



The University of Montana-Helena
COLLEGE OF TECHNOLOGY

Monday, January 09, 2012

John Cech, Deputy Commissioner
Office of the Commissioner of Higher Education
2500 Broadway Street
PO Box 203201
Helena, MT 59620-3201

Dear John:

The enclosed documents delineate the current state of the University of Montana – Helena College of Technology as they relate to the comprehensive two-year mission outlined in the College!Now initiative. This includes our implementation plans to complete the transition process. Please note that the last two attachments of our plan, consisting of two segments of our 2012-2020 Strategic Plan, are still in draft form; to be completed Spring of 2012.

UM-Helena is pleased to participate in the College!Now initiative and sees it as a tremendous opportunity to aid in developing statewide relationships with sister institutions, and at the same time, increase the influence of two-year education across the state; expanding access, providing opportunity, building a stronger state.

We are eager to engage in further dialogue as the initiative rolls forward over the next few years and will pledge to be at the forefront in helping build a strong system of two-year educational opportunities.

Thank you,

Daniel J. Bingham, Ph.D.
The University of Montana-Helena College of Technology



The University of Montana – Helena is a vibrant and growing center for higher education, offering Trade and Technical proficiency certificates, Associate of Applied Science, Associate of Arts, and Associate of Science degrees, as well as studies that lead to Baccalaureate degree opportunities in cooperation with Montana University system institutions.

As an affiliate of the two-year division of the Montana University System, UM-Helena accomplishes the College!Now comprehensive mission through a variety of well-established higher education practices. A parallel evaluation between the College!Now and UM-Helena mission and vision statements identifies closely aligned philosophies, values and core two-year college characteristics.

Mission Statement

The Mission of two-year education in Montana is to provide a comprehensive, accessible, responsive, student-centered learning environment that facilitates and supports the achievement of individuals' professional and personal goals, and enhances the development of Montana's citizens, communities and economy.

Vision Statement

Montana's two-year education: Transform lives and create opportunities through educating the citizens of the state of Montana.

Mission Statement

The University of Montana-Helena College of Technology, a comprehensive two-year college, provides access to and support of lifelong educational opportunities to our diverse community.

Vision Statement

The University of Montana - Helena College of Technology will be recognized as a responsive regional center of technical and academic education, as a partner in economic and community development, and as a diverse and accessible community of learners. UM-Helena will promote excellence in education; maintain fiscal and operational integrity; and cultivate an environment of fellowship, inclusiveness, and respect.

In order to sustain an inclusive mission and maintain a focused direction, the college recently underwent a comprehensive strategic planning process to assure alignment. As guiding principles to aid in the development of a new 2011–2022 strategic plan, the College drew from previous strategic plans, a new mission statement, the College!Now initiative, and the Board of Regents strategic plan to help identify key institutional goals, objectives, rational, strategies, and performance indicators to provide the inspiration in which to extend and expand our commitment to maintaining a comprehensive two-year mission.

From an exhaustive campus visioning and collaborative writing process involving all college personnel, students and many community members, six broad strategies emerged. The lists of strategic goals are as follows (a document representing a DRAFT of a few of the strategic plan areas has been included for your information):

- Developing Resources
- Partnering for Student Success
- Supporting the Community
- Integrating Planning and Assessment
- Institutional Advancement
- Academic and Professional Excellence



Further, UM-Helena recently identified several intermediate actions steps to be taken to assure mission alignment. A majority of these steps will be accomplished within the 11/12 academic year. They are as follows;

Strategy: Continue to Develop Academic Quality			
Action Step	Completion Date	Responsible Person(s)	
Improve Academic program review and development processes	AY 11/12 and ongoing	Dean of Academics/Human Resources	
Assess the need to improve access to a well-rounded array of general education course offerings, then develop them	AY 11/12 and ongoing	Academics	
Continue to assess the need for and expansion of developmental education	AY 11/12 and ongoing	Academics/Student Services	
Expand stem course offerings	AY12 and ongoing	Academics	
Expand pedagogical delivery modes; online, weekends, hybrids, etc.	AY 11/12 and ongoing	Academics and eOnline	
Expand onsite delivery of baccalaureate and graduate degrees	AY 11/12 and ongoing	Academics/Student Services/Continuing Education	

Strategy: Expand Facilities and Human Resources			
Action Step	Completion Date	Responsible Person(s)	
Additional space for instruction, support, staff			
Hire additional faculty and staff	AY 11/12 and ongoing	Human Resources/Academics	
Create additional parking and assess the need for student housing	AY 13/14	Fiscal and Plant/Student Services	
Compensation Study	AY 12	Human Resources	

Strategy: Implement ABE/GED			
Action Step	Completion Date	Responsible Person(s)	
Work with Helena School District to deliver ABE/GED on UMH campus	AY12	Administration/Continuing Education	

Strategy: Strengthen K-12 Connections			
Action Step	Completion Date	Responsible Person(s)	
Develop/Expand dual credit offerings and delivery (face-to-face, online)	AY 11/12 and ongoing	Academics/Student Services	



Develop awareness of Path-way opportunities and academic preparedness	AY 11/12 and ongoing	Academics/Student Services	
Better coordination of academic resources and partnerships	AY 11/12 and Ongoing	Academics/Student Services	
Pre-placement testing for Math/Writing	AY 11/12 and Ongoing	Academics/Student Services	
Outreach Activities	AY 11/12 and ongoing	Academics/Student Services	

Strategy: Expand Community Outreach/Involvement			
Action Step	Completion Date	Responsible Person(s)	
Develop on-campus events and activities	AY 12	Student Services	
Alumni outreach/Foundation activity	AY 11/12 and ongoing	Administration/Student Services/Fiscal and Plant	

Strategy: Student Services Support			
Action Step	Completion Date	Responsible Person(s)	
Virtual Student Support Services; website/online	AY 11/12 and ongoing	Student Services/eOnline	
Modernize/Expand retail services	AY 11/12 and ongoing	Fiscal and Plant/Student Services	

Strategy: Student Services Support			
Action Step	Completion Date	Responsible Person(s)	
Improve utilization of FA/Scholarships	FY 11/12	Student Services	
Further develop student organizations (participation, representation)	FY 11/12	Student Services	
Explore need for and feasibility of childcare and academic program	FY 13	Academics/Student Services	
Collaborations across institution	Ongoing	Administration/Campus Wide	



Key Purposes and Attributes of College!Now Mission Fulfillment at UM-Helena

The key purposes and attributes stated in the College!Now mission indicate that: “Montana’s two-year education is centered around the attributes of the comprehensive community college mission and is committed to providing”:

Transfer Education

Community Development

Workforce Development

Developmental Education/Adult Friendly

Life Long Learning

To provide a better understanding of how UM-Helena accomplishes the task of attribute fulfillment, the following sections will help you identify a few of the many programs and or practices undertaken by UM-Helena that accomplish these characteristics.

Transfer Education: currently in place at UM-Helena

Academic Transfer Programs: Students may accumulate credits at UM-Helena either to transfer to another college through our A.A or A.S. degree programs, or as individual course. Public and private institutions, both in Montana and out-of-state, accept courses from our general education core to satisfy lower-division requirements.

Associate of Arts (A.A.)

Accounting

Mental Health Direct Care

Business

Social Science

English

Fine Arts

General Studies

Associate of Science (A.S.)

History

Accounting

Interior Space Planning & Design

Business

Mathematics

Computers

Additional Partnership Programs

Bachelor of Science in Secondary Education in Industrial Technology: UM-Western

Bachelor of Applied Science in Business: Montana Tech

Bachelor of Science in Business: Montana Tech

Bachelor of Science in Automotive Technology: MSU Northern

Associate of Science in Early Childhood Education: UM-Western

Transfer Programs: Carroll College, Western Governors University



Workforce Development: currently in place at UM-Helena

Occupational Degree Programs: Students may complete a certificate or A.A.S. degree programs, individual course work for skill development and or specialized training for career enhancement.

Associate of Applied Science (A.A.S.)

- Accounting and Business Technology
- Accounting Technology
- Small Business Management Technology
- Automotive Technology
- Aviation Maintenance Technology
- Computer Technology
 - Network Administration
 - Programming
 - Webmaster

- Construction Technology
- Diesel Technology
- Fire & Rescue (offered in Helena and Missoula)
- Interior Space Planning & Design
- Machine Technology
- Metals Technology
 - Combined machine tool and welding

Office Technology

- Administrative Office
- Management Specialist
- Medical Administrative Specialist
- Water Resources
 - Water Quality
 - Water Quantity
- Welding Technology
- Associate of Science Registered Nursing (A.S.R.N.)

Certificates of Completion

- Bookkeeping
- Small Business Entrepreneurship Technology
- Carpentry
- Computer Assistant
- Computer Skills Specialist
- Machine Tool
- Medical Assisting
- Practical Nursing
- Welding

Life Long Learning: currently in place at UM-Helena

Continuing Education: Provide high quality, affordable life-long learning opportunities to people of all ages in the areas of personal enrichment, professional and career development, academic growth, recreation and leisure, and workforce development. UM-Helena's Continuing Education program, ULEARN, is specifically designed to address the life-long learning needs of its students, local businesses, the Helena community and surrounding areas. The following activities are listed for Spring of 2012.

Special Interest

- Learn to Cross Country Ski
- How to Start a Small Business
- Let's Control It — Responsible Beverage Server
- Culinary Basic Drawing
- Introduction to Knitting
- Cross Country Skiing
- Quilting at Gee's Bend
- English as a Second Language

Personal Computer Basics

- Beginning Digital Photography
- Beginning Photoshop
- Introduction to Spanish - Beginner

Professional Development

- Certified Nursing Assistant
- Phlebotomy Technician Preparation
- Pharmacy Technician Certification
- Prep



Online Mental Health Direct Care Certificate	Light Home Repair for Women Knife Building II
Fine arts, photography and crafts	Culinary classes
Write Your First Novella	Culinary Techniques - Knife Skills
Begin a Model Railroad	Soups, Stocks, and Sauces
Online Sewing or Pattern Drafting - Level One	Personal finance & computers
Online Sewing or Pattern Drafting - Level Two	Retirement Planning Today
Beginning Digital Photography	Microsoft Excel for Absolute Beginners
Intermediate Oil Painting	Financial Literacy
Felted Bag — Advanced-Beginner Knitting	ONLINE classes: through Ed2Go starting every third Wednesday of the month.
Intermediate Digital Photography	Example of classes offered:
Trades and hands-on	Medical Terminology: Word Association Approach
Fundamentals of Welding	Accounting Fundamentals
Knife Building I	Creating Web Pages
Winter Wilderness Survival and Bushcraft	Introduction to Microsoft Word

Community Development: currently in place at UM-Helena

Contract Training: Contract or specialized training is a viable resource for employers seeking a cost effective way to train their employees. Our staff meets with local employers to custom design training which is offered either at our campus or on-site at the employer's place of business.

Professional Certificate Programs: There is an increasing demand for professional certificate programs. In partnership with Ed2Go, we offer over 100 on line open enrollment programs which are designed to provide the workforce skills necessary to enter a new field or advance in a current position.

Professional Development: In addition to our professional certificate programs, we also offer face to face evening classes which run between four and eight weeks in duration. These short, intensive classes are a great way for those individuals already working to quickly and effectively improve skills needed for a particular job. In addition, this is also an effective way for those seeking jobs to update skills they may be lacking to become more employable, while a significant number of individuals take these courses simply for the joy of learning a new skill.

Small Business Classes: In partnership with MBAC, Montana Business Assistance Connection, we offer a series of small business classes through a lunch hour venue. These classes are designed to assist individuals that are interested in starting their own businesses. Individuals take advantage of classes such as How to Start a Small Business, How to Write a Business Plan and The ABC's of Marketing.



Veteran's Upward Bound: The Veteran's Upward Bound is a federally funded grant from the U.S. Department of Education intended to encourage and assist low income and first-generation veterans to pursue postsecondary education and training. Course offerings on the Helena campus are math, writing ability, and computer skills.

Testing Center: The demand for Testing Services for national and in-house exams by our students, students from other institutions, business and industry, the community and surrounding areas has grown significantly. Continuing Education provides the oversight of comprehensive testing services required to enhance the student learning process. Examinations are administered during specified hours by a qualified proctor with the center adhering to nationally recognized standards and guidelines, promoting honesty, integrity and fairness in all testing procedures. Examples of testing given through the Testing Center are; FAA-Airframe and Powerplant (Aviation Program), CATS, Microsoft Certipoint Testing, ASE Automotive, Nursing Exams, online exams from other Institutions, Medical Coding, COMPASS, make-up exams for Academic Programs, CLEP, ICC (International Code Council), and other industry driven testing

Facility Rental and Event Coordination: Over the past 4 years Continuing Education has helped the College gain recognition as a place to hold small conferences and community meetings. The coordination of these events by the CE department has made the college an attractive event venue while at the same time showcasing our Academic, Technical and Trade, Business and Industry, and Continuing Education programs to prospective students and the community. A modest fee is charged for outside events to cover the cost of maintenance, use of technology, room rental, and staff time.

Developmental Education/Adult Friendly: currently in place at UM-Helena

Placement into Developmental Courses

Student Services offers the Compass Placement Test for new students before they are placed in the appropriate math, writing, and reading courses according to guidelines set by faculty. The advising center staff records the placements before they are passed on to be used by advisors to help students register for the correct courses.

A variety of development course are offered at UMH such as: M 065 Pre-algebra; M 065 Pre-algebra lab; M 090 Introductory Algebra; M 095 Intermediate Algebra; composition courses are Writ 080 Building Basic Writing Skills and Writ 095 Developmental Writing.

Students are required to take the math and writing courses that they place into. SAT and ACT scores are used for placement if a student has them. We also use the Montana University System Writing Assessment scores to place students in writing. We do allow them to retake or to take the Compass test if they believe they can get higher scores and thus higher placement.

Students who enter with transfer credits or credits from an institution that provides current placement information can use that information to be placed appropriately.



Tutoring

The UM-Helena Learning Center provides tutoring free-of-charge to students. We have tutors available for all developmental classes. The Learning Center is open from 8 a.m. to 7 p.m. Monday through Thursday; 8 a.m. to 4 p.m. on Friday; and 10 a.m. to 2 p.m. on Saturdays during fall and spring semesters. Hours are available during summer semesters as funding allows.

Advising

Student Services offers new student, re-admit student, and continuing student advising sessions as well as specialized advising: transfer, career, program changes, and others as needed.

In new student advising the emphasis is on making sure students are in the best program for them and then making sure they are receiving their foundational coursework, including developmental courses.

During re-admit and continuing student advising, advisors check to make sure that students are on track with developmental courses. Faculty advisors are encouraged to do the same.

Strategic Goal

Institutional Advancement

Mission alignment statement: Institutional advancement supports the UM-Helena mission of providing access to and support of lifelong education through building integrated, effective external and internal relationships in order to secure resources and support for the institution's growth and advancement.

Objectives

- Building positive external relationships
- Building positive internal relationships
- Secure resources
- Develop and enhance programs

Impact Statement/Rational

The University of Montana – Helena College of Technology has established itself in the community as a respected educational leader focused on the development and lifelong educational enrichment of its community. Through the College's positive, meaningful and personal partnerships with alumni, business, and community leaders, students have access to programs based on emerging and evolving technologies that meet the needs of our growing communities.

To take the College into the next century a concentrated focus on partnerships, both internal and external, will allow for the leveraging of scarce resources and therefore strengthen collaborative ties between our communities and the College. The key to achieving this strategy will be in furthering the development of relationships. This will be accomplished through concentrated image building, development of trust through efficient and effective utilization of resources and the expansion of educational programs targeted at meeting community needs.

To this end the College recognizes this strategy as a part of a holistic effort in its ability to continue to provide excellent educational opportunities to the region and state, and that its capacity to do so is greatly impacted by the trust of its past present and future community of learners.

Strategies to Accomplish Objectives

Key Performance Indicators

BUILDING POSITIVE EXTERNAL RELATIONSHIPS

Provide the community with opportunities' of continuing education through lecture series, debates, etc.

- Develop a 'Speakers Bureau' of faculty and professionals to provide programs for area schools, community, organizations, business and industry, and the general public.
- Host 4 Speakers Bureau events at UMH each calendar year.

Develop partnerships that lead to high-quality comprehensive offerings, including programs in high-demand fields

- Research and Develop 2-4 "partnerships" that will collaborate with UMH in creating 2 to 4 programs or courses that represent skills needed in high demand fields.

Develop program to educate potential donors


- Using tools such as the institution's annual report and student life stories, we will develop a full color printed piece to use as a leave behind when meeting in person with potential donors or as a direct mail piece to potential donors.
- Establish a formal Alumni Organization and Foundation Board.
- Identify and create a potential Donors List; update yearly.
- Development specific marketing material to support a donor program.



BUILDING POSITIVE INTERNAL RELATIONSHIPS

Provide professional development opportunities to staff and faculty

- Provide and promote professional development opportunities on campus for all employees.
- Increase available funding for professional development activities through the Colleges budget process.
- Expand offerings through the Quality of Work-Life committee, Wellness program, and Diversity committee to include seminars,

<p>Nurture positive internal relationships so that faculty staff, and students serve as effective ambassadors for the college</p>	<p>workshops, and other educational opportunities</p> <ul style="list-style-type: none"> • Increase and promote professional development opportunities provided on campus to all faculty and staff • Increased expenditure and participation in professional development activities through the Professional Development Committee • Expand offerings through the Quality of Work-Life committee, Wellness program, and Diversity committee to include seminars, workshops, and other educational opportunities
<p>Focus on those we serve, especially our students</p>	<ul style="list-style-type: none"> • Expanded access to resources through further development of our website • Increased participation and rating on student surveys of the institution, in areas of supportive resources (advising, counseling, resources) • Increased number of class offerings to meet the needs expressed in student surveys (evening, weekend, summer, additional course offerings, etc.)
	
<p>SECURE RESOURCES</p>	
<p>Create a strategic plan for UM-Helena Foundation with annual reviews</p>	<ul style="list-style-type: none"> • Foundation develops, presents, and implements a five-year plan to the College Council; • Foundation plan implements scheduled annual reviews; • Define the context and rationale for donating;
<p>Identify, cultivate and maintain philanthropic support to enable college goals for excellence</p>	<ul style="list-style-type: none"> • Create a philanthropic brand; • Evaluate the potential for hiring a Foundation Director; • Develop a white paper that compares philanthropic entities amicable to our type of institution;

	<ul style="list-style-type: none"> • Research how other institutions use incentives for donating; • Develop annual events (alumni day, tailgate day, etc.);
Develop alumni database, communication plan and programs to sustain involvement of graduates and target potential donors	<ul style="list-style-type: none"> • Communication and marketing: create a newsletter, blog, face book page etc. that targets and informs prospective stakeholders of the foundation, colleges growth and new programs available; • Piggy back on non-foundation events that might include booths/displays; • Develop a contact information listing of alumni and friends of UM-Helena for donation purposes;
Seek funding for student scholarship, facility enhancement, and instructional as it relates to developing and accommodating the learning process	<ul style="list-style-type: none"> • Seek state and federal grants; • Target businesses that employ graduates from UM-Helena’s various trade programs to seek donations to improve and enhance the various disciplines;

DEVELOPING AND ENHANCING PROGRAMS

Develop partnerships that lead to high-quality comprehensive offerings, including programs in high-demand fields	<ul style="list-style-type: none"> • A survey of local and statewide employers has been conducted to identify high-demand fields and employment trends • Current course offerings have been adjusted to reflect industry needs • A partnership with a College of Education, offering a two-year early childhood degree, is established • At least one additional partnership has been pursued
Provide academic programs that are responsive to local, regional and state needs with state of the art equipment and facilities	<ul style="list-style-type: none"> • “Responsiveness” survey is administered to targeted community audiences • Accreditation review gives high marks to equipment and facilities • Data is collected to determine the success rate of graduates who have entered the workforce or are

	<ul style="list-style-type: none"> • seeking additional education and training • Increased or restructured academic programs have the necessary equipment, facilities and instructional expertise • Follow-up studies of graduates through surveys and communication with employers indicate that equipment and facilities were adequate
<p>Continue to provide learning opportunities for by expanding the evening and online course selections</p>	<ul style="list-style-type: none"> • Number of evening and online courses increase by 5% per year • Number of student enrollments in evening and online courses increase by 10% per year • Satisfaction survey is administered to faculty, staff and students to evaluate whether facility, equipment and instructional resources were adequately provided •
<p>Advance innovation and excellence in teaching to support student success.</p>	<ul style="list-style-type: none"> • Faculty secure grants for innovative teaching practices • Faculty present at conferences to share examples of best practice • Student evaluations show high marks for faculty in terms of innovation and excellence • Professional development opportunities for faculty focus on new and innovative classroom methods • Incentive program for faculty to maintain excellence in the classroom is developed • Student success rates in pilot classes versus traditional classes is evaluated

Strategic Goal

Partnering for Student Success

Mission Alignment Statement: Partnering for Student Success recognizes the University of Montana-Helena College of Technology's mission which emphasizes "access to and support of lifelong educational opportunities to our diverse community," and also aligns with the Montana University System's goals to provide "access and affordability," "workforce and economic development," and "efficiency and effectiveness." This strategic directive acknowledges the College's mission and the goals of the MUS in its objectives and strategies. Student success is best achieved when informed by students' educational goals and aspirations, when based on mutual understanding of shared expectations and responsibilities between students and the College, and through a holistic approach involving collaborative effort across the campus community.

Objectives

- Improve student persistence towards attainment of educational goals
- Improve completion rates for students seeking certificates and degrees
- Provide broad financial support for students
- Prepare students for success in the workplace
- Prepare students for success in pursuing and completing four year (or subsequent?) degrees
- Develop and expand community relationships that foster student success
- Provide support services that engage students and enhance their academic and personal development
- *Improve campus collaboration on initiatives that support student success*

Impact Statement/Rationale

Improving student persistence towards educational goals and completion of degrees and certificates requires an integrated effort on the part of all the College's administrative divisions including academic affairs, student services and fiscal and plant operations to ensure the college's programs and services are rigorous, relevant and responsive to student's educational needs. Recognizing the diverse community it serves, the college will focus efforts and resources on students that demonstrate known characteristics that put them at risk of completing their educational goals, develop effective readiness programs for those students needing to develop knowledge and skills necessary to succeed in the college environment, and make learning opportunities available by providing flexible scheduling and a variety of delivery modes for its programs and courses. These efforts will provide access and support as the College educates a workforce that in turn contributes to local and regional economic development.

Preparing students to succeed in the workplace, and/or in subsequent educational attainment, will necessitate community involvement, meaningful partnerships across the Montana University System that facilitate successful transfer, and effective support services that engage students in their academic and personal development. Well educated students interested in life-long learning provide the backbone for local economies and meaningful contributions to our communities.

Strategies to Accomplish Objectives

Key Performance Indicators

Improve student persistence towards attainment of educational goals

Continue to develop and improve resources focused on at-risk student populations (low-income, first generation, disabled, veterans, developmental students)

- Retention rates-% of entering students returning or completing degrees/certifications in subsequent fall semesters. Target retention rate: 60%. Current rate (fall 2010 to fall 2011) is 61%

Develop and implement a “college readiness” program: a collaborative effort between student services and academic affairs that integrates accelerated developmental math, writing and college success courses with technology and information literacy skill development into a required first semester experience for students placing in to two or more developmental courses.

- Students participating in “College Readiness” program will persist at a rate comparable to non-development students in the same annual cohort.

Improve completion rates for students seeking certificates and degrees

Develop and implement tools and mechanisms to measure, evaluate and encourage student progress towards degree and certificate completion.

- Graduation rates-% of entering students earning certificates and degrees within 150% of normal time to completion. Target graduation rate: xx%
- Current graduation rate (fall 2007 Cohort): 28%.

Strengthen academic planning by providing students with clear, discreet pathways and encouraging early identification of program

- Increase degree production-# of entering students completing certificates and degrees. Target production/increase: xxx. Current degree production: 208 (FY11)

Provide broad financial support for students

Increase grant and scholarship funding of students' financial need	<ul style="list-style-type: none">• Increase % of students receiving grants and scholarships. Increase ratio of grant and scholarships proportionate to overall average aid received/student.
Expand opportunities and resources to strengthen and promote students' financial literacy	<ul style="list-style-type: none">• Cohort loan default rates for graduates at or below state and/or regional averages.
Maintain affordability of two year education by reducing unmet need	<ul style="list-style-type: none">• % of student need met by financial aid. (new metric)

Prepare students for success in the workplace

Develop and implement internship program/policy to increase student participation and ensure quality experience for students and employers	<ul style="list-style-type: none">• Student participation and performance in internship opportunities
Increase employer visits to campus to provide students with better opportunities for career development prior to completion	<ul style="list-style-type: none">• Job placement rate-% of students entering workforce upon completion in occupations related to program of study
Increase participation and improve performance on professional licensing and certification examinations	<ul style="list-style-type: none">• Participation and pass rates for professional licensing and certification examinations

Prepare students for success in further degree attainment

Develop formal articulation agreements and increase partnerships with other institutions to improve students' transfer opportunities and completion of additional (or four year) degrees	<ul style="list-style-type: none">• Transfer rates-% of students subsequently enrolling at institutions of higher education within a 150% timeframe of first attending. Target transfer rate: xx%. Current transfer rate: 17% (fall 2007 cohort) Transfer success rates-% of students completing additional degrees within 150% timeframe of transfer. # students transferring in articulated and/or partnership programs.
Integrate and promote MUS Core as viable option for general education transfer students (Consider certifying completion of 30 credit MUS Core).	<ul style="list-style-type: none">• # of students transferring with successfully completed (C- or better) MUS Core

<p>Host transfer fairs, annually at a minimum, to educate and inform students on transfer pathways and opportunities available to them</p>	<ul style="list-style-type: none"> • Student turn-out and participation rate of transfer institutions at hosted events.
<p>Provide timely and well informed transfer advising to students</p>	<ul style="list-style-type: none"> • Transfer rates-% of students subsequently enrolling at institutions of higher education. # of students utilizing MUS transmittal requests to expedite transfer to other MUS institutions
<p>Develop and expand community relationships that foster student success</p>	
<p>Collaborate with local high schools to increase participation in dual credit opportunities and utilization of Big Sky Pathways to prepare for career & technical education</p>	<ul style="list-style-type: none"> • # of high school students participating in dual enrollment courses and subsequent enrollment rate in higher education (MUS) following high school graduation. Enrollment of recent high school graduates in CTE programs.
<p>Develop outreach program to introduce middle and high school students to two-year higher education emphasizing college preparedness</p>	<ul style="list-style-type: none"> • Successful implementation of annual college visit days for all area middle schools. Develop and maintain college preparation content on college website for K-12 students
<p>Develop institutional service learning guidelines that connects program/course learning outcomes with community development using local partners</p>	<ul style="list-style-type: none"> • # of students participating in current and future service learning opportunities. # of courses/programs that integrate meaningful and measureable service learning components
<p>Use advisory boards/councils and designated liaisons to develop and maintain effective relationships with agencies, employers, and other higher education institutions that will enhance student success initiatives</p>	<ul style="list-style-type: none"> • Integration of one or more student success initiatives or objectives in the work of advisory boards/councils. Identify a designated campus liaison for all primary agency and educational partners
<p>Provide support services that engage students and support their academic and personal development at the college</p>	
<p>Improve students' level of engagement inside and outside of the classroom</p>	<ul style="list-style-type: none"> • Results of SENSE and CSSE surveys
<p>Provide high quality support services that are</p>	<ul style="list-style-type: none"> • Results of ongoing program/service

relevant and responsive to student needs	evaluations
Provide a developmental education program that prepares students for success in college level courses in a timely and effective manner	<ul style="list-style-type: none"> • Progression rates through developmental ed coursework; pass rates in first-year math and writing courses for developmental ed students comparable to those of non-developmental students
Improve students' information literacy, a core aptitude for academic & workforce success	<ul style="list-style-type: none"> • Integration of one or more student success initiatives or objectives in the work of advisory boards/councils. Identify a designated campus liaison for all primary agency and educational partners
Provide support services for online/distance education students that are comparable to those available on campus	<ul style="list-style-type: none"> • Student Performance on SAILS (Standard Assessment of Information Literacy Skills)
<i>Improve campus integration/collaboration on initiatives, policies and processes that impact or support student success</i>	<ul style="list-style-type: none"> • Cohort retention rates and % achieving good academic standing for students enrolled in primarily in online courses (defined as majority of enrolled credits in online courses)

DRAFT