

WORKGROUP CHARGES and GOALS

Charge to Developmental Workgroup (Strategy 1: Comprehensive Community College Mission)

Make recommendations on policy, pricing, and practice that will ensure that all Montana two-year colleges offer effective developmental programs and services on basically equal terms; and assist in the implementation and evaluation of these changes.

Goals

To address pricing and policy issues complicating the designation of Montana's two-year colleges as the sole providers of developmental education.

To identify effective practices in developmental programs and services in Montana, as well as in other states, particularly with respect to our target populations (adults, high school students, Native American students, low-income students).

To identify performance metrics for developmental programs and services.

To assist in the effective transition of developmental programs and services from Montana's four-year colleges to its two-year colleges.

To assist in the ongoing dissemination of best practices in developmental programs and services, especially with respect to our target populations.

Charge to ABLE Workgroup (Strategy 1: Comprehensive Community College Mission)

Make recommendations on policy, statute, pricing, and practice that will ensure that all Montana two-year colleges offer effective adult basic education programs and services; and assist in implementing and evaluating these changes.

Goals

To address access, pricing, policy and statutory issues complicating the delivery of Adult Basic Education/GED completion programs on all two-year campuses in MT.

To identify effective practices in ABE/GED completion programs and services in Montana, as well as in other states, particularly with respect to our target populations (adults, high school students, Native American students, low-income students).

To identify performance metrics for ABE/GED completion programs on MT's two-year colleges.

To assist in the effective implementation of ABE/GED completion programs and services at Montana's two-year colleges.

Charge to Transfer Workgroup (Strategy 1: Comprehensive Community College Mission)

Make recommendations on programming, pricing, and practices that will ensure that all Montana two-year colleges offer the general education transfer core and the associate of arts and/or science degree.

Goals

To address pricing and policy issues related to offering Associate of Arts and Associate of Science degrees at all Montana's two-year colleges.

To introduce, coordinate, and collectively brand transfer degrees at embedded two-year colleges in ways that serve students well and benefit both two-year and four-year campuses.

WORKGROUP CHARGES and GOALS

Charge to Adult Access Workgroup (Strategy 1: Comprehensive Community College Mission)

Investigate and develop a comprehensive approach to programs and services that engages and retains adults in two-year education in significant numbers; pilot the approach on a lead campus; refine and expand to two additional campuses.

Goals

To learn through consultant-facilitated, sustained inquiry the challenges and habits of mind preventing MT's non-traditional students from engaging in postsecondary education.

To learn through national affinity networks how other states and countries have addressed similar challenges.

To develop and implement innovative solutions to the challenge of engaging and retaining MT adults in postsecondary education and to continue sustained inquiry into program effectiveness and challenges.

To develop and advocate for policy and funding initiatives that engage this important demographic in educational experiences that will make them more prosperous and, through them, their communities.

To become national leaders in the development, implementation, and dissemination of best practices for adult learners in Montana.

Charge to Workforce Responsiveness Workgroup (Strategies 1 and 2: Mission and Hub Approach)

Investigate and develop an effective model for workforce responsiveness to deploy as part of the "regional hub" mission assumed by Montana's two-year colleges.

Goals

To identify effective practices in ensuring workforce responsiveness at the community and regional levels in Montana.

To identify gaps and overlaps in postsecondary responsiveness to workforce needs at the community and regional levels in Montana.

To lay the foundation for effective platforms and protocols for two-year colleges; workforce responsiveness.

To develop a community-driven feedback loop from key business/industry/economic development groups to drive continuous improvement in two-year colleges' workforce responsiveness.

To identify appropriate forums for ongoing dissemination of best practices in workforce responsiveness through two-year colleges.

Charge to Implementation Team on Regional Hubs (Strategy 2: Coordinated Approaches to Facilitate College Participation/Completion through Regional Hubs)

Investigate and develop an effective model for implementing, promoting, and evaluating the regional "hubs" mission of Montana's two-year colleges.

Goals

To create a philosophy of practice for regional hubs, folding in the work of the Workforce Responsiveness Workgroup and the High School/College Transitions Workgroup.

To address issues of gaps and overlaps in the regional service model, as well as assessment of the model's effectiveness.

To develop and advocate for policy/statute/funding changes to support best practice in the regional hubs.

WORKGROUP CHARGES and GOALS

Charge to High School/College Transitions Workgroup (Strategy #2: Coordinated Approaches to Facilitate College Participation/Completion)

Investigate, develop, and implement a comprehensive approach to the high school/college transition that emphasizes rigorous secondary coursework, college/career awareness, engagement in an articulated sequence of secondary postsecondary coursework leading to educational/career goals, timely identification of college-readiness, and high-quality, appropriately priced opportunities to earn college credit while in high school.

Goals

To articulate secondary and postsecondary programs of study leading, in a purposive, often accelerated fashion, to two-year transfer and workforce degrees without the need for duplicative or remedial coursework.

To link advising at the secondary level to articulated college/program-preparatory curriculum, timely assessment of college/program-readiness, and opportunities to earn college program credit while in high school.

To create coherent statewide approaches to pricing, transcripting, and quality assurance of AP, IB, Tech Prep, concurrent enrollment, dual credit, and early college.

To engage as a state in the ongoing inquiry into and dissemination of best practices in high school/college transitions.

To effect policy/statutory changes supporting best practices in high school/college transitions in Montana.

To identify performance metrics for college transitions to inform assessment and performance-based funding.

Charge to Curriculum Coordination and Alignment Workgroup (Strategy #2: Coordinated Approaches to Facilitate College Participation/Completion)

To align foundational requirements (i.e., required related instruction/general education) in two-year degree programs leading to the same careers and to identify a limited set of courses within the large set already approved for the MUS Transfer Core to meet the purposes of the "Focused Transfer Core."

Goals

Alignment of Foundational Requirements in Workforce Programs:

To bring two-year programs into compliance with BOR Policy 301.12 by Fall 2011.

To align related instruction/general education requirements sufficiently to communicate and advise consistently about program-readiness; provide a consistent brand for the certificate/degree; and ensure that students completing prerequisites on one campus have potential to fill excess capacity at other campuses without repetition of foundational coursework.

To explore alternatives for demonstrating acquisition of foundational outcomes in order to reduce time/cost of degree completion.

Identification of a Focused General Education Transfer Core

To identify a "core" credential that provides focus for students in planning their transfer pathway at locations throughout the state.

To identify a common general education foundation for shared articulations across participating campuses.

To introduce the transfer mission at the embedded colleges of technology and at the "virtual community college" with a limited set of coursework that creates a clear distinction between the two campuses' offerings, a rationale for differential pricing, and eliminates unnecessary duplication.

To combine rigorous coursework, quality-assurance measures and scholarship incentives to build a high-quality, high-productivity brand for the two-year college transfer mission .

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Charge to Technology Infrastructure Workgroups (Strategy #3: IT Infrastructure for Improved Access, Coordination, Efficiency)

As part of the Board of Regents' Strategic Plan and in cooperation with the Information Technology Committee of the Commissioner's Leadership Council, develop an integrated information system, which includes all MUS campuses, as well as participating community and tribal colleges, with the goal of maximizing administrative efficiencies, allowing for seamless student enrollment between campuses, and promoting consistent business practices across all institutions.

Goals

Collaborate with participating community and tribal colleges, as opportunities arise, to bring their enterprise systems onto Banner.

Develop and improve the education network to provide high-speed telecommunication capabilities expanding access, effectiveness, and efficiencies to participating community and tribal colleges.

Improve the system-wide data warehouse to improve data collection, analysis, and reporting for all two-year colleges.

Begin the process of integrating enterprise systems on Banner with the MSU campuses.

Charge to Virtual College Workgroup (Strategy #3: IT Infrastructure for Improved Access, Coordination, Efficiency)

Create a virtual community college that allows seamless student enrollment in order to expand access to low-cost, high-quality, high-demand two-year programming.

Goals

Develop multi-institutional functionality to enable enrollments from more than one campus on students' schedules and transcripts, financial aid based on combined enrollment at more than one institution, and centralized administrative services.

Provide statewide access through multiple institutions to the "focused transfer core," foundational courses and assessments meeting requirements for related instruction/general education in high-demand workforce programs, and selected high-demand workforce and transfer degrees.

Initiate programming in Fall 2010 for pre-traditional (high school) students, but expand in subsequent years to support the goals for nontraditional students pursued by the Adult Access Workgroup.

Charge to Performance-based Funding Workgroup (Strategy #4)

Identify funding strategies that balance enrollment demands with the goals of rewarding student success.

Goals

Compile data on funding methodology for two-year colleges, as well as data on performance in core indicators required by Lumina.

Learn from other states adopting performance-based funding models.

Use data to make recommendations on measures of success and adjustments to funding model.