



The University of
Montana

College of Technology
The University of Montana
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January 9, 2012

Dear Dr. Cech:

Please find attached the second draft of our College!Now Planning Document.

The general structure includes an Overview of Purpose, Important Dates, Mission Attribute Development, Implementation and Communication Plan, Resource Identification and Acquisition, and Linking College!Now to the UM Strategic Plan.

Each of the five attributes (Transfer Education, Workforce Development, Developmental and ABE Education, Lifelong Learning, and Community Development) of the comprehensive mission includes action items.

Information meetings for faculty and staff have been scheduled for January and February. Feedback from these sessions will be incorporated into the final document. If there are any questions with receipt of the document, please contact me.

Thank you,

Barry Good, Dean



College!Now Planning Document

January 2012

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Overview of Purpose

The University of Montana-Missoula College of Technology (UMCOT) supports fully the Comprehensive Two-Year Education Mission/Vision created by the Montana University System. This comprehensive mission is a product of the multi-year initiative, College!Now, led by the Montana University System to make public two-year higher education in the state more accessible, better coordinated, better understood and, as a result, better utilized statewide. The initiative is being supported by Lumina Foundation for Education which selected Montana as one of seven states to participate in a national effort to develop innovative, cost-saving strategies for delivering high-quality education to greater numbers of students. UMCOT is committed to implementing and addressing fully the College!Now mission and vision.

The Comprehensive Two-Year Education Mission/Vision for the College!Now initiative is as follows:

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.

Key Purposes and Attributes

Montana's two-year education is centered around the attributes of the comprehensive community college mission and is committed to providing:

- Transfer Education through the Associate's Degree
- Workforce Development, Including Certificates and Applied Associate's Degrees
- Developmental and Adult Basic Education
- Lifelong Learning
- Community Development

The attributes of two-year education in Montana include:

- Open Access Admissions
- Affordable
- Student-Centered
- Adult Focused and Accessible Learning
- Responsiveness to Local Needs
- Cultivation of Partnerships

This document will serve as a guide for the UMCOT institutional planning process which has been introduced to prepare and enable the College to implement the Key Purposes and Attributes of the comprehensive mission/vision. This document will assist all constituents of the College in understanding

the purpose, direction and schedule associated with meeting the initiative outcomes on the local and statewide levels. In addition to addressing the expectations in the College!Now initiative, this document will describe the interrelatedness of the College strategic plan, mission of The University of Montana (UM), UM Strategic Goals/Core Themes, and institutional measures of success. This plan is uniquely constructed to guide the design and implementation of College!Now and build success for the new vision of two-year education at The University of Montana in Missoula.

The information in this document will continue to evolve as the processes, plans and actions of College!Now develop.

Important Dates (OCHE)

Upcoming dates and deadlines that affect the planning and timeline of the UMCOT efforts:

Date	Description
December 9, 2011	Draft of planning document due to OCHE
December 15 and 16, 2011	College!Now Retreat (Bozeman, MT) Rebranding Conversation
January 19 and 20, 2012	Initial planning presentation to Montana Board of Regents (Helena, MT)
March 1-2, 2012	Planning documents to Montana Board of Regents for approval
Additional dates to be added as plan develops	

These dates and dates associated with other developmental phases of the plan are incorporated into the UMCOT timeline document (Appendix A). Other relevant dates, timelines and plans of action developed by the statewide College!Now steering committee and workgroups can be viewed in the Scope of Work document (Appendix E).

Mission Attribute Development

Using the five attributes of the comprehensive mission statement UMCOT has developed action items to fulfill each attribute at the College. These action items will be developed in terms of outcomes and deliverables using the UMCOT Action Plan Template (Appendix B).

Action items under each attribute need to be reviewed, edited and fully developed by all campus constituent groups before the plan is final.

Transfer Education through the Associate’s Degree

- Secure Board of Regents approval of Associate of Science Degree
- Identify and offer courses within The University of Montana and Montana University System core curriculum which will allow a more robust offering of General Education courses (Appendix D)
- Secure fully functional wet labs for science courses
- Secure funding for new facility needed to meet the College!Now outcomes
- Secure fully functional labs for Energy Technology and Information Technology

Workforce Development, Including Certificates and Associate's Degrees

- Outreach Office will develop and align annual goals to support College!Now workforce development efforts and Adult Friendly Programming
- Outreach Office will develop specialized training initiatives and serve as an incubator for new program development in order to address specific workforce needs in the community
- College will participate in the development and implementation of Adult Friendly Programming initiatives through the College!Now taskforce
- College will complete labor market analysis and program review scheduled for 2011-12 academic year

Developmental and Adult Basic Education

- Collaborate with the Missoula County Public Schools Lifelong Learning Center (LLLC) to provide ABE/GED education on the UMCOT campus
- Further develop the Developmental Education Emporium model in Math courses
- Implement a Pre-program process for selected academic programs that ensures students entering major programs are prepared to succeed in college level courses

Lifelong Learning (and K-12 Connection)

- In collaboration with the UM School of Extended and Lifelong Learning expand lifelong learning opportunities in areas offered uniquely by UMCOT
- Develop Big Sky Pathways with all local and regional high schools
- Increase dual credit offerings in the number of courses and overall number of high school partners
- Create academic academies (Health, STEM, Green Building)collaboratively with the Missoula County Public Schools

Community Development

- Establish an Advisory Board for the College of Technology
- Enhance community engagement through increased participation of faculty members on local boards, community organizations and workforce service providers
- Increase number of performances and exhibitions as defined by the UM strategic plan
- Review and update the UMCOT strategic plan

Implementation and Communication Plan

A strong implementation and communication plan will be critical to engage effectively all identified UMCOT constituents in every aspect of the effort. Constituents include the College students, staff, and faculty; the broader University community, the public; and the COT Advisory Board. Input and participation from a broad range of the constituents throughout the initiative will be critical to its ultimate success.

Initial Action Item

College leaders, including department chairs, directors and others will be invited to provide the initial review and comment on this document. This group of campus leaders will identify a variety of ways to

engage other members of the College community in the initiative. The campus leaders will also host a series of small group work sessions called “College!Now Actions” in which additional input will be sought. Ideas generated in these small group sessions will be used to determine the final action items for each mission attribute and provide a comprehensive picture of all tasks to be addressed by the College.

This initial communication action is included on the timeline created in Appendix A, but a detailed breakdown of that activity is described below:

Date	Action
Week of December 6 th , 2012	Include any additional information needed for draft document to OCHE
Week of December 12th , 2011	Meet with campus leaders for initial review of draft planning document and develop a strategy of collecting constituent input through “College!Now Actions” work sessions
Week of January 30 th , 2012	Compile all comments and information received from work sessions to finalize the list of action items under the mission attributes the College will address. Enter each action item into the action item template and assign individuals to lead each effort. <i>Must include a final communication plan spanning the length of the project</i>

Ongoing Action Items

The major tools used to keep an open and organized communication plan between all ongoing activities will be the Action Item Template, Communication Plan and Stakeholder Analysis Worksheet. For each action item identified in the final planning document an Action Item Template and Stakeholder Analysis Worksheet will be completed that describes all the components needed to accomplish the task and how it relates to the three strategic plans of College!Now, UMCOT and The University of Montana. The Dean’s Office will coordinate the Communication Plan document to keep a master timeline showing how each action item is progressing as well as its relationship to progress of the overall Collge!Now effort at the College.

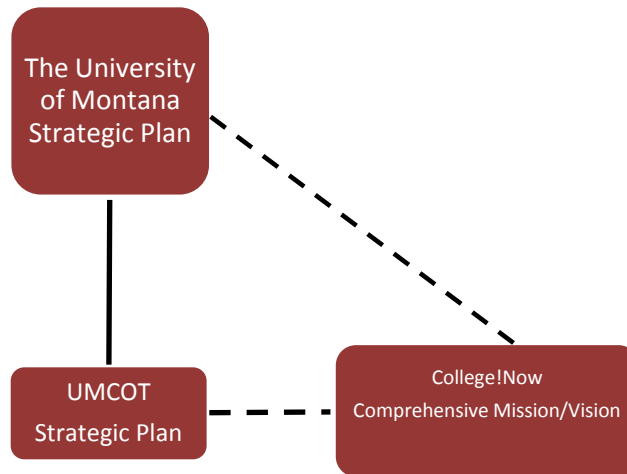
An example Action Item Template, Communication Plan and Stakeholders Analysis Worksheet can be viewed in Appendix B.

Resource Identification and Acquisition

This will be a critical component to tie our efforts into the UM budgeting, planning and assessment process. This will develop as action items are finalized and detail is given to each action.

Linking College!Now to UM Planning

Although the College!Now initiative is a statewide effort addressing two-year education, it is important that the actions and efforts of UMCOT embrace College!Now as well as reflect the mission, strategic goals, measures of success, and overall planning efforts of The University of Montana –Missoula. Project action items will need to be continually linked to the goals identified in all three strategic plans (College!Now, UMCOT and UM).



Throughout the implementation of the College!Now project The University of Montana Strategic Plan will continue to be the master planning document for all activities at the UMCOT. The College!Now Comprehensive Mission/Vision will provide guidance to the UMCOT Strategic Plan as it is reviewed and updated during this project, but the College will assure that all each of these activities continue to align with the Strategic Issues and Core Values of the UM Strategic Plan.

Alignment with the UM Strategic Plan will be verified and recorded on each Action Item Template (Appendix B) and the Strategic Issues and Core Values Matrix (Appendix C) throughout the project. This will assure that alignment with the Strategic Plan is an ongoing consideration for all actions, efforts and planning as the project moves forward.

Appendix A

Short-Term Timeline UMCOT College! Now Planning Document

November through March

Dates						
November 3-4, 2011	November 16, 2011		December 9, 2011	December 15-16, 2011	January 31st, 2012	February, 2011
College! Now Retreat (Missoula)					College! Now Retreat (Bozeman)	
Develop and approve the initial draft plan through college leadership			Initial Draft Plan due to OCHE			
	Internal constituent contribution to draft plan, through identified campus groups					
			Constituents participate in plan development through small group interactions			
						Final Plan Draft submitted for BOR approval
Formation of a UMCOT Advisory Board (membership, purpose, etc.)			Initial Meeting of UMCOT Advisory Board	UMCOT Advisory Board meets to provide directed community input to plan		
			Review of draft plan by constituents and finalize Action Items in plan Fill out Action Item Templates and develop final Communications Plan			

Appendix B

Action Item Template

Action Item: UMCOT Advisory Board	
Description: Create UMCOT Advisory Board to provide an identified method of collecting external input to the ongoing activities and development of UMCOT.	
Lead Individual: Barry Good	Other Contributing Persons: Lynn Stocking Kevin Brockbank
Anticipated Start Date: November 11, 2011	
Anticipated Completion Date: February 1, 2012	
Create purpose and procedures documents for UMCOT Advisory Board	December, 2011
Contact identified Board members for initial meeting arrangements	December, 2011
Review and input to draft planning document and activities related to College!Now	January, 2012
Resources Needed: Facilitation from Public Agenda Consulting Group	
Relationships to Strategic Plans	
The University of Montana Strategic Plan Connection: Education for the Global Century; Two-year programming responsive to local, regional, state and national needs	
Relationship toThe University of Montana College of Technology Strategic Plan:	
College!Now Comprehensive Mission/Vision Connection: Community Development, Responsiveness to Local Needs	

College!Now Actions

Working Sessions

The College of Technology will begin the next phase of the statewide College!Now initiative through a series of working sessions called College!Now Actions. These working sessions will provide all constituents of the College the opportunity to contribute to the ongoing development of a *draft* Planning Document which will be submitted to the Montana Board of Regents in March. It is a critical part of this initiative that each member of the College is knowledgeable about the College!Now initiative and engaged in one or more action items in the effort.

All faculty, staff, administrators and other interested parties are strongly encouraged to attend one of the scheduled working sessions below:

Date	Participants	Time
January 18, 2012	Health Sciences Department	2:00 PM
January 19, 2012	Industrial Technology Department	2:00 PM
January 20, 2012	Business Technology Department	11:00 AM
January 24, 2012	Cot Advisory Board Meeting	4:30 PM
January 25, 2012	Applied Arts and Sciences Department	2:00 PM
January 31, 2012	COT Staff	2:00 PM
February 1, 2012	Applied Computing and Technology Department	12:00 PM

Communication Plan At-a-Glance

Audience	Purpose	Communication Vehicle	Content/Key Message	Frequency	Responsibility	Completion Date
			•			
			•			
			•			
			•			
			•			

Appendix C

	The University of Montana Strategic Issues (Core Themes)					Core Values			
	Partnering for Student Success	Education for the Global Economy	Discovery and Creativity	Dynamic Learning Environment	Planning-Assessment Continuum	Leadership	Engagement	Diversity	Sustainability
College!Now Mission Attributes									
Transfer Education through the Associate's Degree	✓	✓	✓	✓	✓	✓	✓	✓	✓
Workforce Development, Including Certificates and Associate's Degree	✓	✓	✓	✓	✓	✓	✓	✓	✓
Developmental and Adult Basic Education	✓	✓	✓		✓	✓	✓	✓	
Lifelong Learning and (and K-12 Connection)	✓	✓	✓			✓	✓	✓	✓
Community Development		✓			✓	✓	✓	✓	

Appendix D

Appendix D
UM College of Technology General Education Course Offerings

Dept	Course	Credit	Course Title	Semester
ANTY	101H	3	Anthro & Human Exper.	Fall 2012
ARTZ	105A	3	Visual Language - Drawing	
ARTZ	106A	3	Visual 2-D Fndtns	
BIOB	101N	2	Discover Biology	Fall 2012
BIOB	101N	1	Discover Biology Lab	Fall 2012
CHMY	121N	3	Intro Gen Chemistry	
CHMY	121N	1	Intro Gen Chem Disc	
CHMY	122	1	Gen Chem Nursing Lab	
GPHY	111N	3	Intro Phys Geography	
GPHY	112	1	Intro Phys Geog Lab	
NASX	105H	3	Into to Native Amer Studies	Fall 2012
NASX	235X	3	Oral/Written Trads Nat Amer	
PHL	110E	3	Intro to Ethics	
PSCI	210H	3	Intro to American Gov	
SOCI	101S	3	Intro to Sociology	
SPNS	101	5	Elementary Spanish	
SPNS	102	5	Elementary Spanish II	
STAT	216	3	Intro to Statistics	
STAT	216	1	Intro to Statistics Lab	

Appendix E

Operation and Staffing	TIMELINES		
	November 2010 – October 2011	November 2011 – Oct 2012	November 2012 – October 2013
Overall Coordination Project Director Project Coordinator Senior Program Specialist Administrative Assistant Director of E-Learning Director of Transferability Initiatives Commissioner UM President MSU President Advisory Team Implementation Team Strategies 360 Communications Consultants	<ul style="list-style-type: none"> Review progress of all work groups. Reconvene (or reconstitute) project work groups in support of updated Scope of Work. Refine work group membership, charges, tasks, and timelines as needed. Reappoint or replace existing work group chairs as appropriate. Expand business representation within Advisory Team and convene in-person meeting. Refine statewide mission/vision statements for comprehensive two-year education in Montana. Reconfigure Communications and Engagement RFP into two focused on research and internal/external communications. Retain, coordinate and support strategic communications and engagement activities. Use Knowledge Collaborative to facilitate internal communication and document sharing. 	<ul style="list-style-type: none"> Convene Implementation Team quarterly in person and biweekly via teleconference. Identify 6-8 key business leaders to join State Advisory Team as full members. Convene semi-annual State Advisory Team meeting. Guide/monitor all work group activity as per strategies listed below. Support strategic communications activities. Support work of project evaluator. Use Knowledge Collaborative, website, and social networking tools to sustain communication and engagement of teams, media, and the public. Engage all stakeholders in policy recommendations. 	<ul style="list-style-type: none"> Regularly convene State Advisory Team and Implementation Team. Prepare State Advisory Team to continue post-grant to serve as a State Advisory Board for Montana's Two-Year Education. Communicate regularly with teams and work groups. Prepare "Year in Review" report for November BOR meeting and legislative briefing. Coordinate and support all work group activity. Coordinate strategic communications activity. Support work of project evaluator. Engage all stakeholders in policy recommendations.
Project Evaluation Collaborative Research Associates , Anne Clark (contract)	<ul style="list-style-type: none"> Retain evaluator. Evaluator conducts mid-course assessment and reports on data and observations to state Advisory and Implementation Teams/ Project Director. Project leadership shares evaluation findings and provides appropriate guidance to work groups and consultants. Evaluator assists Project Director with evaluation of responses from statewide visits to Montana's two-year colleges and two-year programs including seven Tribal Colleges. Evaluator summarizes results from prior and current college/program/community visits. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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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

<p><u>Extend Comprehensive Community College Mission to Five (5) COTS Steering Committee:</u> Co-Chairs: John Cech, Rolf Groseth Five COT Deans Three Community College Presidents Tribal College President Industry Representative OPI Representative Strategies 360 Project Coordinator Senior Program Specialist</p>	<ul style="list-style-type: none"> Refer to mission and vision statements for Montana two-year education as overarching guide. Coordinate inventories of programs/services at each two-year college; assess progress toward implementation of comprehensive two-year college mission at each college. <ol style="list-style-type: none"> <i>Gap Analysis:</i> Identify what attributes of the comprehensive community college mission/vision are missing at each COT. <i>Complete by May 31.</i> Develop goals and strategies for addressing gaps at each COT with respect to the comprehensive community college mission/vision. <i>Complete by July 1.</i> Lay out strategies/timeline for each COT to achieve the comprehensive 	<ul style="list-style-type: none"> 75 percent Choices That Count (CTC) core will be available at Missoula, Butte, and Billings COTs by <i>January 2012 (% available at each merged COT to be determined based on space/labs/faculty. Collaboration with senior University campus will be critical).</i> 100 percent CTC core will be available at Great Falls and Helena COTs by <i>Jan 2012.</i> ABE/GED partnership established at Helena, Great Falls, and Billings COTs by <i>March 2012.</i> Provide updated <i>Gap Analysis</i> of what attributes of the comprehensive community college mission/vision are missing at each COT. <i>Complete by May 3, 2012.</i> 	<ul style="list-style-type: none"> Public media campaign kick off at statewide college summit by <i>November 2012.</i> ABLE/GED partnership established at Butte and Missoula COTs by <i>March 2013.</i> Present update to C!N Advisory Committee and BOR by <i>September 30.</i> 100 percent CTC core will be available at Great Falls, Helena, Missoula, Butte, and Billings COTs by <i>September 2013 (% available at each merged COT to be determined based on space/labs/faculty. Collaboration with senior University campus</i>
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<p>Purpose: From the shared mission/ vision for two-year education, develop goals, and strategies for each COT to adopt the attributes of the comprehensive community college mission/vision by Fall 2013.</p> <p><i>Lumina step 3: New Models—Lower-cost, high-quality approaches substituted for traditional academic delivery whenever possible to increase capacity for serving students.</i></p>	<p>community college mission/vision <i>Complete by September 15.</i></p> <p>4. Present update to C!N Advisory Committee and BOR by <i>September 30.</i></p> <ul style="list-style-type: none"> Explore potential to create statewide recognition through consortia approach <i>by October 2011.</i> 	<ul style="list-style-type: none"> Merged COTs establish partnership with parent University to provide full suite of student services on site <i>by July 1, 2012.</i> Each COT to establish a Regional Business/Industry Advisory Board by <i>September 2012 (Modeled after MSUB COT National Advisory Board).</i> Present update to C!N State Advisory Team and BOR by <i>September 30, 2012.</i> Merged COTs establish a noncredit community outreach/workforce development centers (in partnership with senior campus continuing education). Each COT to engage in internal and external discussions about branding and naming issues (work in partnership with internal/external communications consultant). Each COT partner 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 name. Extend initial invitation to Tribal colleges to join consortia (maintaining their names). 	<p><i>will be critical).</i></p> <ul style="list-style-type: none"> Rollout of rebranded and renamed COTs. Continue to extend invitation to Tribal Colleges to join consortia (maintaining their names).
<p><u>Developmental Education/Adult Basic Literacy Workgroup</u> <i>Co-Chairs:</i> Margaret Bowles & Darren Pitcher Senior Program Specialist Implem Team</p>	<p>Making Developmental Education and ABLE Available at All Two-Year Institutions:</p> <ul style="list-style-type: none"> Reconstitute workgroup including possible changes in membership and co-chairs. Reconfigure to combine Developmental Education and ABLE workgroups. Develop a comprehensive inventory of ABLE programs currently in place in communities across the state (regardless of who delivers 	<p>Making Developmental Education and ABLE Available at All Two-Year Institutions:</p> <ul style="list-style-type: none"> Make recommendations for possible policy/statutory changes needed to bring ABLE to all two-year campuses. <p>Improving Delivery of Services & Enhancing Innovation</p> <ul style="list-style-type: none"> Use Emporium model consultants to further professional development activities. 	<p>Making Developmental Education and ABLE Available at All Two-Year Institutions:</p> <ul style="list-style-type: none"> Complete transition of all supervision and coordination of developmental education programming to the two-year colleges. Implement research-based best practices for

<p>Project Director Project Coordinator Advisory Team Liaison Other members Rene' Dubay</p> <p>Purpose: Advance productivity by focusing on improving two-year college enrollments, completions, and successful transfer/job placement; build new partnerships and an innovative delivery system.</p> <p><i>Lumina step 3: New Models</i></p>	<p>them).</p> <ul style="list-style-type: none"> • Monitor progress of MSUGF COT and MSUB COT which have recently established ABL/ED partnerships with secondary schools. Formulate strategy for additional partnerships toward goal to have all COTs with ABL/ED partnership <i>by 2013</i>. • Monitor progress of existing ABL/ED partnership programs (FVCC, MCC, DCC). • Identify effective practices in co-located developmental and ABL/ED programs. • Identify pricing, policy and statutory issues that affect delivery of ABL/ED/Developmental Education. <p>Improving Delivery of Services & Enhancing Innovation</p> <ul style="list-style-type: none"> • Research external funding opportunities for curriculum development and professional development on the Emporium model for developmental math courses. • Create task team for potential conversion of CCNS Math 65, 90, and 95 to Emporium model. • Identify and hire expert two-year college Emporium model consultants to assist. 	<ul style="list-style-type: none"> • Evaluate MSUB COT, UM Missoula COT, and 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 ABL. • 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 • Develop a mathematics "boot camp" short course to help students quickly refresh their math skills using the Emporium model. • Evaluate Emporium model for adaptation to developmental English courses. 	<p>ABL/ED/developmental education partnerships within public two-year colleges.</p> <ul style="list-style-type: none"> • Implement policy recommendations. • Engage research consultant to evaluate effectiveness of pilot programs to inform statewide implementation. <p>Improving Delivery of Services & Enhancing Innovation</p> <ul style="list-style-type: none"> • Scale up developmental education Emporium model to all two-year colleges.
<p><u>Full Two-Year Mission Professional Development Workgroup</u> <i>Co-Chairs</i> Stefani Hicswa & John Cech Representatives from community colleges and two-year colleges/</p>	<ul style="list-style-type: none"> • Engage Montana's three community colleges to provide professional development and strategy support for the Colleges of Technology and two-year programs as they work to assume the comprehensive two-year college mission. • Develop a comprehensive community college annual leadership summit beginning in summer 2011. 	<ul style="list-style-type: none"> • Develop a second comprehensive community college annual leadership institute for summer of 2012. 	<ul style="list-style-type: none"> • Develop a third comprehensive community college annual leadership institute for summer of 2013.

programs.			
Strategy 2: EVERY MONTANA REGION IS SERVED BY A TWO-YEAR COLLEGE AS ITS REGIONAL CLEARINGHOUSE HUB FOR EDUCATION			
<p><u>Implementation Team</u> <i>Chair:</i> John Cech, Project Director Implementation Team Tribal College Representatives Project Coordinator Senior Program Specialist</p> <p><i>Lumina step 3: New Models and step 4: Business Efficiencies</i></p>	<ul style="list-style-type: none"> • Conduct a Regional Hub/Clearinghouse retreat on January 4, 2011. • Communicate Regional Hub purpose as “regional clearinghouse” for locations which emerged from January retreat. • Use “regional clearinghouse” approach to improve both internal and external communication as well as provide a comprehensive approach to regional outreach and public communication. • Enlist participation of Tribal Colleges in “regional clearinghouse” approach. • Seek policy changes as needed for “regional clearinghouses” that support internal communication and collaboration efforts (ensuring the campus in each region receives communication and opportunity for input from another campus desiring to offer services or programs in a region). • Coordinate with statewide workforce development stakeholders. • Monitor progress of HS to College Transitions; Curriculum Coordination & Alignment; and Workforce Responsiveness workgroups. 	<ul style="list-style-type: none"> • 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 <i>by October 2012</i>. 	<ul style="list-style-type: none"> • Include regional clearinghouse concept in rollout of rebranded statewide college system. • Utilize public relations and media strategies to communicate clearinghouse concept. <ul style="list-style-type: none"> • Communicate with public relations directors and two year/community college CEOs to continue to identify opportunities to promote statewide impact of two year/community colleges. • Implement identified strategies to provide programming to the remaining underserved areas <i>by July 2013</i>.
<p><u>High School to College Transitions (CT) Workgroup</u> <i>Co-Chairs:</i> Steve York & John Cech Kathy Wilkins, OCHE Perkins Rene’ Dubay, OCHE T.J. Eyer, OPI Perkins Robert Currie,</p>	<ul style="list-style-type: none"> • Include high school/college relationships and regions served in inventory of existing institutions, programs, and services. • Leverage support and collaboration from existing state initiatives including Carl Perkins, GEAR UP, and Montana’s TRIO programs. • Ensure BOR approved dual enrollment guidelines are disseminated and monitor implementation. • Expand on existing partnership with the Montana Digital Academy for providing web- 	<ul style="list-style-type: none"> • Secondary to post-secondary educational and career pathways are developed and expanded in conjunction with Montana’s Big Sky Pathways, Department of Labor, and State Workforce Investment Board. • 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 	<ul style="list-style-type: none"> • Continue to develop and leverage new partnerships with state Carl D. Perkins Career Pathways efforts. • Expand on partnerships with seven Tribal Colleges. • Repeat professional development conference. • Modify protocol based on results.

<p>Montana Digital Academy Project Coordinator Senior Program Specialist K-12 admin, faculty Higher ed admin, faculty</p> <p><i>Lumina step 3: New Models</i></p>	<p>based dual-credit learning opportunities for Montana's secondary school students. (See College!Now Online workgroup for associated implementation tasks.)</p> <ul style="list-style-type: none"> • Conduct conference in May 2011 in collaboration with ASPIRE and Perkins to further transitions initiative and disseminate learning / best practices. • Develop statewide protocol for advising and refine web-based advising tools. • Communication protocols will be established through the regional clearinghouse hub where campuses will communicate with other campuses their desire to offer programs/services. The goal will be to improve communication and invite collaboration when possible. • The concept of "traditional" service areas has been discussed and accepted by the two-year colleges. Montana's two-year leaders must now identify delivery area "gaps" that exist in delivering the two-year mission, and then work to identify the "logical" source for making that service delivery under the Hub Concept of delivery. If delivery by one school is desired in what has traditionally been another school's service region, the campuses have agreed to an early and fully informed discussion before venturing outside their traditional service hub area. • Seek policy changes as needed 	<p>Montana Career Information System.</p> <ul style="list-style-type: none"> • Expand partnership with Montana Digital Academy. (See College!Now Online work group for associated implementation tasks.) • Connect transitions work with Perkins work on secondary/postsecondary programs of study. • Engage Tribal Colleges with all statewide efforts involving secondary to post-secondary pathways including Big Sky Pathways and dual-credit. • Conduct conference to disseminate learning, best practices. 	<ul style="list-style-type: none"> • Seek policy/statute changes as needed.
<p><u>Adult Friendly Programming (AFP) Workgroup</u> Co-Chairs: Joe Schaffer Bob Hietala Project Director Project Coordinator Advisory Team Liaison</p> <p><i>Lumina step 3: New</i></p>	<p><u>Formation & Information Gathering</u></p> <ul style="list-style-type: none"> • Launch new work group <i>by Spring 2011.</i> • Collect baseline data on adult participation and completion <i>by Spring 2011.</i> • Research and gather information about models in other states, nations (e.g. Rio Salado, AZ Strategy Lab) <i>by March 2011.</i> • Hire consultants and conduct Adult Learning Focused Institutional Assessment (ALFI Project) at the three CC's and five COT's <i>by Summer 2011.</i> 	<p><u>Programming Design/Redesign</u></p> <ul style="list-style-type: none"> • 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 reenroll adults with some 	<p><u>Implementation, Assessment, and Policy Advisement</u></p> <ul style="list-style-type: none"> • Conduct and complete mini-grant projects at selected institutions (<i>ongoing</i>). • Evaluate and assess effectiveness of mini-grant funded projects by <i>Jan 2013.</i> • Formulate and submit institution-level and systems-level policy recommendations to State Advisory

<p><i>Models</i></p>	<ul style="list-style-type: none"> • Create RFP for consultant to conduct Montana Adult Surveys of three target populations: <ol style="list-style-type: none"> (1) Adults currently enrolled in two-year institutions, (2) Adults previously enrolled in two-year institutions, but didn't stay through completion, and (3) Adults not enrolled in higher education <i>by Summer 2011</i>. • Conduct Adult Surveys <i>by Sept/Oct. 2011</i>. • Analyze data collected to inform policy changes and programming focus. • Foster development of new innovative, adult-friendly programming through flexible schedule, Credit for Prior Learning, and course-redesign. 	<p>college but no credential (e.g. degree completion programs);</p> <ul style="list-style-type: none"> • Proposals to create new online programs or move traditional F2F 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 <i>by Spring 2012</i>. 	<p>Team and appropriate governing bodies such as Board of Regents <i>by Summer 2013</i>.</p>
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Strategy 3: MONTANA TWO-YEAR EDUCATION IS STREAMLINED THROUGH COORDINATED CURRICULA AND INTEGRATED TECHNOLOGY

<p><u>Curriculum Coordination and Alignment Workgroups</u> <i>Co-Chairs:</i> Bill McGregor, OCHE TBA, Co-Chair Sylvia Moore, OCHE Miscellaneous faculty and administrative groups Alignment Councils Project Coordinator</p> <p><i>Lumina steps 3: new models and 4: business efficiencies.</i></p>	<ul style="list-style-type: none"> • Share CTC Pathway Document with BOR as part of General Education Transfer Core; assign oversight of CTC core to General Education Advisory Council. Promote CTC across the MUS and at Tribal Colleges. • Work on reciprocity agreements for general education core with regional systems. • Identify and implement across the system, related courses standards appropriate for AAS and Certificate degrees. • Continue discussion on revision of General Education Core to align with Learning Outcomes (LEAP) – General Education Council and Chief Academic Officers. • Continue common course numbering initiative, focusing especially on strengthening shared learning outcomes. 	<ul style="list-style-type: none"> • Offer aligned related instruction in six career fields <i>by March 2012</i>. • 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 <i>November</i> BOR meeting, General Education Council report on Learning Outcomes approach progress. • Develop secondary to postsecondary educ. and career pathways in conjunction with Montana's Big Sky Pathways, Department of Labor, and State WIB. 	<ul style="list-style-type: none"> • Begin developing a degree profile for the MUS using the Lumina framework (3 degrees, 5 areas of learning, and 3 types of institutions). Draft report to CAOs <i>by March 2013</i>. • Consider BOR policy for degree profile; draft policy ready for BOR input by Summer 2013 BOR meeting; action <i>at September 2013</i> BOR meeting.
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<p><u>Technology for Efficiency Workgroup</u> <i>Co-Chair:</i> Tyler Trevor Loey Knapp, UM CIO Dawson CC Miles CC</p> <p><i>Lumina step 4: Investing in institutions that demonstrate the results of adopting good business practices.</i></p>	<ul style="list-style-type: none"> • Strive to improve efficiency, productivity, and quality of information through the following information technology strategies: <ol style="list-style-type: none"> 1. Integrate the Community Colleges into the MUS enterprise information system in order to maximize administrative efficiencies, allow for seamless student enrollment between campuses, and promote consistent business practices. 2. Provide high speed telecommunications opportunities that connect the Community Colleges to the U-System education network. 3. Include Community College data in the MUS data warehouse in order to facilitate centralized reporting and quality information. <ol style="list-style-type: none"> a) Full Banner system implementation at MCC and DCC by <i>February 11, 2011</i>. b) Identify additional training needs and current levels of functionality. c) Student data has been moved into the MUS data system; begin generating and validating Student Data Warehouse reports. d) Develop plans to increase connectivity to the U-System Network. e) Implement Broadband systems upgrades as per funding received from NSF/EPSCoR Cyber infrastructure Network Grant. f) Identify and resolve any integration issues. g) Increase connectivity to U-System network through a long-term, sustainable plan. h) Integrate finance data into MUS Finance Data Warehouse. i) Address Banner add-ons needed (i.e. on-line payment, check printing). 	<ul style="list-style-type: none"> • Enhance connectivity to FVCC, SKC, MCC, and DCC through link to MUS Network Junction Points via NSF/EPSCoR grant. • Provide training for Dawson CC personnel and Miles CC personnel. • Improve data warehouse codes as part of integration process. • Begin Banner integration at Dawson CC and Miles CC. • Seek additional funding for continued integration. • Develop plan to secure funding for FVCC Banner integration [contingent on FVCC's interest]. 	<ul style="list-style-type: none"> • Use network junction points in Billings and Missoula established by NSF/EPSCoR grant to serve as beginning point for future expansion to additional tribal colleges. • Finalize any issues associated with network integration.
<p><u>College!Now On-Line Workgroup</u> Co-Chairs:</p>	<ul style="list-style-type: none"> • The dual credit offerings will include a mix of transfer core CTC courses and workforce training programs. All of the two-year schools 	<ul style="list-style-type: none"> • Further build out the C!N Online web site to expand from 2011 launch to include three key areas: transfer core/CTC (a full 	<ul style="list-style-type: none"> • Explore ways to maintain programs at full enrollment across colleges through support and delivery

<p>Tyler Trevor, OCHE Tom Gibson, OCHE Representatives from Participating colleges Gov's Ed Policy Advisor Distance Director Project Director</p> <p><i>Lumina step 3: New Models</i></p>	<p>will have CTC courses available, providing they have OPI-licensed faculty to teach the courses. Several of the two-year schools have online workforce training programs that will be made available.</p> <ul style="list-style-type: none"> • Work with colleges to identify any quality and sustainability issues and solutions from the broader perspective. • Explore the collaborative use of online delivery to ensure academic program quality and address gaps in online student services support. • By July 2011, launch first phase of College!Now On-Line website with a selection of CTC offerings from at least three categories. • Work closely with Associate Commissioner Tyler Trevor and the OCHE web maintenance contractor to initiate the C!N web site launch in close coordination with the MTDA. • Develop a financial model that works for the colleges within their respective "cost of education" realities while also determining more equitable pricing for all. • Keep the other C!N work groups, OCHE administration, and BOR fully advised of the direction the project is moving and of the intent of the workgroup's exploratory work. 	<p>selection); at least one on-line workforce development; and at least one AA/AS 2+2 opportunity.</p> <ul style="list-style-type: none"> • Explore and refine tuition and fee pricing model that preserves ownership, but further levels costs for students across all campuses. • Inventory and clearly explain the many ways 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 on-line development including delivery, advising, and student support services. • Seek policy changes as needed. 	<p>collaborations.</p> <ul style="list-style-type: none"> • Explore ways to increase program enrollments, college collaboration, avoid unnecessary on-line program duplication, and meet local needs. • College!Now On-Line continues to grow and develop to support regional clearinghouse/hub concept. • Actively support continued development of a comprehensive model for coordination among two-year colleges and four-year universities for all aspects of College!Now on-line development including delivery, advising, and student support services. • Seek policy changes as needed.
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Strategy 4: MONTANA'S HIGHER EDUCATION FUNDING MODEL INCLUDES PERFORMANCE-BASED COMPONENTS

<p><u>Outcomes-based Funding (OBF) Workgroup</u> Chair: Mick Robinson Campus CFOs Project Director Implementation Team <i>Lumina step 1:</i></p>	<ul style="list-style-type: none"> • Continue work facilitated by Dennis Jones on the concept of using course completions as the basis for a new funding formula. • Discuss with the BOR, allocating a portion of the state funding to a BOR incentive pool to allow a proportion of funding to be targeted to the achievement of BOR goals. • Engage in discussion and planning at BOR <i>January</i> Retreat. 	<ul style="list-style-type: none"> • 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." • Modeling impact on four-year institutions and assessing the impact of the model. 	<ul style="list-style-type: none"> • Phase in funding strategies in FY 2012-13. • Monitor results, identify challenges.
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<p><i>Performance Funding—Targeted incentives for colleges and universities to graduate more students with quality degrees and credentials.</i></p>	<ul style="list-style-type: none"> • Hold statewide faculty leadership roundtable discussion with consultant on <i>February 16, 2010</i>. • Explore and model options for outcomes-based funding. • Monitor results, identify challenges. 	<ul style="list-style-type: none"> • Performance metrics are identified for four-year institutions. • Implementation goal is <i>July 2012</i>. 	
<p>Strategy 5: THROUGH EFFECTIVE COMMUNICATION, CONSTITUENT GROUPS ARE AWARE, INFORMED, AND ENGAGED WITH TWO-YEAR COLLEGE EDUCATION AND MONTANA’S GOALS FOR INCREASED EDUCATIONAL ATTAINMENT.</p>			
<p>Project Director Strategies 360 Senior Program Specialist Project Coordinator Implementation Tribal Leader Representative Team Advisory Team</p> <p><i>Strategy Five employs targeted communications to effectively engage constituent groups with the comprehensive two-year college education mission and vision in Montana. Policymakers, Tribal college leaders, business owners, community leaders, educators, families,</i></p>	<ul style="list-style-type: none"> • Hold <i>February 4, 2011</i> retreat with Implementation Team to review and plan communications strategy. • Post new RFP for Strategic Communications & Engagement consultant and award contract, <i>Spring, 2011</i>. • Review previous efforts, develop strategies, and interact with key constituents to enhance ownership and support for rebranding of COTs and two-year programs. • Plan for and launch comprehensive community college leadership summit in <i>Summer 2011</i>. • Identify public relations, messaging, and media strategies to build external awareness and support among policymakers, Tribal college leaders, business owners, community leaders, educators, families, students, and the media. Including creating additional awareness and appreciation for degree and credential attainment • Conduct listening sessions in communities where Montana’s five Colleges of Technology reside to discuss and seek input on extending comprehensive two-year mission and rebranding of the COTs. • By <i>October 2011</i>, conduct first “roll-out” system wide summit on extending the comprehensive two-year education mission to Montana’s five 	<ul style="list-style-type: none"> • Continue to release annual state team progress reports on the two-year agenda. • Organize town hall meetings on each of the five COT campuses to engage in dialogue about extending the comprehensive two-year education mission to each of the five COTs and creating a consortium. • 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. <i>Winter, 2011</i>. • Implement “best practices in community colleges” conference <i>by Fall 2012</i>. • Continue promoting the shared two-year education mission and vision across Montana. • Lead planning efforts for rebranding of the State’s five COTs and creating a consortium. • Provide assistance with internal and external communications associated with “regional clearinghouse” approach. • Possible addition contingent on budget: convene advisory team and other opinion leaders for workshop on story-telling 	<ul style="list-style-type: none"> • Continue to release annual state team progress reports on the two-year agenda. • Conduct a summative rebranding roll out event/conference in September 2013 for Colleges of Technology/Two-Year Programs targeting business, industry, and state/local leaders. • Continue to promote the shared two-year education mission and vision and rebranded COTs and two-year programs across Montana. • Coordinate a second series of community tours and listening sessions. • Targeted communications to Montana policy makers, Tribal college leaders, business owners, community leaders, educators, families, students and the media to ensure each are accurately informed and involved with Montana’s two-year education initiative.

<p>students, and the media are aware, accurately informed, and involved in Montana two-year college education.</p>	<p>COTs.</p> <ul style="list-style-type: none"> Targeted communications to Montana policy makers, Tribal college leaders, business owners, community leaders, educators, families, students and the media to ensure each are accurately informed and involved with Montana's two-year education initiative. 	<p>approach to communication and engagement for productivity efforts.</p> <ul style="list-style-type: none"> Targeted communications to Montana policy makers, Tribal college leaders, business owners, community leaders, educators, families, students and the media to ensure each are accurately informed and involved with Montana's two-year education initiative. 	
<p>Research Consultant Contract Project Director</p>	<ul style="list-style-type: none"> Conduct baseline opinion research on two-year education statewide. Coordinate with project evaluator. Provide support to each two-year college to conduct its own: <ul style="list-style-type: none"> Regional opinion research on public opinions, barriers, and perceptions of two-year education Community needs assessments Adult learning needs and delivery modalities including <ul style="list-style-type: none"> (1) Adults currently enrolled in two-year institutions, (2) Adults previously enrolled in two-year institutions, but didn't stay through completion, and (3) Adults not enrolled in higher education by <i>Summer 2011</i>. 	<ul style="list-style-type: none"> 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 Montanan's from attending a two-year institution. 	<ul style="list-style-type: none"> Continue to consider results of research and strategize future solutions.
<p>Additional Productivity Work in Montana Beyond College!Now Two-Year Initiative and Lumina Productivity Grant Scope of Work (Items Included in Board of Regents Strategic Plan, 2011)</p>			
<p>Board of Regents <i>Lumina Step 2: Student Incentives – Strategic use of tuition and financial aid to incentivize course and program completion.</i></p>	<ul style="list-style-type: none"> Differential tuition increases to incentivize enrollment at two-year and smaller four-year institutions. (Continuing freeze on tuition at these institutions for FY2010 and FY2011.) See also common pricing practices for dual credit enrollment under Strategy 3 above. 		

<p>Board of Regents</p> <p><i>Lumina Step 4: Business Efficiencies</i></p>	<ul style="list-style-type: none"> • Regents Workgroup: created to increase efficiency, productivity, and quality in the Montana University System. • Based on models explored at 2011 NPC, Commissioner's Office plans to initiate inventory of efficiency practices to serve as a springboard for improvements. • MUS Transferability initiative: common course numbering was completed in 2011. All courses deemed to be similar now possess the same prefix, course number, title and credits, and directly transfer on a one-to-one basis. • Implement transparent, computerized advising program that demonstrates transferable courses across the university system. • Allocation model review: biennial review/update of budget allocation model consistent with state and system policy goals and objectives (this goes beyond the performance funding noted above, to encompass institutional allocations, tuition revenues, financial aid, and mandatory fee waivers.) • Align program development, expansion, and contraction with consistently assessed workforce demand. • Focus programming to eliminate unnecessary/undesired duplication of programs by identifying institutional niches, utilizing distance learning, especially for collaborative approaches, and aligning business practices and integrating technology to improve systemwide collaboration and increase student access.
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