance metrics are developed and implemented

Strategy Five: Communication and engagement (5 substrategies)
   a. Citizen awareness of two-year education as affordable and effective
   b. Business / industry are engagement with the two-year education sector
   c. Policy maker support the two-year education sector
   d. Positive perceptions of two-year college education
   e. High interest in two-year college education

THE POLICY PHASE CHART

The purpose of the chart below is to depict the incremental progress of each College!NOW strategy and substrategy from its inception to sustainment, using a ten-phase policy process model. A full explanation of this model is presented in the April 2011 comprehensive College!NOW evaluation report.

Progress in the chart from Phase I through Phase X is determine by documenting significant actions/events related to each of the twenty-four substrategies and placing these actions/events within one of the ten policy phases. Over time, these significant actions/events cumulatively indicate that the next phase in the model has been attained. For the April through 2012 time period, thirty-one significant actions/events were documented.

Blue arrows in the chart depict progress through the policy process phases for each substrategy during the 12-month time period from July 2011 to July 2012. Tan shading with a © symbol indicates policy process phases completed prior to July 2011.
### I. Set agenda

- **Strategy One** [a, g]
  - The Board of Regents approved development of strategic legislative initiatives to support workforce development, two-year education, and student financial aid/services.

- **Strategy One** [a, g]
  - The Board of Regents reviewed a long range building program in which capital projects at 2 two-year colleges/programs ranked among the 5 top priority projects.

- **Strategy One** [a, g]
  - **C!N Task Force for Extending the Comprehensive Mission and Rebranding of Two-Year Colleges** convened a one-day session with Montana’s two-year education leaders for discussion and planning of next steps.

- **Strategy One** [a, g]; **Strategy Five** [a, d, e]
  - C!N is funding a six-month consulting contract with **College Brain Trust** for technical assistance to the two-year institutions regarding their mission expansion plans as well as the statewide two-year education plan and brand. CBT work will also support development of metrics to assess C!N progress.

- **Strategy One** [b, c]
  - **C!N ABLE/Developmental Education Subcommittee** met to review the subcommittee workplan and discuss action items including: (1) tracking of ABLE students into postsecondary education indicates that close partnerships between ABLE programs and two-year colleges support successful student transitions; (2) a PowerPoint is available for presenters that informs audiences about the critical need for adult basic education; and (3) a task force might be established to study the possibilities for relocating Montana’s ABLE program from OPI to OCHE.

- **Strategy One** [b, c, f]
  - C!N provided professional development for 70 participants through a **Conference on Serving the Underprepared Student** featuring an expert presenter from Education Commission of the States and including presentations/discussions on course redesign; ABLE/Developmental education models; math education reform; and best practices.

- **Strategy One** [b, h]
  - Representatives from four Tribal Colleges and a number of ABLE programs across the state participated in the **C!N Conference on Serving the Underprepared Student**.

- **Strategy One** [c]
  - **C!N ABLE/Developmental Education Subcommittee** is planning to obtain feedback from the two-year colleges in Billings, Missoula, and Helena on successes and challenges in their use of the Emporium Model for developmental math instruction. The Subcommittee is developing an inventory of developmental math approaches on MT campuses, including assessment methods and instructional software.

- **Strategy One** [h]
  - At least one Montana Tribal College submitted a TAACCCT grant proposal in the individual institution category.

### II. Define problem

- **Strategy One** [a, g]
  - **C!N ABLE/Developmental Education Subcommittee** met to review the subcommittee workplan and discuss action items including: (1) tracking of ABLE students into postsecondary education indicates that close partnerships between ABLE programs and two-year colleges support successful student transitions; (2) a PowerPoint is available for presenters that informs audiences about the critical need for adult basic education; and (3) a task force might be established to study the possibilities for relocating Montana’s ABLE program from OPI to OCHE.

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- **Strategy One** [h]
  - At least one Montana Tribal College submitted a TAACCCT grant proposal in the individual institution category.

### III. Set criteria

- **Strategy One** [a, g]
  - **C!N ABLE/Developmental Education Subcommittee** met to review the subcommittee workplan and discuss action items including: (1) tracking of ABLE students into postsecondary education indicates that close partnerships between ABLE programs and two-year colleges support successful student transitions; (2) a PowerPoint is available for presenters that informs audiences about the critical need for adult basic education; and (3) a task force might be established to study the possibilities for relocating Montana’s ABLE program from OPI to OCHE.

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- **Strategy One** [h]
  - At least one Montana Tribal College submitted a TAACCCT grant proposal in the individual institution category.

### IV. Review alternatives

- **Strategy One** [a, g]
  - **C!N ABLE/Developmental Education Subcommittee** met to review the subcommittee workplan and discuss action items including: (1) tracking of ABLE students into postsecondary education indicates that close partnerships between ABLE programs and two-year colleges support successful student transitions; (2) a PowerPoint is available for presenters that informs audiences about the critical need for adult basic education; and (3) a task force might be established to study the possibilities for relocating Montana’s ABLE program from OPI to OCHE.

- **Strategy One** [b, c]
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- **Strategy One** [h]
  - At least one Montana Tribal College submitted a TAACCCT grant proposal in the individual institution category.

### V. Select solution

- **Strategy One** [a, g]
  - **C!N ABLE/Developmental Education Subcommittee** met to review the subcommittee workplan and discuss action items including: (1) tracking of ABLE students into postsecondary education indicates that close partnerships between ABLE programs and two-year colleges support successful student transitions; (2) a PowerPoint is available for presenters that informs audiences about the critical need for adult basic education; and (3) a task force might be established to study the possibilities for relocating Montana’s ABLE program from OPI to OCHE.

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- **Strategy One** [h]
  - At least one Montana Tribal College submitted a TAACCCT grant proposal in the individual institution category.
<table>
<thead>
<tr>
<th>Strategy Two [a]; Strategy One [d]</th>
<th>The Consortium for Workforce Training Solutions, comprised of 13 MT two-year colleges/programs, is discussing ways to provide training and stackable certificates to prepare the large number of employees that are needed by the mining industry and related industries in Eastern Montana, now and over the next 10 to 15 years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy Two [a]; Strategy One [d]</td>
<td>The Statewide Workforce Development Task Force discussed with the BOR Two-Year Education Committee the acute need for employee training and education in the Eastern Montana oil field region. This need presents opportunities for two-year colleges in the region, including the 3 Tribal Colleges, to address business / industry training and education needs. The Taskforce gave the Board of Regents a list of relevant non-credit training courses currently offered online and on Montana campuses.</td>
</tr>
<tr>
<td>Strategy Two [b]; Strategy One [h]</td>
<td>OCHE reorganized two Deputy Commissioner Divisions by moving oversight of all statewide federal access and success programs under supervision of the Deputy Commissioner for Two Year and Community College Education. The purpose is to create greater synergy /communication as well as collaborations with Tribal Colleges and K-12.</td>
</tr>
<tr>
<td>Strategy Two [b]</td>
<td>C!N covered expenses for representatives from two-year colleges / programs to attend the National Career Clusters Conference in D.C.</td>
</tr>
<tr>
<td>Strategy Two [b]; Strategy One [e]; Strategy Three [c]</td>
<td>MTDA requested that each two-year college that provides online dual enrollment courses set up a specific website landing page; FVCC has such a page. For summer/fall 2012, 97 online dual enrollment courses are available, up from 60 courses the previous term. Going forward, deadlines may be earlier for colleges to submit lists of courses they will offer. Qualifications for dual enrollment instructors were clarified.</td>
</tr>
<tr>
<td>Strategy Two [c]</td>
<td>All MT public higher education institutions with two-year programs are administering the CAEL Adult Learning Focused Institution (ALFI) Assessment. At an onsite meeting, CAEL presented overall MT ALFI results for 10 institutions and led discussion of strategies to engage, retain, and graduate adult learners. CAEL offered to discuss college-level results with individual colleges by telephone.</td>
</tr>
<tr>
<td>Strategy Three [b]; Strategy One [e]</td>
<td>The MUS General Education Core may now be transferred from two-year colleges as a block of courses that satisfies general education requirements at all MT four-year universities. The Choices That Count advising / planning tool is used by students and advisors to identify which general education courses are required for which baccalaureate program majors.</td>
</tr>
<tr>
<td>Strategy Three [c]</td>
<td>The Banner information system has been fully implemented at Miles and Dawson Community Colleges and operates through the University of Montana Missoula campus information infrastructure. Continuous informal monitoring and evaluation processes identify any needed adjustments to the system. Data from Flathead Valley Community College is periodically shared and coordinated through the existing FVCC information system.</td>
</tr>
<tr>
<td>Strategy Three [d]</td>
<td>Data standardization throughout the MUS information system continues as an ongoing process.</td>
</tr>
<tr>
<td>Strategy Three [d]</td>
<td>As part of its 2012 strategic plan, the Board of Regents is working with the Governor’s Office on developing a legislative initiative to support ongoing progress toward an integrated MUS information system.</td>
</tr>
<tr>
<td>Strategy Three [d, e]</td>
<td>During a 2-day site visit to Montana, Kevin Corcoran from Lumina discussed the OCHE / BOR / MUS goal to implement a single statewide information system that will serve all two-year and four-year institutions. Such a system would be phased in over a 5-year period, and would provide efficiencies in registration, course sharing, online education, and student records.</td>
</tr>
<tr>
<td>Strategy Four</td>
<td>During a 2-day site visit to Montana, Kevin Corcoran from Lumina offered to make resources available to assist C!N with next steps toward performance funding.</td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Strategy Five</td>
<td>OCHE convened teleconference meetings with each COT and two-year program to discuss their processes for obtaining campus input on renaming.</td>
</tr>
<tr>
<td>Strategy Five</td>
<td>The Board of Regents announced approval of new names for the 5 Colleges of Technology and 2 Two-Year College Programs.</td>
</tr>
<tr>
<td>Strategy Five</td>
<td>C!N convened meetings to plan rollout of the two-year colleges’ new names. The <em>Helena College University of Montana</em> name was rolled out through press releases and the college’s website. Local task forces with members from various stakeholder groups are being formed by Aug. 2012 at the renamed two-year colleges and programs. Task forces will plan roll out by summer 2012 of their new names, logos, and brands that will better represent the comprehensive two-year college mission.</td>
</tr>
<tr>
<td>Strategy Five</td>
<td>A process was established for design and approval of new two-year college logos. Assistance is available from C!N communications consultant, Strategies 360.</td>
</tr>
<tr>
<td>Strategy Five</td>
<td>Media coverage and editorials are explaining reasons for renaming and rebranding two-year institutions and outlining the process. OCHE is coordinating with the Governor’s Office to plan for changes to directional road signage near the institutions.</td>
</tr>
<tr>
<td>Strategy Five</td>
<td>C!N Extending the Comprehensive Mission Taskforce is discussing creation of a statewide two-year education brand and ways to promote it across Montana, including an OCHE portal where Montanans can learn about two-year and all higher education opportunities in their own communities and across the state.</td>
</tr>
<tr>
<td>Strategy Five</td>
<td>During a 2-day site visit to Montana, Kevin Corcoran from Lumina met with several key Montana state legislators to discuss the upcoming session as related to higher education.</td>
</tr>
<tr>
<td>Strategy Five</td>
<td>C!N leaders are making presentations to workforce groups including Montana Health Care Workers, AFL-CIO, SWIB, and others to discuss two-year education and business / industry workforce needs.</td>
</tr>
<tr>
<td>Strategy Five</td>
<td>OCHE Commissioner and Cabinet discussed higher education with the two strongest candidates running for Governor in the upcoming Montana fall election.</td>
</tr>
<tr>
<td>Strategy Five</td>
<td>Work of the <em>College Brain Trust</em> consultants with C!N and two-year institutions will be useful in BOR development of a funding initiative to be sent to the Governor’s office and the legislature’s ELG Committee for funding two-year education mission expansion.</td>
</tr>
</tbody>
</table>

**SUMMARY OF APRIL TO JULY 2012 PROGRESS DEPICTED IN POLICY PHASE CHART (on page 2)**

Seventy-nine percent of the College!NOW substrategies progressed through at least one additional phase in the policy phase model between April and July 2012. For the remaining twenty-one percent of the substrategies, actions/events did not indicate sufficient progress to warrant movement into the next phase. (The five substrategies that did not advance to the next phase are indicated with a red asterisk in the list of strategies on page 1 and in red font at the top of the policy phase chart on page 2.)

**Strategy One: Comprehensive two-year education mission (8 substrategies)**
Very substantial progress was achieved on Strategy One between April and July 2012. Fourteen of the thirty-one significant actions/events that are documented in this memo are related to Strategy One. All of the substrategies progressed to the next phase, as shown in the chart on page 2.

**Strategy Two: Regional clearinghouse hubs for two-year college education (3 substrategies)**

Substantial progress was achieved on Strategy Two. Six of the thirty-one significant actions/events documented here are related to Strategy Two. All three substrategies progressed to the next phase, as shown in the chart on page 2.

**Strategy Three: Coordinated curricula and integrated technology (5 substrategies)**

Substantial progress was also achieved on Strategy Three. Six of the thirty-one significant actions/events documented here are related to Strategy Three. All of the substrategies progressed at least one phase. CRA found evidence not previously documented of actions / events that had occurred prior to the April to July 2012 time period. Based on this evidence, strategies [b] and [c] progressed more than one phase, as shown in the chart on page 2. Substrategy [c] has progressed to the final phase of the model, indicating that this C!N strategy has been accomplished and its implementation is currently being sustained.

**Strategy Four: Performance-based funding (3 substrategies)**

Although one significant action/event documented here relates to Strategy Four, progress was not sufficient to advance any of the three substrategies to the next phase.

**Strategy Five: Communication and engagement (5 substrategies)**

Very substantial progress was achieved on Strategy Five. Eleven of the thirty-one significant actions/events documented here are related to Strategy Five. All substrategies advanced at least one phase. Four of the five substrategies advanced one phase, and substrategy [a] advanced two phases, as shown in the chart on page 2.

**SUMMARY OF PROGRESS DOCUMENTED OVER THE PAST 12 MONTHS**

Progress for each College!NOW substrategy during the entire 12-month time period between July 2011 and July 2012 is shown in green shading on the Policy Phase Chart on page 2. The “starting phase” for the substrategies (as of July 2011) varied widely among the 24 substrategies. Some substrategies started the 12-month time period at Phase I, and several substrategies were already much farther along in July 2011, at Phase VII or Phase VIII. (Tan shading on the chart indicates progress prior to July 2011.)

**Strategy One: Comprehensive two-year education mission (8 substrategies)**

During the 12 months between July 2011 and July 2012, all 8 substrategies made progress. The greatest advancement was achieved on substrategy [a], Comprehensive Mission at all COTs, which moved from Phase II to Phase VII. The smallest advancement was achieved on substrategy [h], Tribal Colleges Utilize C!N, which advanced from Phase I to Phase III.

**Strategy Two: Regional clearinghouse hubs for two-year college education (3 substrategies)**
Between July 2011 and July 2012, all 3 substrategies made progress. The greatest advancement was achieved on substrategy [b], Supports for Transition from High School to College / Dual Enrollment, which moved from Phase IV to Phase VIII. The smallest advancement was achieved on substrategy [c], Adult Friendly Programming / Scheduling, which advanced from Phase II to Phase IV.

**Strategy Three: Coordinated curricula and integrated technology (5 substrategies)**

Between July 2011 and July 2012, all 5 substrategies made progress. The greatest advancement was achieved on substrategy [b], Transfer Core Streamlined, which moved from Phase V to Phase IX. Substrategy [c] was the first of the 24 College!NOW substrategies to achieve the culminating level in the model, Phase X—Sustainment. The smallest advancement was achieved on substrategy [d], Common Data Standards and Approaches throughout MUS, which advance from Phase VII to Phase VIII.

**Strategy Four: Performance-based funding (3 substrategies)**

Between July 2011 and July 2012, none of these 3 substrategies progressed.

**Strategy Five: Communication and engagement (5 substrategies)**

Between July 2011 and July 2012, all 5 substrategies advanced 2 or 3 phases from Phase III or IV to Phase V or VI.

**Evaluator Recommendations Based on Progress Documented Over the Past 12 Months**

**Strategy One: Comprehensive two-year education mission (8 substrategies)**

In order to advance Substrategy [h] into Phase IV, College!NOW could confer with Montana’s Tribal College leaders and other interested stakeholders to explore approaches and outline implementation scenarios for Tribal Colleges to Utilize C!N as a Strengthening Resource.

**Strategy Two: Regional clearinghouse hubs for two-year college education (3 substrategies)**

In order to advance Substrategy [c] into Phase V, College!NOW could confer with Montana’s two-year college leaders and other interested stakeholders to select solutions for Adult Friendly Programming and Scheduling.

**Strategy Three: Coordinated curricula and integrated technology (5 substrategies)**

As Strategy Three has advanced further through the policy phases of this model than the other strategies, no recommendations are suggested at this time.

**Strategy Four: Performance-based funding (3 substrategies)**

In order to advance Substrategies [b] and [c] into Phase III, College!NOW could confer with Montana’s two-year and four-year education leaders and other interested stakeholders to frame the relevant issues, formulate generalized goals, and establish criteria for Two-Year College Performance Metrics and Four-Year College Metrics.

**Strategy Five: Communication and engagement (5 substrategies)**
In order to advance Substrategy [b] into Phase VI, College!NOW could confer with Montana’s two-year and four-year education leaders and interested business and industry stakeholders to select, adopt, and communication solutions for Engaging Business and Industry Support.

**Evaluator Contact Information**

Documentation of significant actions/events continues, and another evaluation memo will report on this progress in November 2012. Please contact Dr. Anne Clark (anne@cr-assoc.com) with any comments or suggestions regarding evaluation reports and memos or documentation of College!NOW actions /events.
Summary of Results

2011 Community College Survey of Student Engagement
for
Montana State University Billings College of Technology

Background

The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. CCSSE’s goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. Student engagement, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for CCSSE’s work. CCSSE’s survey instrument is designed to capture student engagement as a measure of institutional quality.

CCSSE utilizes a 3-year cohort of participating colleges in all of its data analyses, including the computation of benchmark scores. This cohort is referred to as the “2011 CCSSE Cohort”, colleges participating 2009 through 2011. This approach increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results.

The 2011 CCSSE Cohort is composed of a total of 443,818 students at 699 institutions across 48 states and the District of Columbia, five Canadian provinces (Alberta, British Columbia, Nova Scotia, Ontario, and Quebec) as well as Bermuda, and Northern Marianas. Three hundred thirteen of these member colleges are classified as small (fewer than 4,500 students) including the Montana State University Billings College of Technology. In this report, some MSU Billings COT CCSSE results are compared with the aggregated responses this group of 313 small colleges, referred to here as the “All Small Colleges” cohort. Other MSU Billings COT results in this report are compared with the entire 2011 CCSSE Cohort.

MSU Billings COT CCSSE Student Respondents

In CCSSE sampling procedures, students are sampled at the classroom level. Of those students sampled at MSU Billings COT, 437 respondents submitted usable surveys. The 437 MSU Billings COT CCSSE student respondents represent approximately 29% of the overall MSU Billings COT student enrollment.

Of the 437 MSU Billings COT survey respondents, 53% reported attending college full-time, while only 42% of the entire 2011 CCSSE Cohort student population attended full-time. Of the MSU Billings COT respondents, 47% reported being part-time college students, compared to 58% of the entire 2011 CCSSE Cohort. This difference in the two groups of respondents is corrected for in the calculation of CCSSE findings through a weighting process or through disaggregation of the results into full-time and part-time student respondent groups.

1 For returning participants, the college’s most recent year of participation is included in data analyses. For example, if a college participated in 2009 and 2011, only the 2011 data would be used in the 3-year cohort.
MSU Billings COT CCSSE student respondents ranged in age from 18 to 64 years. Approximately 53% were 18 to 24 years old and 47% were 25 years or older. Fifty-seven percent of MSU Billings COT respondents were female and 43% were male.

Ninety-nine percent of MSU Billings COT student respondents reported that they most frequently take classes during the day, and 1% said they most frequently take classes during the evening. No students reported taking classes on weekends.

MSU Billings COT students reported having various reasons for attending the college. Table A below displays their reasons / goals in the order of the largest percentage to the lowest percentage for primary reason.

**TABLE A: Student Goals as Reported by MSU Billings COT CCSSEE Student Respondents**

<table>
<thead>
<tr>
<th>Item #</th>
<th>Question: Indicate which of the following are your reasons / goals for attending this college</th>
<th>Primary Goal</th>
<th>Secondary Goal</th>
<th>Not a Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>17b</td>
<td>To obtain an Associate's degree</td>
<td>83.3%</td>
<td>10.8%</td>
<td>5.9%</td>
</tr>
<tr>
<td>17d</td>
<td>To obtain or update job-related skills</td>
<td>56.4%</td>
<td>25.3%</td>
<td>18.3%</td>
</tr>
<tr>
<td>17a</td>
<td>To complete a certificate program</td>
<td>32.2%</td>
<td>23.3%</td>
<td>44.4%</td>
</tr>
<tr>
<td>17c</td>
<td>To transfer to a 4-year college or university</td>
<td>10.6%</td>
<td>21.3%</td>
<td>68.0%</td>
</tr>
</tbody>
</table>

**CCSSE Benchmarks**

To assist colleges in their efforts to reach for excellence, CCSSE has introduced national benchmarks of effective educational practice in community colleges. Research shows that the more actively engaged students are — with college faculty and staff, with other students, and with the subject matter — the more likely they are to learn and to achieve their academic goals. CCSSE benchmarks focus on institutional practices and student behaviors that promote student engagement — and that are positively related to student learning and persistence. The five CCSSE benchmarks of effective educational practice in community colleges are summarized below.

**Active and Collaborative Learning.** Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

**Student Effort.** Students’ own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

**Academic Challenge.** Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.
**Student-Faculty Interaction.** In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

**Support for Learners.** Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

**MSU Billings COT Benchmark Overview—Full-time Students vs. Part-time Students**

Full time MSU Billings COT students gave higher ratings across all benchmark categories than did the part-time students. This is also the case for the All Small Colleges cohort. It is helpful to remember that the mean scores discussed in this report mask the differences in ratings given by part-time students versus full-time students. Therefore, when reviewing the mean ratings, one should keep in mind that full-time students, on average, rated the items higher than the overall mean ratings and part-time students, on average, rated them lower than the overall mean ratings.

Chart 1 below represents MSU Billings COT’s CCSSE benchmark ratings by students’ enrollment status. As the chart depicts, the benchmarks on which full-time students and part-time students’ ratings differed the most were *Active and Collaborative Learning* and *Academic Challenge*. Full-time and part-time students’ ratings were more similar on the other three benchmarks.

**Chart 1: MSU Billings COT CCSSE Benchmark Scores for Part-time Students vs. Full-time Students**

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**Aspects of Highest MSU Billings COT Student Engagement**

Benchmark scores provide a manageable starting point for reviewing and understanding CCSSE data. One way to dig more deeply into the benchmark scores, however, is to analyze survey items that contribute to the overall benchmark scores.
This section of the report highlights both the five items across all benchmarks on which MSU Billings COT scored highest and the five items on which the COT scored lowest in comparison to the entire 2011 CCSSE Cohort.

Chart 2 below displays the aggregated frequencies for the items on which the college performed most favorably compared with the entire 2011 CCSSE Cohort. For instance, 33.1% of MSU Billings COT students, compared with 22.9% of other students in the cohort, responded 'Often' or 'Very often' on item 4g (Worked with classmates outside of class to prepare class assignments).

**Chart 2: Items on which MSU Billings COT CCSSE Performed Most Favorably Compared with the Entire 2011 CCSSE Cohort**

<table>
<thead>
<tr>
<th>Benchmark Item</th>
<th>Item Number</th>
<th>Item Description</th>
<th>Active and Collaborative Learning</th>
<th>Student Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 4g:</td>
<td>4g</td>
<td>Worked with classmates outside of class to prepare class assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 4h:</td>
<td>4h</td>
<td>Tutored or taught other students (paid or voluntary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 10a:</td>
<td>10a</td>
<td>Preparing for class (studying, reading, writing, rehearsing, doing homework, or other program-related activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 13d1:</td>
<td>13d1</td>
<td>Frequency: Peer or other tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 13e1:</td>
<td>13e1</td>
<td>Frequency: Skill labs (writing, math, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Aspects of Lowest MSU Billings COT Student Engagement

Chart 3 below displays the aggregated frequencies for the items on which MSU Billings COT performed least favorably as compared with the entire 2011 CCSSE Cohort. For instance, only 19.0% of MSU Billings COT students, compared with 29.3% of students in the entire 2011 CCSSE Cohort, responded 'Often' or 'Very often' on item 4b (Made a class presentation).
Chart 3: Items on which MSU Billings COT CCSSE Performed Least Favorably Compared with the Entire 2011 CCSSE Cohort

<table>
<thead>
<tr>
<th>Benchmark Item Number</th>
<th>Item</th>
<th>Active and Collaborative Learning</th>
<th>Student-Faculty Interaction</th>
<th>Academic Challenge</th>
<th>Support for Learners</th>
<th>Support for Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>4b</td>
<td>Made a class presentation</td>
<td>[Active and Collaborative Learning]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4k</td>
<td>Used email to communicate with an instructor</td>
<td>[Student-Faculty Interaction]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6c</td>
<td>Number of written papers or reports of any length</td>
<td>[Academic Challenge]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9c</td>
<td>Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>[Support for Learners]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13b1</td>
<td>Frequency: Career counseling</td>
<td>[Support for Learners]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other MSU Billings COT Results—Orientation and Student Success Courses

Chart 4 below displays responding students’ experiences with new student orientation. MUS Billings COT student responses compare favorably with the experiences of the entire 2011 CCSSE Cohort. Nearly three-quarters (72.3%) percent of MUS Billings COT student respondents said they had participated in some type of orientation experience. In comparison, only 58% of entire 2011 CCSSE Cohort reported having participated in an orientation experience.

Chart 4: The ONE response that best describes my experience with orientation when I first came to this college is...

Chart 5 below displays percentages of responding students who said they had enrolled in some type of student success course. MUS Billings COT student responses compare less favorably with the entire
2011 CCSSE Cohort on this item. Whereas 24.2% of the entire 2011 CCSSE Cohort said they had enrolled in such a course, only 11.1% of MSU Billings COT students had enrolled in a student success course.

Chart 5: During my first semester/quarter at this college, I enrolled in a student success course (such as a student development, extended orientation, study skills, student life skills, or college success course).

Other MSU Billings COT Results—Developmental Education and Student Services

As detailed in Table B, when asked about whether they had taken or planned to take various developmental courses, half or more than half of MSU Billings COT students said they had not taken nor did they plan to take these developmental courses. However, half said they had taken (or planned to take) a developmental math course, and more than one-third said they had taken (or planned to take) a developmental writing course. Only 20% of survey respondents had taken or planned to take a developmental reading course or a study skills course.

<table>
<thead>
<tr>
<th>Item #</th>
<th>Question: Have you or do you intend to...</th>
<th>I have not done, nor plan to do</th>
<th>I plan to do</th>
<th>I have done</th>
</tr>
</thead>
<tbody>
<tr>
<td>8c</td>
<td>Take a developmental / remedial reading course</td>
<td>80.6%</td>
<td>6.7%</td>
<td>12.7%</td>
</tr>
<tr>
<td>8f</td>
<td>Take a study skills course</td>
<td>78.1%</td>
<td>12.4%</td>
<td>9.6%</td>
</tr>
<tr>
<td>8d</td>
<td>Take a developmental / remedial writing course</td>
<td>64.8%</td>
<td>9.9%</td>
<td>25.3%</td>
</tr>
<tr>
<td>8e</td>
<td>Take a developmental / remedial math course</td>
<td>49.5%</td>
<td>11.8%</td>
<td>38.7%</td>
</tr>
</tbody>
</table>

Table B details student responses when asked about how often they had used various types of student support services. Services are listed in Table C in order of the percent of MSU Billings COT survey respondents that said they used the service “Sometimes” or “Often.” More than half of students said they used Computer lab; Academic advising/ planning; and Financial aid advising sometimes or often. Fewer than half said they used the other listed services sometimes or often. The relatively high
percentages of students who marked “Do not know/ not applicable” for some services may indicate that such services are not available to MSU Billings COT students or that the students may not know they are available.

<table>
<thead>
<tr>
<th>Item #</th>
<th>Question: How often have you participated in...</th>
<th>Sometimes or Often</th>
<th>Rarely / Never</th>
<th>Do not know; N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1h</td>
<td>Computer lab</td>
<td>64.0%</td>
<td>22.4%</td>
<td>13.6%</td>
</tr>
<tr>
<td>13.1a</td>
<td>Academic advising / planning</td>
<td>62.5%</td>
<td>34.3%</td>
<td>3.20%</td>
</tr>
<tr>
<td>13.1g</td>
<td>Financial aid advising</td>
<td>54.6%</td>
<td>28.3%</td>
<td>17.0%</td>
</tr>
<tr>
<td>13.1e</td>
<td>Skills labs (writing, math, etc.)</td>
<td>43.5%</td>
<td>33.5%</td>
<td>23.0%</td>
</tr>
<tr>
<td>13.1d</td>
<td>Peer or other tutoring</td>
<td>40.6%</td>
<td>39.8%</td>
<td>19.6%</td>
</tr>
<tr>
<td>13.1j</td>
<td>Transfer credit assistance</td>
<td>22.5%</td>
<td>37.6%</td>
<td>40.0%</td>
</tr>
<tr>
<td>13.1b</td>
<td>Career counseling</td>
<td>21.5%</td>
<td>57.1%</td>
<td>21.3%</td>
</tr>
<tr>
<td>13.1c</td>
<td>Job placement assistance</td>
<td>11.1%</td>
<td>50.3%</td>
<td>38.6%</td>
</tr>
</tbody>
</table>

**Explanation of Effect Sizes as a Measure of Mean Differences**

Effect size is included in reports of CCSSE results as part of the analysis of differences between the mean responses a single college and CCSSE a comparison group on the same survey item. Effect size is calculated in order to determine whether the difference between the means for two groups is not only statistically significant but also large enough to be important or meaningful in a practical way. For example, in a very large sample of respondents, with one subgroup scoring 3.33 on a scale of 1 to 5 and another subgroup scoring 3.40 on the same item, the difference may be statistically significant, yet may not be a large enough difference to warrant dedicating resources to finding and implementing a solution that would improve outcomes for the lower scoring group.

Effect size for a particular survey item is calculated by subtracting the mean response from one group (such as the MSU Billings COT) from the mean response of the comparison group (such as the All Small Colleges cohort). That number is then divided by the standard deviation of one of the groups.

When interpreting results in CCSSE data, the Center for Community College Student Engagement (CCSE) uses both a very conservative alpha level of .001 and an effect size of .20. Therefore, if a comparison is significant at the alpha level of .001 and has an effect size of .20 or greater, then it is considered a large enough difference to be worthy of discussion and possible further investigation.

**Differences in MSU Billings COT Responses vs. All Small Colleges Cohort Responses**

The items listed in Table D showed the largest differences in mean scores between the MSU Billings COT and the All Small Colleges cohort. While examining these results, it is helpful to keep in mind that the
selected items may not be those that are most closely aligned with MSU Billings COT goals; thus, it is valuable to also review the full Institutional Report on the CCSSE online reporting system.

Table D below lists the sixteen CCSSE survey items on which MSU Billings COT mean responses differed from the All Small College cohort mean responses where the effect size calculates to 0.25 or greater. (For the purpose of keeping this report concise, the report uses a 0.25 effect size cut off rather than the 0.20 effect size cut off recommended by CCCSE).

Effect sizes for individual survey items are listed in the far right column of Table D. For thirteen of sixteen items in Table D, the effect size preceded by a minus sign indicates that the MSU Billings mean response was lower than the All Small Colleges cohort mean response. For the remaining three of sixteen items in Table D, an effect size preceded by a plus sign indicates that the MSU Billings mean response was higher than the All Small Colleges cohort mean response for that item. The larger the effect size number, the greater is the importance of the difference between MSU Billings COT and the comparison cohort on that item.

As shown in Table D, Item 13.1.d (How often do you use peer or other tutoring?) and item 13.2.d (How satisfied are you with peer or other tutoring?) both items have effect sizes greater than +0.25. These results can be interpreted as indicating strength in peer tutoring at MSU Billings COT.

Table D also shows a positive effect size greater than +0.25 for Item 10a (About how many hours do you spend weekly preparing for class?). This result indicates that MSU Billings COT students reported spending greater numbers of hours weekly preparing for classes than did the comparison group—the All Small Colleges cohort.

### TABLE D: CCSSEE ITEMS ON WHICH MUS BILLINGS COT RESPONSE MEANS DIFFERED FROM THE “ALL SMALL COLLEGES” COHORT RESPONSE MEANS by an effect size of plus or minus 0.25 or greater

<table>
<thead>
<tr>
<th>Item #</th>
<th>Question</th>
<th>MSUB COT Mean</th>
<th>All Small Colleges Mean</th>
<th>Effect Size of Difference in Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>About how often have you asked questions in class or contributed to class discussions?</td>
<td>2.76</td>
<td>2.98</td>
<td>-0.26</td>
</tr>
<tr>
<td>4b</td>
<td>About how often have you made a class presentation?</td>
<td>1.85</td>
<td>2.08</td>
<td>-0.25</td>
</tr>
<tr>
<td>4k</td>
<td>About how often have you used email to communicate with an instructor?</td>
<td>2.46</td>
<td>2.77</td>
<td>-0.32</td>
</tr>
<tr>
<td>6c</td>
<td>About how many written papers or reports of any length have you done at this college?</td>
<td>2.60</td>
<td>2.91</td>
<td>-0.27</td>
</tr>
<tr>
<td>9c</td>
<td>How much does this college emphasize contact among students from different economic, social, and racial or ethnic backgrounds?</td>
<td>2.22</td>
<td>2.50</td>
<td>-0.29</td>
</tr>
<tr>
<td><strong>STUDENT EFFORT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 = none, 1 = 1 to 5 hours, 2= 6 to 10 hours, 3 = 11 to 20 hours, 4 = 21 to 31 hours, 5 = more than 30 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10a About how many hours do you spend weekly preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)</td>
<td>2.49</td>
<td>2.04</td>
<td>+0.39</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COLLEGE ENVIRONMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = unfriendly, unsupportive, sense of alienation … 7 = friendly, supportive, sense of belonging</td>
</tr>
<tr>
<td>11b Mark the number that best represents the quality of your relationships with instructors at this college</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GENERAL KNOWLEDGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = very little, 2 = some, 3 = quite a bit, 4 = very much</td>
</tr>
<tr>
<td>12c How much has your experience at this college contributed to your writing clearly and effectively?</td>
</tr>
<tr>
<td>12d How much has your experience at this college contributed to your speaking clearly and effectively?</td>
</tr>
<tr>
<td>12j How much has your experience at this college contributed to your understanding of yourself?</td>
</tr>
<tr>
<td>12k How much has your experience at this college contributed to your understanding of people of different racial or ethnic backgrounds?</td>
</tr>
<tr>
<td>12l How much has your experience at this college contributed to your developing a personal code of values and ethics?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>USE OF STUDENT SERVICES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = rarely/never, 2 = sometimes, 3 = often</td>
</tr>
<tr>
<td>13.1d How often do you use peer or other tutoring?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SATISFACTION WITH STUDENT SERVICES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = not at all, 2 = somewhat, 3 = very</td>
</tr>
<tr>
<td>13.2d How satisfied are you with peer or other tutoring?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>REASONS YOU MIGHT WITHDRAW FROM CLASSES OR COLLEGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = not likely, 2 = somewhat likely, 3 = likely, 4 = very likely</td>
</tr>
<tr>
<td>14e Withdraw to transfer to a 4-year college?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>OVERALL EDUCATIONAL EXPERIENCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = poor, 2 = fair, 3 = good, 4 = excellent</td>
</tr>
<tr>
<td>27 How would you evaluate your entire educational experience at this college?</td>
</tr>
</tbody>
</table>

For the remaining thirteen of sixteen items listed in Table D, MSU Billings COT mean ratings were lower than the mean ratings of the All Small Colleges cohort. Therefore, the effect sizes for these sixteen items are shown as negative numbers of -.025 or greater. These thirteen survey items may indicate areas for discussion and/or additional data collection that may support COT planning, decision-making, and resource allocation in order to bring MSU Billings COT closer to the All Small Colleges cohort in any areas that reflect the mission and goals of the college.
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