

### **Mission Statement**

The mission of Great Falls College MSU, approved by the Montana Board of Regents at its September 2015 meeting is: *To educate and inspire you.* The college communicates its mission through the tagline, *Where it all begins!*

Aligning with the Montana University System Strategic Plan and the Comprehensive Two-Year Education Mission and Vision, Great Falls College MSU fulfills its mission by:

- Providing health sciences, trades, business and computer degrees and certificates that lead to meaningful employment; providing customized and post-employment training for regional employers;
- Providing the Montana University System core and transfer degrees that allow for seamless transfer into educational programs at other institutions.
- Providing developmental education and cooperating with Adult Education to prepare students for college-level studies;
- Providing community enrichment courses to individuals seeking to improve their skills and knowledge and to enrich their lives; providing a vibrant community gathering space for cultural events, celebrations, meetings, debates and presentations.

### **Vision**

The vision of GFC MSU is to strengthen communities through excellence, innovation, and collaboration.

### **Values**

The campus community identified a set of values that describe and define the qualities the college deems essential and create a sense of distinctiveness.

- **GFC MSU values Accountability** – The college ensures decisions are data-informed and grounded in the best interest of students and their communities.
- **GFC MSU values Integrity** – The college values civic responsibility, high academic standards, ethical practices, trust and the courage to act.
- **GFC MSU values Positivity** – The college teaches and leads from a lens of potential, collaboration and results.
- **GFC MSU values Respect** – The college values differences and treats others with civility, encouraging open and honest communication.
- **GFC MSU values Responsiveness** – The college recognizes and acts upon opportunities to be innovative, flexible, and adaptable to student and community needs.
- **GFC MSU values Transparency** – The college is committed to participatory governance and has created an environment where academic, financial and administrative functions are conducted openly.

**1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.**

The keystone of the GFC MSU mission is the people the college educates and inspires.

The purpose of the mission is to guide initiatives and ongoing work to ensure the college remains focused on educating and inspiring individuals. The characteristics of the mission are that GFC MSU maintains open enrollment and meets students “where they are” to ensure they can pursue education and enrichment despite barriers that might otherwise prevent their success. By allowing its mission to guide its actions, GFC MSU has an expectation of student and community success as measured by the indicator targets set and monitored by the College Planning Budget and Analysis Committee (CPBAC) and the Core Theme task forces.

The college’s mission statement and accompanying components emerge from the commonly understood educational philosophy of the comprehensive two-year college in the state of Montana. Fundamentally, this means the college focuses on serving community needs, employing an open-admissions policy to engage individuals from all walks of life, and delivering academic programming in a variety of fields and modalities to help students succeed.

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

1. **Workforce Development:** Prepare students to meet current and emerging workforce needs.
2. **Transfer Preparation:** Prepare students to transfer to an institution of higher education.
3. **Academic Preparation:** Prepare students for success in developmental education and college-level courses.
4. **Community Development:** Cultivate productive relationships through Lifelong Learning and community engagement.

Therefore, the college defines the fulfillment of its mission to educate and inspire as the functional deployment of the comprehensive two-year college philosophy and the achievement of the objectives tied to the four core themes. The two-year college philosophy is embodied in the institution’s values, policies, and role within Montana’s system of higher education. The core themes, objectives and indicators of achievement are designed to measure institutional effectiveness and mission fulfillment.

**Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment**

To articulate an acceptable threshold, or degree of mission fulfillment, the college has adopted a culture of data-driven, continuous quality improvement. As a performance-based institution, the college has created and is committed to an integrated, mission-centric model of assessment, planning and resource allocation at all levels of operation. This commitment is reflected through activities and processes emanating from the college’s mission, vision, values, core themes, and the system-level and campus strategic plans.

The college uses an Institutional Performance Report to measure and evaluate mission attainment. The CPBAC uses data gathered on the core indicators to determine whether it is fulfilling the mission. Each core theme has a standing task force with the charge of recommending seven-year and annual goals and reporting progress to CPBAC. If a target is not met, the appropriate task force and ultimately CPBAC will determine whether the target needs to be adjusted based on updated data or if other action is needed to reach that target.

## **GFC MSU Core Themes, Objectives and Indicators**

### **Core Theme 1: Workforce development**

**Description:** Prepare students to meet current and emerging workforce needs.

**Objective 1.1:** Students enroll in workforce programs.

#### **Core Indicator 1.1: Workforce Program Enrollment**

**Rationale:** Participation in applied programs prepares students for entry into gainful employment or advancement in their current occupational areas. Measuring enrollment can help demonstrate whether individuals are finding the programs relevant in their career pathways.

**Measurements:** Unduplicated headcount and full-time equivalent (FTE) of students enrolled in workforce degree programs. Excludes general education and associate degree students.

**Objective 1.2:** Students are retained and graduated with the necessary skills and competencies for employment.

#### **Core Indicator 1.2.1: Workforce Program Retention**

**Rationale:** The longer students persist in applied programs indicates their increasing acquisition of the necessary skills and competencies for entry into gainful employment or advancement in their current occupational areas.

**Measurement:** The proportion of degree-seeking students who began their enrollment at the college in workforce degree programs at the beginning of fall or summer term and who (1) were still enrolled for at least one credit as of census date in the fall of the next academic year, and (2) had not yet completed a degree or certificate. Those who have completed a degree are included in both the numerator and denominator when calculating persistence.

#### **Core Indicator 1.2.2: Workforce Program Degrees and Graduates**

**Rationale:** The credentials awarded after the completion of applied programs indicate that students have acquired the necessary skills and competencies for entry into gainful employment or advancement in their current occupational areas.

**Measurement:** The number of workforce degrees, certificates or other college credentials granted annually by Great Falls College MSU.

**Measurement:** Unduplicated number of graduates who earn a workforce degree, certificate or other college credential within an academic year.

**Core Indicator 1.2.3: Graduate Employment**

**Rationale:** The degree to which students are employed during the year following their graduation is a good indicator of whether students are graduated with the necessary skills and competencies for employment.

**Measurement:** The proportion of the graduates from workforce programs who are employed all four quarters of the year following their graduation. Data are obtained from the Montana Department of Labor and Industry. Data do not include graduates who are self-employed or who are employed out of state.

**Objective 1.3:** Provide specialized instruction in response to industry needs.

**Core Indicator 1.3.1: Customized training enrollment**

**Rationale:** The number of enrollments in customized training indicates the number of current employees who are seeking training and to what degree they are advancing their skills in response to current industry needs. This is an indicator of how the college is fulfilling its mission to educate community members.

**Measurement:** Total enrollments (duplicated headcount) in specialized instruction during the academic year.

**Core Indicator 1.3.2: Customized training demand**

**Rationale:** The number of companies whose employees are receiving specialized instruction indicates the degree to which specialized instruction is responding to current industry needs.

**Measurement:** Number of companies who contracted for specialized training for their employees during the academic year.

**Core Theme 2: Transfer Preparation**

**Description:** Prepare students to transfer to an institution of higher education.

**Objective 2.1:** Students enroll in and complete transfer programs.

**Core Indicator 2.1.1: Transfer Enrollment**

**Rationale:** Participation in the transfer program indicates the college is fulfilling its two-year mission to prepare students for entry into higher level coursework at a 4-year institution.

**Measurements:** 1) Headcount and 2) FTE of students enrolled in General Education.

**Core Indicator 2.1.2: Transfer Retention**

**Rationale:** The longer students persist in General Education programs indicates their increasing acquisition of the necessary skills and competencies for entry into higher-level coursework at a 4-year institution.

**Measurement:** The proportion of degree-seeking students who began their enrollment at the college in the general education program at the beginning of summer or fall term and who (1) were still enrolled for at least one credit as of census date in the fall of the next academic year, and (2) had not yet completed a degree or certificate. Those who

have completed a degree are included in both the numerator and denominator when calculating persistence.

**Core Indicator 2.1.3: Number of transfer graduates**

**Rationale:** The credentials awarded after the completion of general education programming indicate that students have acquired the necessary skills and competencies for entry into higher-level coursework at a 4-year institution.

**Measurement:** The number of transfer degrees, certificates or other general education credentials granted annually by Great Falls College MSU.

**Measurement:** Unduplicated number of graduates who earn an associates transfer degree, general education certificate or other general education credential within the current academic year.

**Objective 2.2:** Students transfer to an institution of higher education

**Core Indicator 2.2.1: Student Transfer**

**Rationale:** As part of its mission to educate and inspire, the college strives to encourage students to pursue higher education. The extent to which students are gaining some college education and then pursuing additional education indicates GFC MSU is fulfilling its educational mission.

**Measurement:** Percentage of all students (including dual enrollment) transferring to an institution of higher education.

**Core Theme 3: Academic Preparation**

**Description:** Prepare students for success in college-level courses.

**Objective 3.1:** Students succeed in developmental math and writing

**Core Indicator 3.1 Success in developmental coursework**

**Rationale:** Measuring success in developmental coursework demonstrates the college is fulfilling its educational mission by promoting subsequent success in college-level coursework and, in turn, college completion.

**Measure:**

Pass rates in developmental math; pass rates in first subsequent college-level math course

- Pass developmental math: The proportion of students enrolled in developmental math coursework in fall term who earned a grade of C- or better in the developmental math course(s) they complete
- Pass rates in first subsequent college-level math course: The proportion of students who successfully complete the highest level developmental math course, who then enroll in related college level (100 level or above) math courses, and then earn a grade of C- or better in that college level math course.

Pass rates in developmental writing; pass rates first subsequent college-level writing course

- Pass developmental writing: The proportion of students enrolled in developmental writing coursework in fall term who earned a grade of C- or better in the developmental writing course(s) they complete
- Pass rates in first subsequent college-level writing course: The proportion of students who successfully complete the highest level developmental writing course, who then enroll in related college level (100 level or above) writing courses, and then earn a grade of C- or better in that college level writing course.

#### **Core Theme 4: Community Development**

**Description:** Cultivate productive relationships through Lifelong Learning and community engagement.

**Objective 4.1:** Engage community through enrollment in Lifelong Learning courses.

##### **Core Indicator 4.1: Enrollment**

**Rationale:** The number of enrollments in Lifelong Learning indicates how many current community members are engaged and to what degree they are enriching their lives. This measure uses duplicate headcount as the ability to encourage individuals to return is considered a measure of the value of the courses.

**Measurement:** Total enrollments (duplicated headcount) in Lifelong Learning courses during the academic year.

**Objective 4.2:** Build strong relationships through fundraising efforts.

##### **Core Indicator 4.2: Resources donated to college**

**Rationale:** The degree to which industry and community organizations invest in Great Falls College MSU, indicates the degree to which the college is central to the community's interests.

**Measurement:** Monetary value of donations acquired to benefit GFC MSU during the academic year, counted once in the year initially awarded to the college.