

MONTANA'S TWO-YEAR EDUCATION 2011-2013 PLAN
COLLEGE!NOW STRATEGIES
(REFINED SCOPE OF WORK – MARCH 24, 2011)

COLLEGE!NOW STRATEGY ONE:

COMPREHENSIVE TWO-YEAR EDUCATION MISSION IS EXPANDED SO THAT IT IS AVAILABLE THROUGH EVERY MONTANA TWO-YEAR COLLEGE BY 2013

Strategy One improves postsecondary education opportunities by extending the comprehensive two-year education mission to the State's five (5) Colleges of Technology (COTs) by 2013; leveraging the support of the State's existing three (3) comprehensive community colleges; and working with all two-year colleges to improve postsecondary education access, support, and opportunities, especially for specific target populations. *[The following strategy objectives relate to the comprehensive mission and vision developed for two-year education in Montana]*

- (1-a) Comprehensive two-year education mission is extended to all COTs including rebranding by fall 2013.
- (1-b) Adult Basic Literacy Education (ABLE) is available through all COTs via partnerships with the Montana Office of Public Instruction.
- (1-c) Developmental education is managed and coordinated through all COTs with new innovative developmental education models developed and implemented across all two-year institutions.
- (1-d) Workforce education is available through all COTs and two-year college programs.
- (1-e) A transferable general education core (Choices that Count) is included in all AA and AS transfer degrees, and is available through all COTs.
- (1-f) Two-year college faculty and staff are provided with opportunities to support professional development for comprehensive two-year education and student success.
- (1-g) Bitterroot and Gallatin College Programs work toward providing the programs and establishing the partnerships and benefits enumerated in 1-b; 1-c; 1-d; 1-e; 1-f.
- (1-h) Tribal Colleges Utilize College!Now as a strengthening resource .
- (1-i) Montana's three comprehensive community colleges serve as mentor institutions and as sources of knowledge and support to help fulfill goals 1-a through 1-g.

COLLEGE!NOW STRATEGY TWO:

EVERY MONTANA REGION IS SERVED BY A TWO-YEAR COLLEGE OR TWO-YEAR COLLEGE PROGRAM AS ITS REGIONAL CLEARINGHOUSE HUB FOR EDUCATION

Strategy Two ensures that every region of Montana has an identified two-year college or two-year college program to serve as a clearinghouse hub for:

- (2-a) Workforce education that engages with business and industry to implement responsive programs and best practices.
- (2-b) Education and services to support student transitions from high school to college including dual enrollment/credit opportunities.
- (2-c) Innovative, adult-friendly programming, scheduling, and services.
- (2-d) Communication among two-year colleges and programs with the goal to promote both awareness of programming opportunities and opportunities for collaboration.

COLLEGE!NOW STRATEGY THREE:

MONTANA TWO-YEAR EDUCATION IS ENHANCED THROUGH COORDINATED CURRICULA AND INTEGRATED TECHNOLOGY

Strategy Three expands access, promotes readiness, encourages completion, and improves efficiencies by coordinating and aligning curriculum and technology. Coordination and alignment of curriculum will not be done in a way to stifle curricular innovation and creativity that serves local campus communities.

- (3-a) Identify and implement across the system, related courses standards appropriate for AAS and Certificate degrees.
- (3-b) Identify and implement general education core curriculum standards (Choices that Count) that articulate to the four-year campuses as block transfers (also see 1 e).
- (3-c) MCC and DCC adopt the same information system (Banner) that is utilized throughout the MUS in order to facilitate shared data and services. Data from FVCC will also be shared and coordinated through their existing information system.
- (3-d) Common data standards and approaches are utilized throughout the MUS in order to expand shared services and programs, as well as quality data.
- (3-e) Coordinated statewide online education that broadens access to dual enrollment and two-year education opportunities.

COLLEGE!NOW STRATEGY FOUR:

MONTANA’S HIGHER EDUCATION FUNDING MODEL INCLUDES PERFORMANCE-BASED COMPONENTS

Strategy Four supports increased higher education productivity by including performance-based approaches into the state’s funding model.

- (4-a) Methods to reward institutions for increased productivity are developed and implemented as an integral part of the Montana University System funding model.
- (4-b) Performance metrics are identified by the two-year 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.”
- (4-c) Performance metrics are identified and tracked to show increased two-year productivity and the impact the increased productivity has on improving transfer/continuing rates to four-year colleges. A metric will be developed to measure students who have completed goals they had upon entry to a 2-year institution. It will be important to specify performance measures for students who have no intention of completing a degree or certificate (students desiring to acquire knowledge or skill through taking a course or suite of courses)

COLLEGE!NOW STRATEGY FIVE:

THROUGH EFFECTIVE COMMUNICATION, CONSTITUENT GROUPS ARE AWARE, INFORMED, AND ENGAGED WITH TWO-YEAR COLLEGE EDUCATION

Strategy Five employs targeted communications to effectively engage constituent groups with the comprehensive two-year college education mission and vision in Montana. Policymakers, business owners, community leaders, educators, families, students, and the media are aware, accurately informed, and involved in Montana two-year college education.

- (5-a) Constituent groups are aware of Montana’s two-year colleges as affordable, effective portals to four-year programs and high-demand jobs.
- (5-b) Policymakers, business/community leaders and the media are engaged with College!Now.
- (5-c) Policymakers actively support the policy agenda for an accessible and affordable two-year college system.
- (5-d) Business owners, community leaders, educators, families, students, and the media have positive perceptions of Montana’s two-year college sector.
- (5-e) Educators, families, traditional age students, and adult students are highly aware of and interested in two-year college opportunities and programs.
- (5.f) Effective pathways and relationships with four-year institutions are developed and expanded.