

GALLATIN COLLEGE



MONTANA STATE UNIVERSITY

Comprehensive Two-Year Mission Expansion Plan

Gallatin College
Montana State University

Draft, December 15, 2012

*Submitted to the Office of Deputy Commissioner
for Two-Year and Community College Education, Dr. John Cech*

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I. Introduction

With the presentation of this plan, Gallatin College joins with Montana's other institutions of higher education to redefine and expand its mission and goals to better serve the educational and economic needs of the citizens of Montana.

The plan is organized into four chapters. The first chapter provides a brief description of the history and development of the College to date followed by a chapter that contains descriptive data on student demographics and performance measures. Chapter three, the core of the plan, describes the action initiatives that the College has identified that will implement the expanded Mission and Vision set forth by the Montana University System Board of Regents in March 2011. All of the initiatives identify outcomes and timelines and the resources required for the initiatives to be implemented. The plan also provides a local blueprint for what can be accomplished by the College if national, state and local, and public and private resources can be secured to support the collective efforts of Montana's higher education system. Finally, the plan includes a chapter on how the College can develop and promote linkages to state policy priorities and other educational institutions in Montana.

Through these efforts the College plans to meet the Comprehensive Mission and Vision set forth by the Board of Regents. The College will strive 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.

History

Gallatin Valley residents first experienced the benefits of professional and continuing workforce education in 1996 offered by MSU-Great Falls College of Technology. These courses were limited but met short-term workforce training needs for the community and were offered downtown in a City of Bozeman facility.

At the request of the MSU President, in 2004 MSU-Great Falls COT set up an extension operation and began providing developmental education coursework to serve primarily MSU Bachelor's degree-seeking students. The small faculty and staff established an office and academic development center on the outskirts of the MSU campus and began offering developmental math in 2004 and developmental writing and college studies courses in 2005. Over time, applied academic programs leading to Associate of Applied Science degrees or Certificates of Applied Science were added: A.A.S. in Aviation in 2005, C.A.S. in Welding and A.A.S. in Interior Design in 2007, and an A.A.S. in Design Drafting in 2009.

In 2010 increasing student enrollments and community interest called for a more local organizational structure. In May 2010 the Montana Board of Regents approved MSU Bozeman to offer Certificate and Associate Degrees and two-year education services. This authorization allowed the MSU Great Falls COT extension to transfer all two-year operations to MSU-Bozeman. Gallatin College became a college within MSU-Bozeman, one of the nine MSU colleges. Gallatin College is an integrated college within the structure of MSU-Bozeman; however, the integration is primarily internal for resource sharing and

operational efficiencies, with Gallatin College retaining the Two-Year Education mission. Gallatin College is led by a Dean who reports to the MSU Provost.

The transition to MSU in August 2010 allowed Gallatin College to move its faculty and staff into the heart of the MSU campus, which positively impacted numbers of developmental students utilizing academic development center support. The administrative move to MSU also provided opportunities for increased visibility in the MSU and Gallatin Valley communities.

Space on the MSU campus continues to be limited, so Gallatin College established an additional campus location at Bozeman High School (BHS) starting in 2008 by sharing their metals lab for evening delivery of welding classes. This space partnership expanded in 2011 with the college's C.A.S. programs in Medical Assistant and Bookkeeping starting in a vacant wing of Bozeman High School. Commencing fall 2012, Gallatin College implemented the general education transfer mission through Associate of Arts and Associate of Science degree offerings also offered at the BHS location. All of these Gallatin College courses are being taught in the evenings at BHS.

As of fall 2012, the college enrollment (headcount) had grown to 230 degree seeking students and 722 developmental education students. These students were served by 14 full time tenure track faculty, 30 adjunct faculty and six staff members. The projection for 2012-13 annual full time equivalent students is 360-370. The growth pattern of the college has clearly moved beyond the start-up phase of development.

College Service Area

The need for the development and expansion of two-year education has been well established in Gallatin and Park Counties. Data relating to the existing needs for two-year education shows up in the 2006 Environmental Scanning Report conducted by the MSU Great Falls COT Extension in Bozeman, in the MSU May 2010 Board of Regents Two-Year Education Transition Proposal and the 2011 Local Workforce Development Survey conducted by Gallatin College. Additionally, numerous local economic reports have referenced the need for these services.

In terms of population growth the local area is well positioned to be served by the expansion of Gallatin College's programming through the comprehensive two-year education mission. The US Census Bureau's 2010 census finds:

- The population of the City of Bozeman is 37,280 making it the fourth largest city in the state.
- The population of Gallatin County is 89,513 making it the third largest county in Montana and the fastest growing over the previous ten years.
- The population of the City of Livingston is 7,044 and Park County's is 15,636.
- The population within a 60 mile radius of Bozeman is 105,441.

The local service area has also experienced a history of strong economic growth. The Bureau of Business and Economic Research sum this up in their 2012 Annual Economic Outlook Seminar Report which states, "Even though future growth will be more moderate than before the recession, Gallatin County is

projected to be among the fastest-growing urban areas in Montana.” In the 2012 report, the Bureau mentions historic and projected growth in high technology, health care, regional retail trade, select manufacturing, government and tourism. Clearly, the growth and expansion of the college’s two-year mission is timely given the growing needs of the college’s service area.

Comprehensive Two-Year Education Mission Statement

In May, 2011 the Board of Regents approved the first Comprehensive Two-Year Education Mission/Vision for the Montana University System. The mission was developed through an inclusive process that included input from a variety of two-year education stakeholders around the state. The comprehensive mission is as follows:

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.

This mission sets a nice foundation for the development of Gallatin College as the local two-year college in this part of the state. The Comprehensive Two-Year Education Vision Statement is also well suited for Gallatin College in that it states that:

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

The Comprehensive Two-year Education Mission/Vision goes on to identify key purposes, attributes and core values for the Two-Year Mission. Gallatin College strongly supports open access, affordability, responsiveness to local needs, rigor, relevance and the rest of the identified purposes, attributes and values.

Gallatin College is also responsible to the Montana State University mission, vision, values and five-year strategic plan. The faculty and staff of the college have participated in the development of these documents and the college is specifically referenced in a number of sections of the MSU 2012 strategic plan. The development of the Gallatin College Comprehensive Mission Strategic Implementation Plan is being integrated with the related objectives in the recently adopted MSU strategic plan.

Gallatin College’s Vision for the Future

The vision for Gallatin College is to continue to grow and develop into a quality comprehensive two-year college which meets local needs. Developing additional C.A.S. and A.A.S. degree workforce programs to meet the needs of local industry is a Gallatin College priority. The college is also committed to developing additional general education courses, expanding the opportunities for A.A. and A.S. students and creating more dual enrollment offerings with local high schools.

It is anticipated that the college will grow to serve 800 FTE students and over 1,000 unduplicated headcount students in the next seven years. In order to manage this growth the college will need to

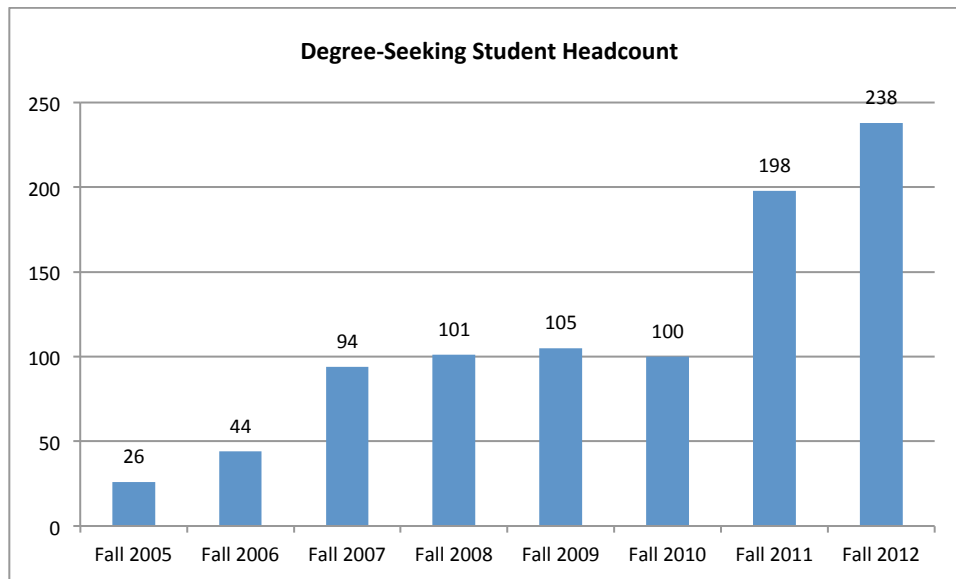
develop additional budget resources, additional staffing resources and a dedicated facility. The faculty and staff commitment to meet the college's growth goals is matched by the commitment to provide excellence in course and program delivery and successful outcomes.

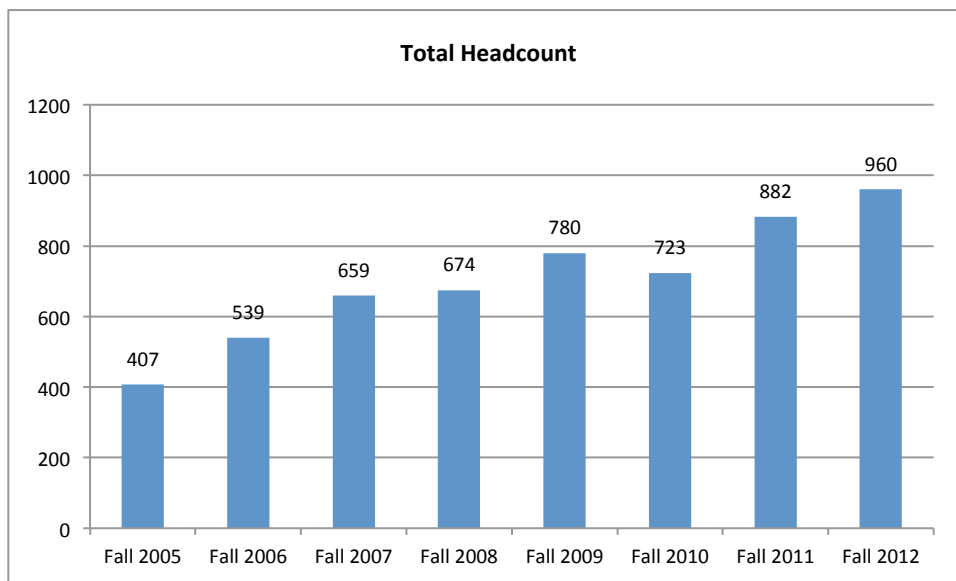
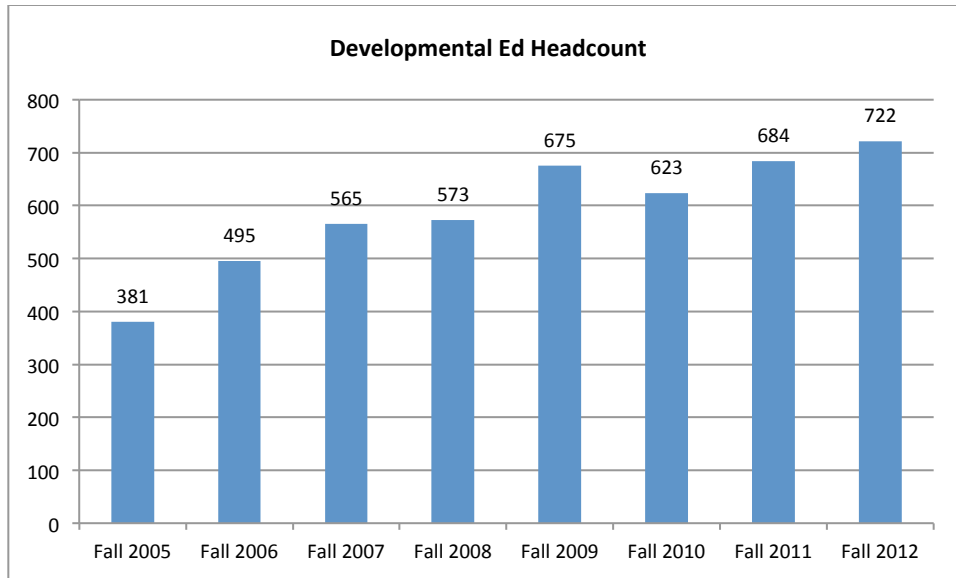
II. Data

Student Headcount

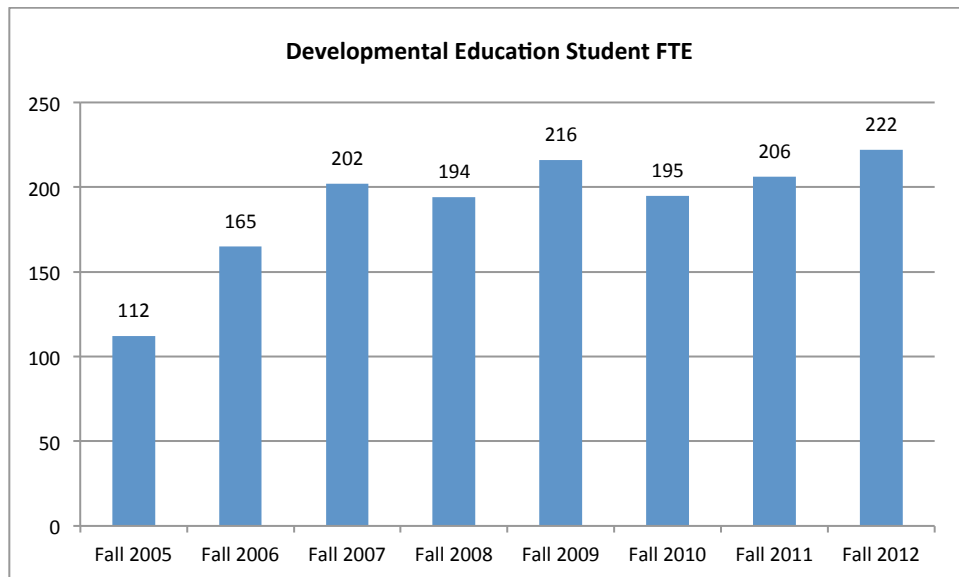
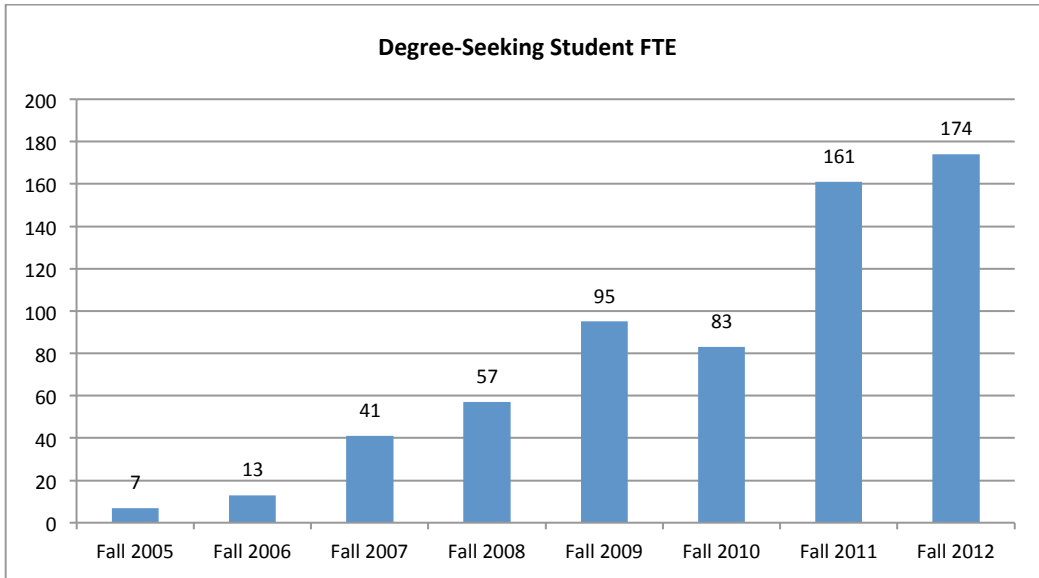
Gallatin College has two primary student populations: degree-seeking students enrolled in Certificate of Applied Science (C.A.S.) and Associate of Applied Science (A.A.S.) programs (starting fall 2012 this also includes A.A. and A.S. transfer students) and developmental education students who are predominately MSU Bachelor's degree-seeking students.

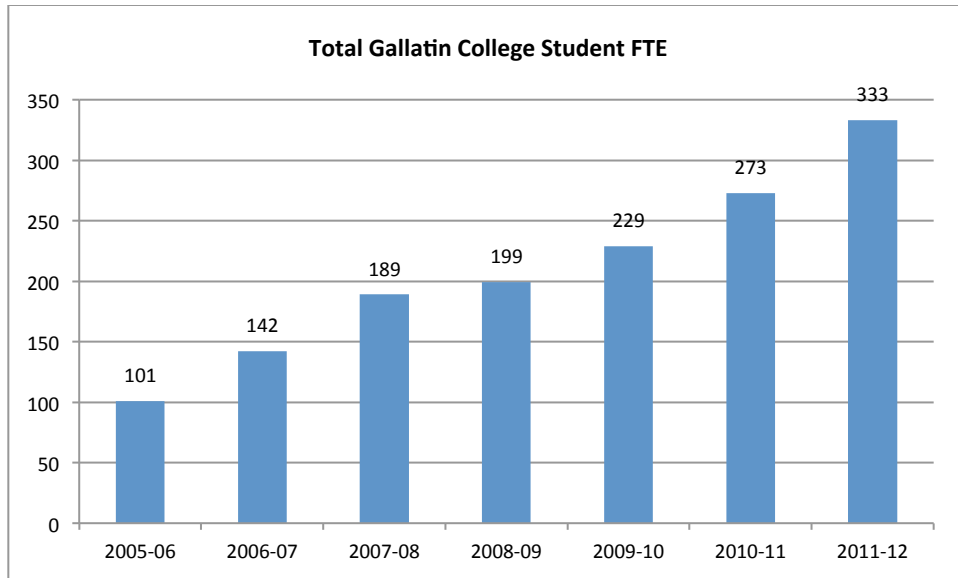
Headcount is an enrollment metric which counts every unduplicated student in the designated category. Full Time Equivalent (FTE) is an enrollment measure of all student credit hours taken divided by a full-time annual credit load of fifteen credits.





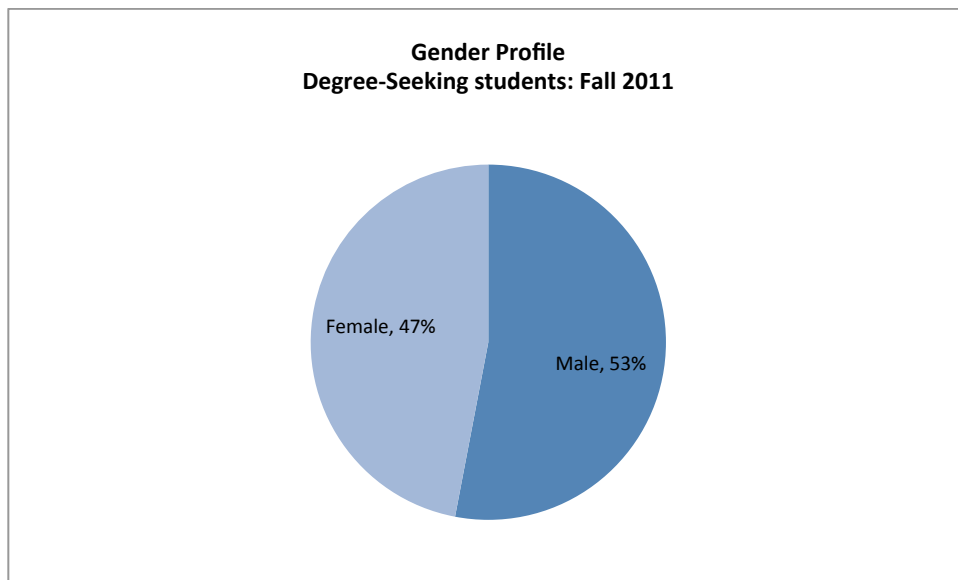
Student Full-Time Equivalent (FTE)





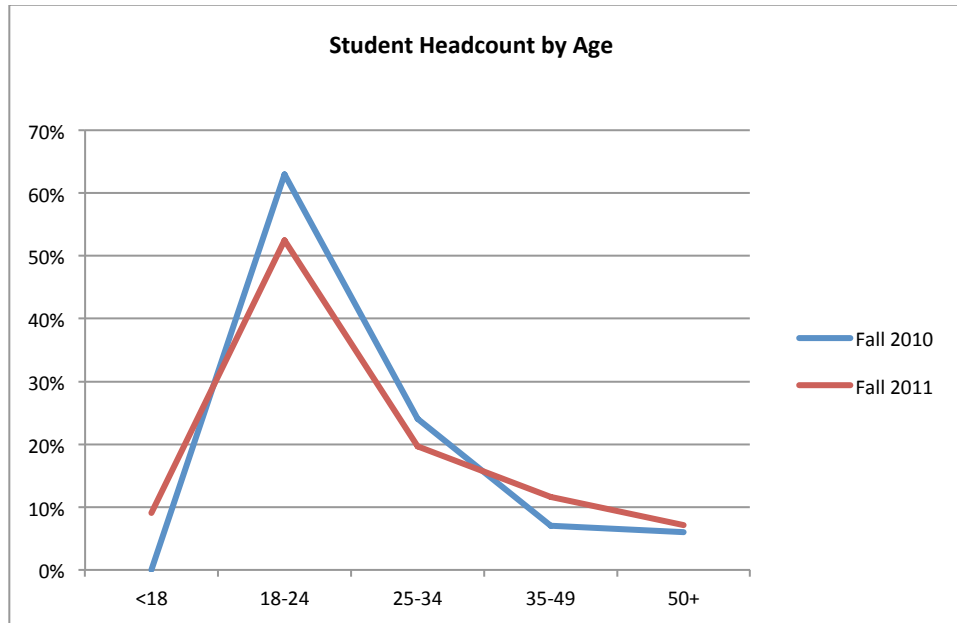
Student Gender Profile

This graph shows the gender profile of Gallatin College degree-seeking students enrolled in fall 2011.



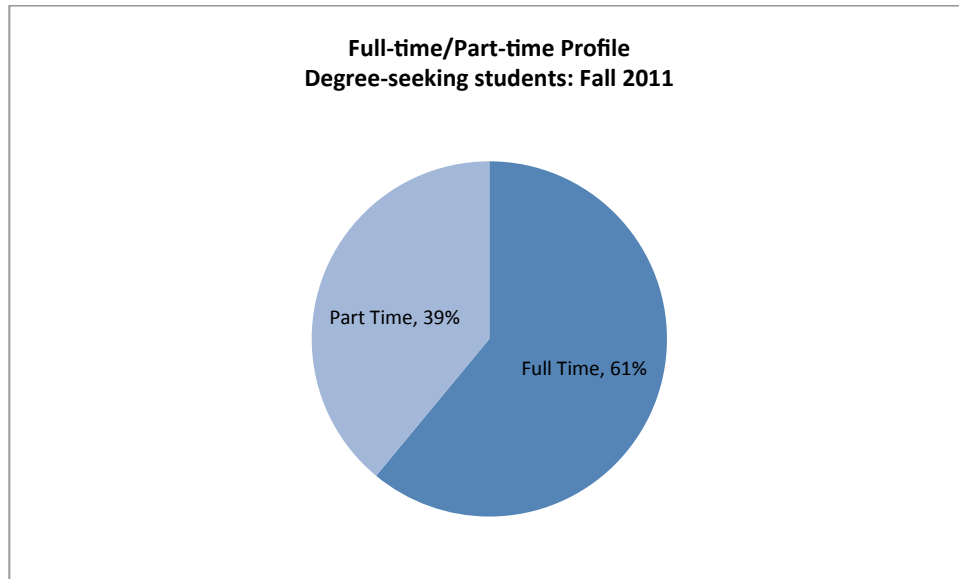
Student Age Profile

This graph shows the percentage trends in headcount by age range. This data includes degree-seeking, developmental education, and dual enrollment students. The average student age in developmental courses has shifted to be slightly older in the past couple years.



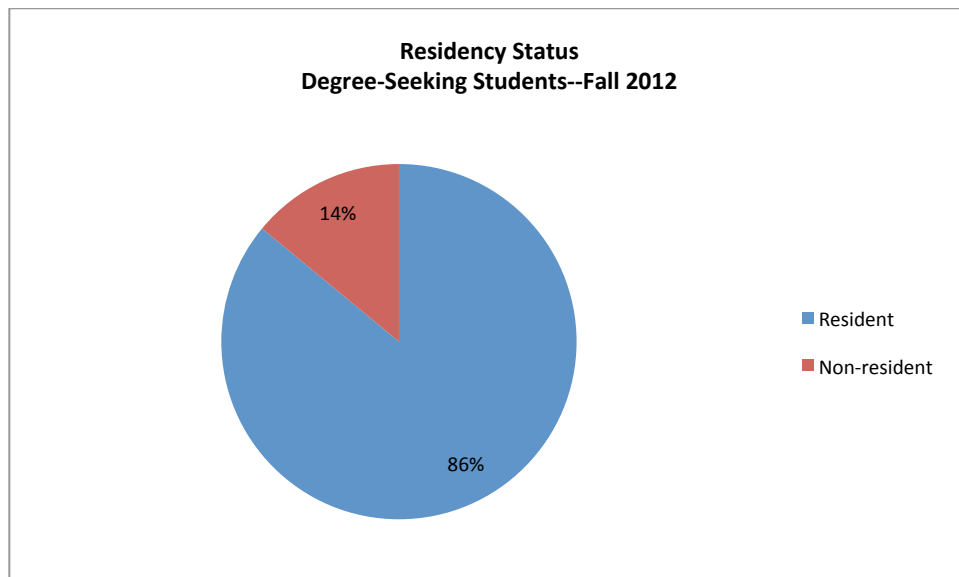
Student Full-time / Part-time Profile

The following data shows the full-time / part-time breakdown for Gallatin College degree-seeking students enrolled in fall 2011.



Residency Status

This graph illustrates the residency status of Gallatin College degree-seeking students in fall 2012.



High School Location

Of degree-seeking students enrolled fall 2012, 72 students (30%) graduated from Bozeman and Belgrade High Schools.

Academic Background of Developmental Education Students

The academic background of students in the Developmental Education program has not changed dramatically from fall 2006 – fall 2012, although incoming students are slightly less academically prepared in recent years. As shown in the chart below, the average high school GPA for these students is approximately 2.8, the high school percentile is approximately 43% (placement in HS graduating class), and the average ACT composite is 19.

Academic background—students who took a developmental course(s)

| First Fall | Final HS GPA | HS Percentile | ACT Comp Avg | SAT Comp Avg |
|------------|--------------|---------------|--------------|--------------|
| 2006 | 2.89 | 44.8% | 19.2 | 1361 |
| 2007 | 2.89 | 45.2% | 19.4 | 1366 |
| 2008 | 2.94 | 46.1% | 19.5 | 1367 |
| 2009 | 2.89 | 46.7% | 19.9 | 1402 |
| 2010 | 2.87 | 43.7% | 19.3 | 1342 |
| 2011 | 2.81 | 42.2% | 19.0 | 1332 |
| 2012 | 2.82 | 42.5% | 19.2 | 1352 |

Weekly Student Contact Hours per FTE Faculty (WSCH per FTEF)

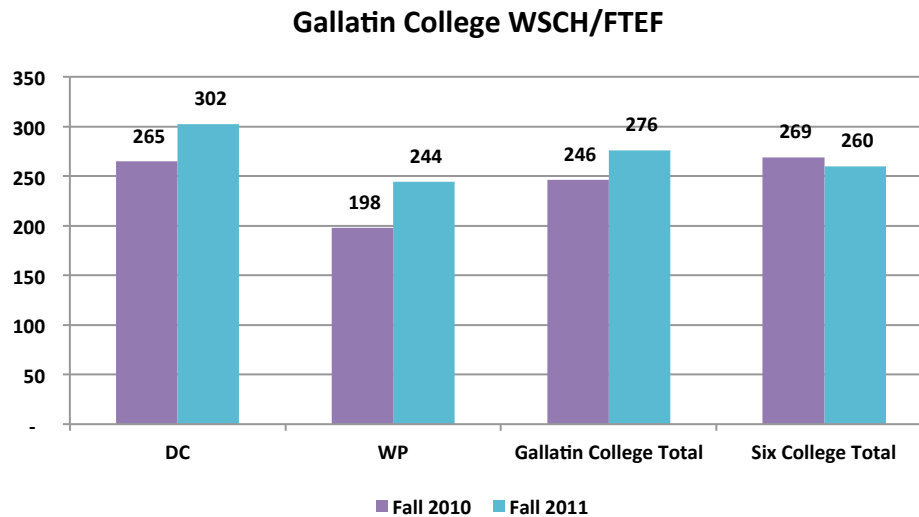
Definitions:

WSCH (Weekly student contact hours) – This is a measure of how many hours students spend in class each week. This is generally a more meaningful measure of enrollment than headcount because it takes into account the number of units each student is taking.

FTEF (Full time equivalent faculty) – This is the number of full and part-time faculty counted in terms of full teaching load equivalents. Therefore, six instructors who teach $\frac{1}{2}$ of a full teaching load each represent 3 FTEF.

FTES (Full time equivalent students) – A full-time equivalent student is a student who takes 15 units for an entire year (two semesters). This is equal to 15 WSCH (weekly student contact hours).

WSCH per FTEF is a commonly used measure of productivity for community colleges. It measures the ratio of WSCH to FTEF, or the number of student contact hours (FTEF) generated with a given number of instructors. The six college total includes City College, Great Falls College, Helena College, Missoula College, Highlands College, and Gallatin College. The data shows Gallatin College developmental courses and workforce programs.



Retention and Completion

Degree-seeking students

Gallatin College is working with the MSU Office of Planning & Analysis to develop a systematic approach to tracking retention and completion data. Since these students have only been enrolled at Gallatin College—MSU since the 2010 transition (degree-seeking students were previously enrolled through MSU-GF COT), there is a gap in data tracking for these students. In addition, the close link with MSU means significant student movement between types of degrees sought (Bachelor's to Associate's, and vice-versa) and creates a data tracking challenge.

Retention for GC Degree- Seeking Students

| Incoming Full-Time Cohort | Fall to Fall Retention |
|---------------------------|------------------------|
| Fall 2010 | 61% |
| Fall 2011 | 74% |

Completion for GC Degree-Seeking Students
Certificates of Applied Science

| Incoming Cohort | Class Size | Continued Spring Semester | Graduated Spring or Summer Semester | Continued 2nd Fall Semester |
|-----------------|------------|---------------------------|-------------------------------------|-----------------------------|
| 2010 | 19 | 19 (100%) | 15 (79%) | 0 |
| 2011 | 51 | 47 (92%) | 36 (71%) | 2 (4%) |
| 2012 | 68 | | | |

Associate Degrees

| Incoming Cohort | Class Size | Continued Spring Semester | Continued 2nd Fall Semester | Continued 2nd Spring Semester | Graduated 2nd Spring Semester | Continued 3rd Fall Semester |
|-----------------|------------|---------------------------|-----------------------------|-------------------------------|-------------------------------|-----------------------------|
| 2010 | 55 | 43 (78%) | 31 (56%) | 30 (55%) | 16 (29%) | 4 (7%) |
| 2011 | 81 | 73 (90%) | 54 (67%) | | | |
| 2012 | 80 | | | | | |

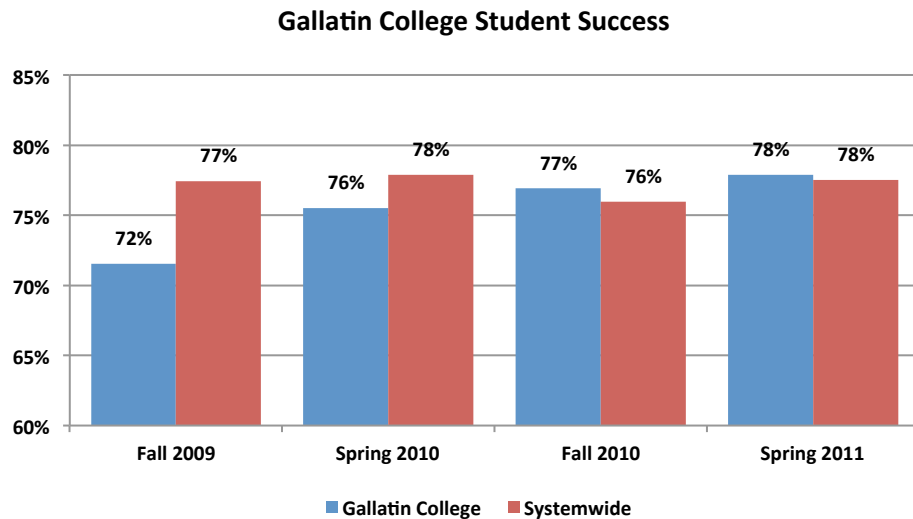
Developmental Students

This table shows retention and graduation rates for students who took a developmental course(s). Each fall class includes only first-time MSU students. The chart tracks progress towards their four-year degree.

| First Fall | Class Size | Cont. 1st Spring | Cont. 2nd Fall | Cont. 3rd Fall | Cont. 4th Fall | Grad. 4 th Year | Cont. 5th Fall | Grad. 5 th Year |
|------------|------------|------------------|----------------|----------------|----------------|----------------------------|----------------|----------------------------|
| 2006 | 396 | 80.8% | 58.3% | 40.7% | 35.6% | 4.0% | 27.5% | 17.7% |
| 2007 | 445 | 78.7% | 57.1% | 43.1% | 40.4% | 4.9% | 32.1% | 21.1% |
| 2008 | 468 | 81.6% | 56.2% | 44.0% | 35.7% | 5.3% | 27.6% | |
| 2009 | 572 | 83.7% | 59.3% | 48.1% | 40.2% | | | |
| 2010 | 488 | 82.0% | 59.2% | 43.2% | | | | |
| 2011 | 514 | 81.3% | 58.9% | | | | | |
| 2012 | 532 | | | | | | | |

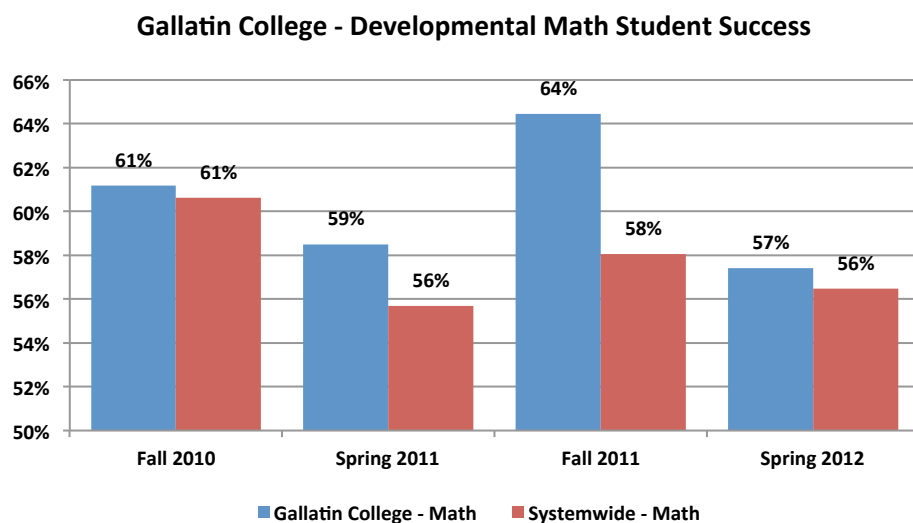
Success Rates

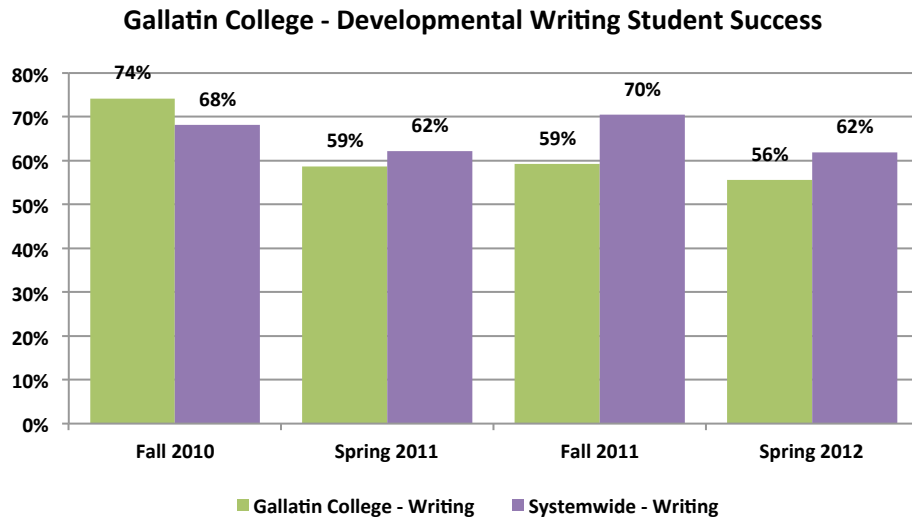
The following data shows student success rates for each of the past six semesters. Success is defined as a grade of A, B, C or P. The number of enrolled students included all students except those receiving grades of “I” (Incomplete) or “M” (EOT). Dual enrollment grades were not recorded.



Developmental Education Success Rates

Two graphs are shown for the college. The first shows the percentage of student success (earning an A, B, C or P) in developmental math courses. The second shows the same data for developmental writing courses. The majority of Gallatin College student enrollments in Developmental courses are MSU Bachelor's degree-seeking students.





Success Rates in Subsequent College-Level Coursework

Of students who took the gateway developmental math course and went on to MSU college-level math, 71% were successful in college-level math. 29% of students were unsuccessful in college-level math (D, F, or W grades).

Of students who took the gateway developmental writing course and went on to MSU College Writing, 82% were successful in College Writing. 18% of students were unsuccessful in College Writing (D, F, or W grades).

Transfer Rates

Gallatin College initiated the transfer mission through the adoption of the A.A. and A.S. degrees beginning fall 2012. Retention and completion data for this cohort will be collected moving forward.

Other Data

Gallatin College Comprehensive Mission Implementation Listening Sessions

This summary information was collected by Strategies 360.

On April 20, 2012 as part of the College!NOW Two-Year Mission Implementation Process, two community listening sessions were held in the Bozeman area. The first session was held on the MSU campus and the second was held at a conference room at a local hotel. Both sessions were advertised locally and were open to the public.

The Gallatin College listening sessions brought together diverse local stakeholders including representatives from the MSU Faculty Senate, Office of Rural Health, College of Arts and Architecture, Gallatin County, MSU Extension, MSU External Affairs, Bozeman Job Service, faculty and staff of Gallatin College, in addition to other advisors and stakeholders from the community.

- Participants viewed the expansion of programs to be a high priority, in conjunction with a greater effort to coordinate with local employers and meet workforce employment needs.
- Participants believed that occupying a dedicated, stand-alone two-year education facility with more dedicated classroom space would be critical to allowing the college to grow and become recognized as a “true college.”
- A number of participants recommended that there be an initiative for outreach to the MSU faculty in order to better communicate the purpose, goals, benefits, and positioning of Gallatin College. They suggested that the college must complement the university’s offerings, not duplicate them. They also emphasized the need for transfer opportunities to be effective.
- Participants also expressed an interest in the increasing collaboration and funding opportunities with the City of Bozeman.
- Many participants suggested that strong marketing and outreach to the community and prospective students were necessary to increase public awareness about opportunities available at the institution.

Gallatin College Comprehensive Two-Year Mission Implementation Assessment

This assessment was conducted by Dr. Pamela Fisher, Consultant to the Montana University System in January 2012. Her narrative comments from this assessment are listed below.

Gallatin College offers 95% of the developmental education coursework, but most students are university students. The tuition rate paid for these courses depends upon whether the student is identified as a four- year degree seeker or a two- year degree seeker. There are four full-time faculty and many adjunct faculty, all of whom are selected and supervised by Gallatin College staff.

Gallatin College staff work closely with the local K-12 system that offers adult basic education by visiting the programs and encouraging their graduates to attend Gallatin College.

Gallatin College offers several workforce development credit programs. The Extended University of MSU offers customized non-credit courses and the two entities work together on some projects and refer clients to one another on other requests. There is a large community need for more credit and non-credit offerings that has been identified by needs assessments and by the college's Advisory Board. Gallatin College is planning to offer some new programs as long as resources (facilities, staff and funding) continue to be provided. Even more could be offered if new resources were made available.

Responses to all questions on transfer programming must be qualified as they are in the midst of a significant transition. Gallatin College is in the process of acquiring formal approval from the Board of Regents to offer and supervise new transfer degree programs. Planning has been underway for some time and implementation is expected for fall, 2012.

Gallatin College's primary facilities are on the MSU campus and thus many of these support services are available to their students in the same venue as university students. None of these services are available at off-site classrooms such as the local high school. While feel the student support services are appropriate for now, they will need to be addressed differently as the programs grow in number and size.

The Dean reports to the Provost but has frequent access to the University President who has been very supportive. The university has created an internal budget model specific to Gallatin College that allows for some independence. The city of Bozeman has contributed financially directly to Gallatin College. In addition to the obvious need of additional financial resources, Gallatin College Programs' primary obstacle to meeting additional community needs is the lack of physical space. Leased high school space will not be available in the future and they are at capacity on the MSU campus in the GC dedicated space. They will need additional dedicated classroom space for new program development and student services for the growing two-year student population.

III. Initiatives

The first three Gallatin College initiatives that are presented in the implementation matrix (section III) are foundational to the development of the college and the implementation of the Comprehensive Two-Year Education Mission. The following information contains a more detailed explanation of these three critical initiatives.

Initiative #1-Enrollment and Program Growth

The Gallatin College historical enrollment growth that is identified in section II, Data and Student Enrollment Trends, is expected to continue over the next seven years. While a number of sources have addressed the need for additional growth at the college, another way to project potential growth is to use a population and enrollment metric based on other two-year colleges in Montana. The chart below shows the ratio of two-year college enrollments versus county population.

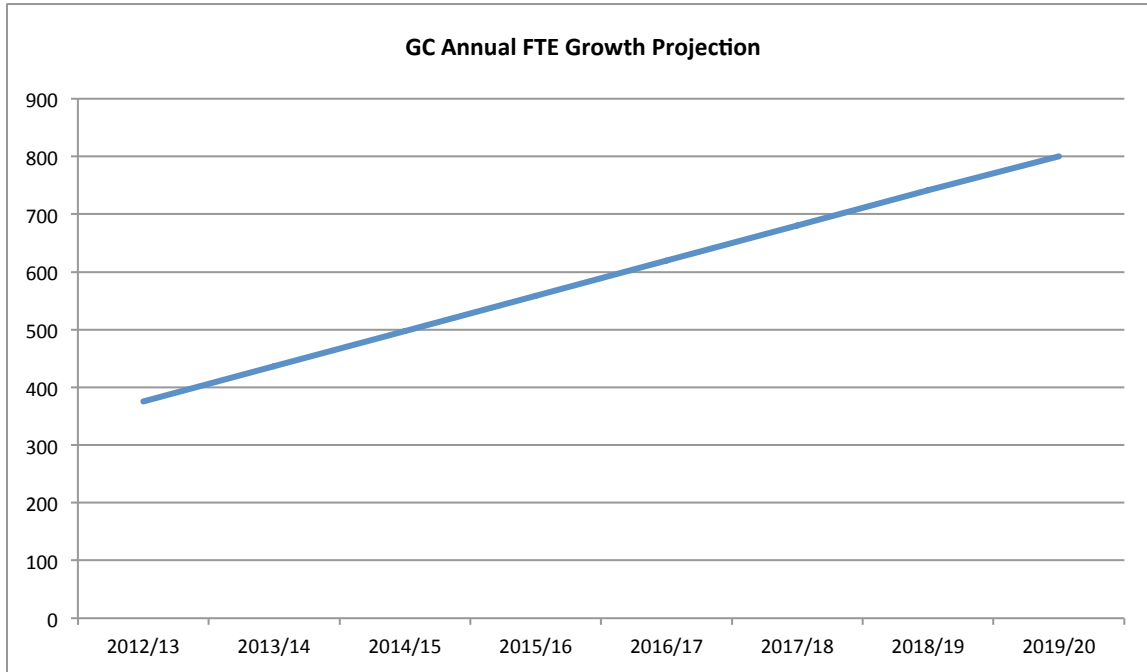
| College-County | County Population | 2011 Student FTE | % County Population Enrolled |
|----------------------------------|--------------------------|-------------------------|-------------------------------------|
| Dawson-Dawson | 8,989 | 419 | .046 |
| Miles-Custer | 11,752 | 453 | .038 |
| FVCC-Flathead | 91,301 | 2,105 | .023 |
| Helena-Lewis & Clark | 64,318 | 1,147 | .018 |
| Great Falls-Cascade | 81,837 | 1,415 | .017 |
| Missoula-Missoula | 110,138 | 1,781 | .016 |
| Highlands-Silver Bow | 34,383 | 376 | .011 |
| City-Yellowstone | 150,069 | 1,053 | <u>.007</u> |
| Average Two-Year Colleges | | | .022 |

The 2011 population of Gallatin County was 91,377 and Gallatin College had an FTE enrollment of 280. The percentage of county population enrolled in 2011 would be .003. For Gallatin College to reach the two-year college average will require significant enrollment growth. Meeting the .022 average percentage of county population enrolled in the two-year college, would require an **increase in Gallatin College's FTE enrollment to 2,010**. This makes the seven-year goal of 800 FTE very realistic and attainable.

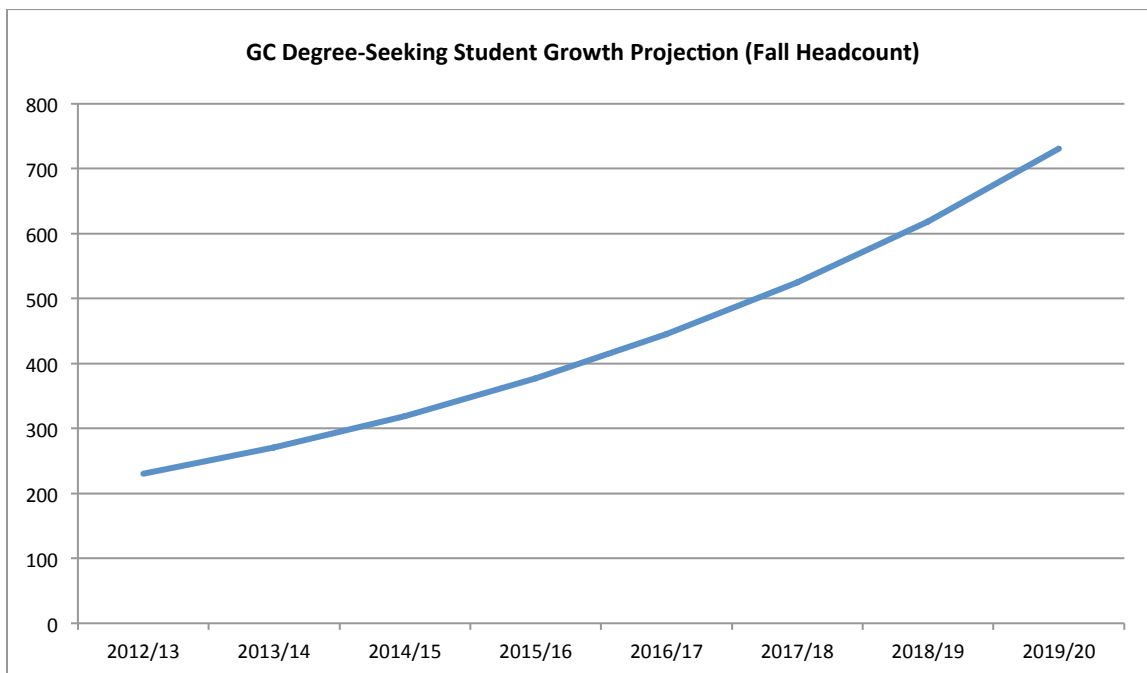
The information presented in the previous section of the report documents this strong growth trend in the college's enrollment. The continued development of C.A.S. degree programs to meet local work-force needs will be a main driver in the college's enrollment growth. The recently added general education courses and accompanying A.A. and A.S. degrees will develop the college's transfer mission and also increase the enrollment. Dual enrollment offerings are also expected to continue to expand and positively impact enrollment.

The following charts project the college's enrollment growth over the next seven years. While the need to develop the sustainable funding model (Initiative #2) and a facility to support this growth (Initiative

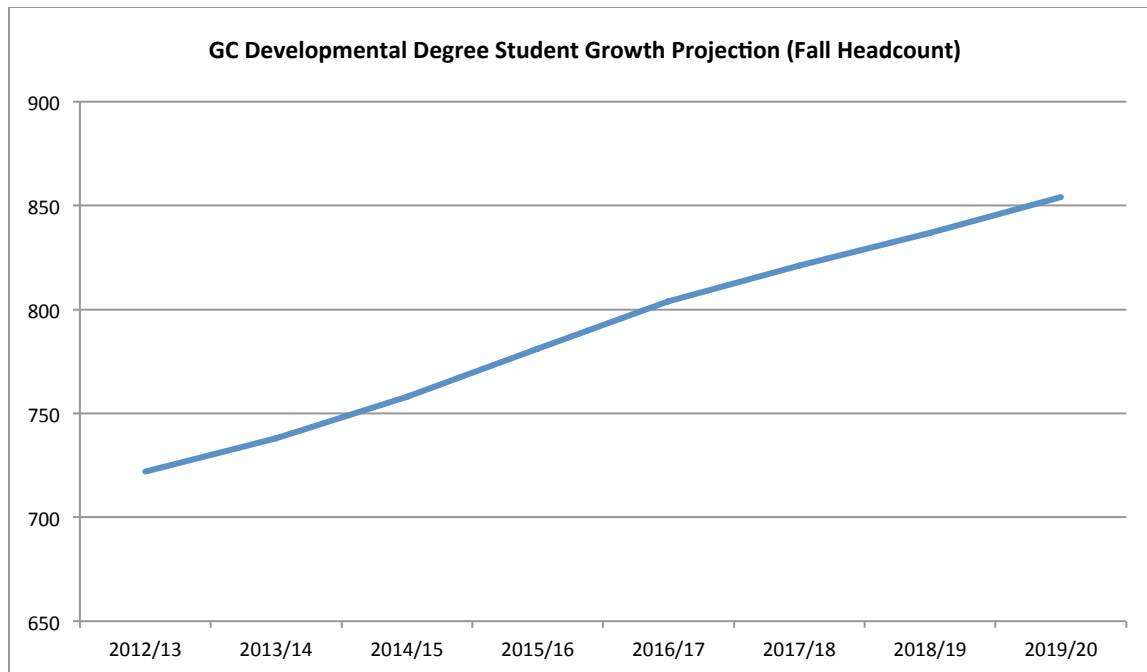
#3) are critical to this increased enrollment, it is important to project this enrollment growth for planning purposes.



Annual FTE growth increases from the 2012/13 projection of 370 to 800 in 2019/20.



Degree seeking enrollment growth is projected to increase from the 238 in fall 2012 to 720 in 2019/20.



Developmental student projected growth is based on MSU's 15% projected increase in enrollment over seven years (MSU Strategic plan Objective A.1), assuming a consistent need of developmental course work. The Gallatin College Developmental student enrollment would increase from 722 in 2012/13 to 854 in 2019/20.

Initiative #2-Development of Sustainable Funding Structure

History of Current Funding Structure for Gallatin College

When Gallatin College Programs was created by the Board of Regents in May 2010, the following stipulation was included in the two-year education authorization:

“MSU Bozeman will not without Board Approval, use general fund dollars in excess of the proposed budget for FY10-11 to support two-year education programs, personnel, services or operations, excluding developmental education, until equitable local mill levy issues are resolved”.

Following the passing of the two-year authorization for MSU, a number of discussions were undertaken by Regents, the Commissioner of Higher Education, the President of Montana State University, the Dean of Gallatin College, a local State Legislator and the Mayor of Bozeman. These discussions focused on the analysis of potential mill levy funding options. The Commissioner's Office reported that the established 1.5 mill levy for two-year education that currently exists in the five counties with Colleges of Technology would require enabling legislation to add Gallatin County. Other discussions focused on the possibility of developing a statewide initiative to address a consistent local funding mechanism for MUS two-year

education units. The local legislator initiated discussions with other legislators and found little interest for this type of statewide initiative and dropped the issue prior to the January 2011 legislative session.

In January 2011 the MSU President and the Dean of Gallatin College attended a Bozeman City Commission Meeting where the City Commissioners expressed their support for the development of Gallatin College's Two-Year Education Mission. The Bozeman City Commission voted unanimously to allocate the funding equivalent of 1.5 mills (\$123,000) from the City's annual budgets to support new program development at Gallatin College. The resolution was for 2-1/2 years of funding. This provided a program development resource for the college and sent a message of local commitment for two-year education.

In another local discussion in March 2012, the Gallatin County Commissioners expressed their support for Gallatin College's two-year education programs and suggested a November 2012 countywide mill levy initiative to secure funding for the college. As discussion of this possible countywide mill levy occurred between the Commissioner's Office, individual regents and the MSU President, the decision was made to forgo the Gallatin County mill levy initiative and revisit the possibility of a statewide approach to two-year funding mechanisms. The same state legislator again raised the issue with other legislators with the same resulting lack of interest in the pursuit of legislation to address this need.

The 2010 Board of Regents imposed cap on Gallatin College's general fund allocation creates a limit that will hinder the college's implementation of the Comprehensive Mission. It would be beneficial to Gallatin College to have this stipulation removed. Should there be support for developing local funding through the pursuit of a local mill levy, the Gallatin College faculty, staff, advisory board and other stakeholders will aggressively pursue this initiative. Some local leaders have been strong advocates of the mill levy option, seeing it as an appropriate and locally responsible strategy to develop funding support for two-year education programs.

Budget Growth to Support Enrollment and Program Growth

As the Montana Two-Year College with the largest projected growth in enrollment and program offerings, it is important that the college's financial resources increase at a similar pace. On average, two-year colleges in Montana receive 45% of their funding from tuition and fees and 55% from the State. It will be important that the Gallatin College funding model move toward a similar funding ratio while taking into account the development of any local funding sources.

For 2012/13 the Gallatin College annual budget is slightly over \$1.2 million. It is anticipated that this budget will grow to match the college's enrollment increases and additional program offerings. At the point the college's enrollment reaches 800 FTE students, it is expected that the annual budget will be in the \$5-6 million range. Providing a more specific budget projection is difficult with an unknown facility expense. Annual budget comparisons with other two-year colleges are not very helpful as the embedded two-year colleges have most of their financial information and reporting included in those of

their affiliate university and the stand alone two-year colleges and community colleges provide many support and administrative functions that Gallatin College receives from MSU.

Consistent with the implementation of the comprehensive mission, the college is expecting to assume some student service and administrative functions that are currently being provided by MSU. These decisions will be based on balancing the unique service needs of the Gallatin College students with the desire to maintain efficiencies through the use of MSU resources when appropriate. For example, student financial aid service is a potential area for which the college may need to devote specific resources to meet student needs. However, providing IT support services is an example of a function that may be more efficiently provided through a service agreement with MSU. The Gallatin College faculty and staff and their MSU counterparts will have on-going discussions and strategically plan for these types of changes.

As Gallatin College is expecting to add many additional C.A.S and A.A.S Programs, there will be a need for additional program start-up resources. Pursuing grant funding and soliciting financial support from local industry are priorities of the college to help address these resource needs.

Initiative #3: Gallatin College Facility Development Initiative

History of Space Usage

As with most new two-year colleges, the management of space requirements to meet the needs of the growing college has required the Gallatin College staff to be creative, flexible and nimble. The continued growth of the college, the expressed need for workforce programs by local industry and the expansion of the Comprehensive Mission has created a situation which requires a proactive and strategic approach. The college's growth projections identified in the plan, in terms of both student enrollment and development of new programs, is contingent on the creation of a facility resource that can support this growth.

During the first years of operation, the college was housed at Montana State University Bozeman on the north end of the second floor of Culbertson Hall. The 2,400 square foot office suite in Culbertson housed the programs' tutoring, test taking, advising, reception and staff and faculty offices. The college utilized classroom space on the MSU campus for instruction. As the college grew in the early years, the space quickly became inadequate.

In May 2010 MSU Bozeman received Board of Regents authorization to provide two-year degrees. This resulted in the transition of the MSU Great Falls COT Extension faculty, staff and programs to MSU Bozeman. To support this change, MSU President Waded Cruzado generously reallocated administrative space on the first and second floors of Hamilton Hall for the newly named Gallatin College Programs. In the 8,000 square feet of dedicated space in the newly renovated Hamilton Hall, the college was able to acquire 2-1/2 dedicated classrooms, a tutoring lab, nine staff offices and a larger student reception area. This space in the heart of the MSU campus has been an ideal location for the college's provision of

developmental education services to MSU students. The location has provided improved access leading to increases in student tutoring, advising and faculty-student contact. However, the location has been less beneficial to the Gallatin College degree-seeking students who struggle with parking and a lack of community access when they attend classes on campus. There is also a lack of dedicated and program-specific classroom space to meet the needs of the Gallatin College certificate and degree programs.

In August 2011 Gallatin College leased four classrooms from Bozeman High School (BHS) in their vacant "B" wing. These classrooms were not currently in use and BHS and Gallatin College signed a five-year lease for these spaces. These additional classrooms allowed Gallatin College to add two additional certificate programs to meet local workforce needs. In August of 2012, BHS agreed to add an additional classroom for the four remaining years of the Gallatin College lease. This allowed the college to offer additional courses needed by the A.A and A.S. Programs. Usage of the high school space is limited to evenings. The college spent \$130,000 to renovate the classrooms and is spending \$38,000 per year to lease the five classrooms at the high school. The Gallatin College lease for the BHS classrooms terminates in May 2016. The Bozeman School District was unwilling to commit to a longer lease as their student enrollment projections show that they will need to move back into these classrooms at that time.

Need for Gallatin College Facility

The flexible approach that the college has used to address space needs is starting to inhibit the college's delivery of the Comprehensive Two-Year Education Mission. It also presents a barrier in meeting identified workforce program development priorities of local industry. The development of a facility for Gallatin College is essential to support the implementation of the Comprehensive Mission and meet the college's growth plans.

Some of the benefits of the development of a dedicated Gallatin College facility will be:

1. Designated classroom space, including specialized classrooms and labs which will allow development of needed C.A.S. and A.A.S. degree programs.
2. Better student access and improved ability to offer classes at alternative times.
3. Increased student services and better learning environment.
4. Increased visibility resulting in increased enrollment.
5. Elimination of annual lease costs and expenditures on leasehold improvements of non-university space.
6. Better access for community members.
7. Improved safety and security for faculty, staff and students.
8. Increased efficiency in the utilization of resources.

Montana Two-Year College Facility Comparisons

In considering the facility needs of the growing Gallatin College, it is instructive to look at some comparable facilities at other two-year colleges in the Montana University System. Here are the

approximate square footage, the enrollment (full time equivalency) and the number of square feet per enrollment for a few of the two-year colleges:

| Two-Year College | Facility Gross Sq. ft. | Enrollment (AY-12 FTE) | Sq. ft. per FTE |
|---------------------------|------------------------|------------------------|-----------------|
| Great Falls College MSU | 216,177 | 1,465 | 147 |
| City College MSU Billings | 172,009 | 1,015 | 169 |
| Highlands College MT Tech | 90,000 | 388 | 231 |

Gallatin College New Facility Development Option

In the spring of 2012, the faculty and staff of Gallatin College worked with CTA Architects and developed a new facility concept to meet the space needs of the college for approximately 800 to 850 FTE students. The Gallatin College model facility included large and small classrooms, specialized teaching labs for a variety of programs, computer labs, tutoring labs, student service space, faculty and staff offices and administrative space. The space was designed based on current program needs and the increased need that will be created as the college continues to grow and develop the programs identified in the 2012 Gallatin and Park Counties Needs Assessment Report. The facility design that was developed requires 100,000 square feet of space and could be expanded to meet additional growth needs in the future. This design would provide between 118-125 square feet per student FTE, making it a highly efficient use of space resources when compared to other Montana Two-Year colleges. The preferred location for the facility would be on the outskirts of the MSU campus. This would provide good access to the community and proximity to MSU. The facility concept that was designed represents an important milestone in the creation of the two-year education resource for the community.

The cost of this new facility could be between \$30 million and \$35 million (\$300-\$350 per square foot) if constructed by the State. One new facility comparison cost would be the new MSU College of Business building, which is a 45,000 square foot building and expected to cost \$18 million (\$400 per square foot). This building on the core of the MSU campus would be a more expensive design and construction as it would be constructed as a "100-year" building. Another comparison would be the proposed new facility for the Missoula College. This 120,000 square foot facility is proposed at \$47 million (\$391 per square foot). Actual costs for a Gallatin College facility would vary depending on a number of variables including site development, infrastructure and land acquisition.

Funding for this type of facility usually occurs through the MUS Long Range Building Process (LRBP) on a biennial basis. This process is recognized as a slow-moving option as MUS has many facility priorities and projects routinely are placed on the LRBP list for many years before receiving funding.

Lease and Renovation Option

Another option for meeting Gallatin College's facility needs would be to purchase or lease an existing commercial building and renovate the facility to meet the needs of the college. The Gallatin College Dean has reviewed commercial properties with a local commercial real estate agent and has yet to find a suitable possibility. The following examples highlight some of the challenges with this approach:

1. A vacant grocery store building which contains 40,000 square feet of space is listed for a \$3.5 million purchase price. The space could require \$8,000,000 in renovation costs to make the building functional for the college. Parking for this facility also presents a major barrier as there are only 100 parking spots with no room to expand and space to park on the street is very limited.
2. The owner of another vacant grocery store building is looking for a tenant to lease the 45,000 square foot space. The lease cost would be \$8.25 per square foot or \$371,000 annually. The building could require approximately \$9,000,000 in renovation costs. Parking would also be an issue for this space as it is very limited and would need to be shared with adjacent retail stores.

Significant purchase costs, lack of parking and extensive renovation costs are common challenges in converting large commercial properties for use by the college. Lease costs can also be excessive when owners are charging commercial lease rates.

The other possible funding option for the college is a design, build and lease option with a local developer. This public/private partnership would require the college to sign a long term lease agreement with the owner of the building. While the construction costs for the developer could be 20-25% lower than the state, the ability of the college to cover a large lease payment is a challenge. The low tuition rate and lower cost structure for two-year colleges may make this financially prohibitive for a developer.

While there are many challenges to the development of a facility for Gallatin College, the needs are critical and all options will be considered to meet these needs.

Implementation Plans – Matrix for Initiatives

Transfer Education Through the Associate’s Degree

| # | Initiative Name | Description | Outcome | Completion Date(s) | Responsible Party | Resources Required | Strategy |
|----|---|---|---|--|---|--|--|
| 1. | Enrollment and program growth | Gallatin College will grow enrollments to 800 student FTE: 1. Add 1 or 2 new degree programs each year. 2. Increase dual enrollment course offerings. 3. Expand A.A. and A.S. offerings and increase enrollments. | ➤ Student FTE enrollment will reach 800 by 2019-20. | 2019-20 Academic Year | 1-3. GC Staff & Faculty | Program start-up funding through grants and partnerships to find temporary classroom space, initiative #2 and #3 | 1-d, 1-e, 2-a, 2-b MSU 2012 Strategic Plan Metric A.1.1., A.1.5., A.1.7., L.2.3., |
| 2. | Improve retention and graduation rates | 1. Identify consistent data source for retention and graduation data. 2. Create a designated study space and open computer labs for students. 3. Require “mastery” for math students. 4. Develop additional models for academic support. | ➤ All GC Associate programs will retain 60% of their students. ➤ CAS will reach an 80% completion rate. ➤ AA/AS will reach 70% completion rate. ➤ AAS will reach 70% completion rates. | 1. 2013 2. 2019-2020 3. Spring ‘13/for face to face courses. 4. 2017 | 1. Assistant Dean & MSU Planning & Analysis 2. Dean 3. Chair Dev. Math 4. Gen Ed Dept. Chair and Program Directors | Cost of lab. Designated Math computer facility for self-paced instruction. | 1-c, 4-c MSU L.2.3, L.2.4 |
| 3. | Increase percentage of regional high school graduates that access Gallatin College | 1. Increase dual enrollment course offerings and expand to Belgrade and Park HSs. 2. High School visits—regular, often, additional Perkins money, Pathways, Alternative HSs. 3. Develop prospective communication management plan. 4. Establish Gallatin College scholarships for incoming freshmen (1 st year/1 st generation). 5. Increase advertising in the high schools. 6. Promote and use MESA program. | ➤ Increased number of regional HS graduates who report planning to attend Gallatin College. ➤ Data collected from HS Counselors and GC enrollment reports. | 1. 2013-2014 2. Ongoing 3. Summer ‘13 4. 2019 5. Start spring ‘13 6. Spring ‘13 | 1. Program Dev. Mgr. 2. W-F Academic Advisor 3. W-F Academic Advisor, Assistant Dean, W-F Program Directors 4. Dean 5. MSU Comm. 6. W-F Academic Advisor | Funding 1.0 FTE Career Pathways Advisor | 2-b, 5-e, 3-e, 3-f |

| # | Initiative Name | Description | Outcome | Completion Date(s) | Responsible Party | Resources Required | Strategy |
|----|---|---|---|--|--|---|---------------------------|
| 4. | Increase awareness of AA and AS degrees in local community | <ol style="list-style-type: none"> 1. Communicate value and credibility of AA and AS to community and MSU. 2. Communicate with HS counselors so they understand the value of these degrees. | <ul style="list-style-type: none"> ➤ Double AA/AS enrollment every year until fall 2015 ➤ Measure completion and transfer rates to MUS four-year universities | <ol style="list-style-type: none"> 1. Ongoing 2. Spring '13-Fall '14 | 1-2. Career Pathways Advisor, Gen Ed Dept. Chair | Funding 1.0 FTE Career Pathways Advisor, additional marketing funding | 1-e, 3-b MSU A.1.2 |

Workforce Development, Including Certificates and Applied Associate’s Degrees

| # | Initiative Name | Description | Outcome | Completion Date(s) | Responsible Party | Resources Required | Strategy |
|----|--|---|--|--|---|--|---------------------------|
| 5. | Develop Industry partnerships and meet local workforce demand | <ol style="list-style-type: none"> 1. Increase connection with industry groups such as Montana Manufacturers, Chamber of Commerce, Human Resource Association, Job Service, State Workforce, and other organizations or associations. 2. Monitor national and global workforce needs. 3. Strengthen the use and value of program advisory boards. 4. Develop resources from industry. | <ul style="list-style-type: none"> ➤ Program advisory groups will meet at least 2 times a year. ➤ GC will lead a Chamber of Commerce Workforce committee. ➤ GC will publish a Workforce Needs Assessment every 3-4 years; this will be in partnership with Chamber, and Economic Dev. Groups. ➤ Train Program Directors on best practices with Advisory Boards. ➤ Publicize and target placement rates to employment to match MSU strategic plan at 70% ➤ Track wage surveys of students. ➤ Track industry specific license and certification completion rates. | <ol style="list-style-type: none"> 1. Fall 2013 2. Spring 2013 3. Summer 2013 and MSU Communication 4. Summer 2014 | 1-4. Dean, Program Development Mgr., W-F Program Directors. | Release time/staff assistance, develop relationships with similar/related MSU departments. Career Services for data. Travel time for industry meetings | 1-d,2-a,3-d,4-c,5-a, 5-d, |
| 6. | Expand short-term workforce training | Expand short-term workforce training needs by establishing formal partnership with MSU Extended University. | <ul style="list-style-type: none"> ➤ Establish MOU with Extended University. | <ol style="list-style-type: none"> 1. Fall 2013 | Dean & Program Development Mgr. | | 1-d,2-a, 2-b, |

| # | Initiative Name | Description | Outcome | Completion Date(s) | Responsible Party | Resources Required | Strategy |
|----|---|---|--|---|---|---|---------------------|
| 7. | Improve industry certification rates | Improve testing and certification rates for industry specific certifications. | <ul style="list-style-type: none"> ➤ Get baseline data on licensing and certification test and pass rates. ➤ Licensing and certification testing and pass rates will increase every year. ➤ Evaluate the possibility of becoming a testing service center for certifications. | <ol style="list-style-type: none"> 1. Summer 2013 2. Monitor ongoing. 3. 2019-testing center evaluation. | W-F Program Directors, Program Development Mgr. | Tracking system, staff time | 2-a, 4-c, |
| 8. | Prepare students to be career ready | <ol style="list-style-type: none"> 1. Promote experience or exposure to community-based learning, externships, internships. 2. Collaborate and refer students to Career Services. 3. Encourage alumni mentoring. | <ul style="list-style-type: none"> ➤ Design employer survey. ➤ Employers will primarily report if GC students are prepared for their career. ➤ Every program will invite Career Services into at least one class each year. ➤ MSU Career Services will survey graduates. | <ol style="list-style-type: none"> 1. Fall 2013 2. Summer 2014 3. Summer 2015 | 1-3. W-F Program Directors and MSU Career Services. | Grants, release time/staff assistance. MSU Office of Community Involvement, Career Services | 4-c,5-d, MSU L.3.1. |

Developmental and Adult Basic Education

| # | Initiative Name | Description | Outcome | Completion Date(s) | Responsible Party | Resources Required | Strategy |
|-----|--|--|--|--|---|---|--------------------|
| 9. | Expand and diversify course delivery models (online, hybrid, block, and self-paced) | <ol style="list-style-type: none"> 1. Collect data (survey and focus groups) about student needs. 2. Research alternative delivery models, considering needs for adult learners. 3. Provide course schedules that have both daytime and evening sections. | <ul style="list-style-type: none"> ➤ More students will be able to enroll because the schedule and delivery meets their needs. ➤ Increase # and delivery models of courses. ➤ Increase enrollments. | <ol style="list-style-type: none"> 1. Spring '13/ongoing 2. Ongoing 3. Ongoing | <ol style="list-style-type: none"> 1. W-F Academic Advisor 2. Program Develop Mgr. & GC Faculty 3. W-F Program Directors | Need faculty release time to plan, facility space during daytime particularly designated classrooms | 2-a, 2-b, 2-c, 3-e |
| 10. | Create new and more effective models for developmental education delivery for MSU and GC students | <ol style="list-style-type: none"> 1. Develop and implement self-paced developmental math courses. 2. Evaluate and propose new assessment process for math placement. 3. Evaluate other models for developmental programs. | <ul style="list-style-type: none"> ➤ Success rates in developmental math will improve to 80%. | <ol style="list-style-type: none"> 1. Spring '13 2. Spring '13 3. Fall '12 – Fall '14 | <ol style="list-style-type: none"> 1. Math faculty 2. Assistant Dean, Math faculty 3. Math faculty, Assistant Dean | Designated math computer lab space for self-paced delivery, release time for faculty | 1-c |

| # | Initiative Name | Description | Outcome | Completion Date(s) | Responsible Party | Resources Required | Strategy |
|-----|--|--|---|---|---|-----------------------|----------|
| 11. | Establish partnerships with Adult Basic Education/GED | <ol style="list-style-type: none"> 1. Include ABE/GED space in a new facility plan. 2. Initiate “pathways” for GED students into workforce credentials. 3. Establish GC—GED liaison, Career Pathways Advisor, and MOU agreement. 4. Recommend students with low ACT math to ABE. | <ul style="list-style-type: none"> ➤ Establish MOU with ABE partners. ➤ ABE students will have access to career pathways. ➤ ABE will assist with below-average students. | <ol style="list-style-type: none"> 1. 2019-2020 2. Fall ‘14 3. Spring ‘13 4. Spring ‘13 | <ol style="list-style-type: none"> 1. Dean 2. Program Development Manager 3. W-F Academic Advisor 4. Assistant Dean, Math faculty | New GC facility space | 1-b |

Lifelong Learning

| # | Initiative Name | Description | Outcome | Completion Date(s) | Responsible Party | Resources Required | Strategy |
|-----|---|---|---|---|--|------------------------------|------------------------|
| 12. | Increase number of non-traditional students accessing Gallatin College | <ol style="list-style-type: none"> 1. Develop marketing and communication initiatives geared towards non-traditional students. 2. Develop credit for prior learning policy and procedure. | <ul style="list-style-type: none"> ➤ Increase average age of students. ➤ Increase number of students age 25 and up. | <ol style="list-style-type: none"> 1. Spring ‘13-Fall’13 | <ol style="list-style-type: none"> 1. GC staff & MSU Comm. 2. Dean & Registrar | Additional marketing funding | 2-c, 5-a MSU A.2.4. |
| 13. | Increase number of veterans accessing Gallatin College | <ol style="list-style-type: none"> 3. Develop marketing and communication initiatives geared toward veterans. 4. Develop contracts with community organizations that provide marketing channel access to veterans. (i.e. VFW, Job Service, Local Veterans Provider Group, MSU Veterans Center...) | <ul style="list-style-type: none"> ➤ Identify baseline number of GC Veterans and increase by 15%. | <ol style="list-style-type: none"> 1.Spring ‘13 – Fall ‘14 | GC Staff & MSU Veterans Affairs. | Additional marketing funding | 2-c, 5-a MSU A.2.4. |

Community Development

| # | Initiative Name | Description | Outcome | Completion Date(s) | Responsible Party | Resources Required | Strategy |
|-----|-----------------------------|--|---|--------------------|--|--|--|
| 14. | Facility development | Gallatin College will move into a dedicated facility to support enrollment growth projections. | <ul style="list-style-type: none"> ➤ Establish additional locations for both day and evening classes. ➤ Establish a facility and location plan. | 2019-20 | Dean, Assistant Dean & MSU Facilities. | Architectural plan, Land, Facility Construction cost (\$30-\$35 million) | 1-a, 1-b, 1-d, 2-a MSU S.2.1., S.2.3., D.2.1. |

Branding and Marketing

| # | Initiative Name | Description | Outcome | Completion Date(s) | Responsible Party | Resources Required | Strategy |
|-----|--|--|--|---|---|--|-------------------------|
| 15. | Increased awareness about Gallatin College in the community | <ol style="list-style-type: none"> 1. Create MOU with MSU Communications for advertising and communications services. 2. Develop AA/AS offerings and community awareness. 3. Branding name – rollout plan. 4. Improve website. | <ul style="list-style-type: none"> ➤ Ongoing press releases as a result of MOU with MSU Communications. | <ol style="list-style-type: none"> 1. Fall '12 2. Fall '15/ongoing 3. Spring '13 4. Spring '13-on-going | <ol style="list-style-type: none"> 1. Dean 2. Gen Ed Dept. Chair 3. Dean 4. MSU Comm. | Website work, Cost of MSU Comm. services. Cost of branding rollout | 5-a, 5-b, 5-c, 5-d, 5-e |

Other Institutional Elements

| # | Initiative Name | Description | Outcome | Completion Date(s) | Responsible Party | Resources Required | Strategy |
|-----|---|---|--|---|-------------------|--|---------------------------|
| 16. | Development of sustainable funding structure | Gallatin College is interested in pursuing a statewide funding model for Two-Year Education (including a performance based funding component) and a local mill levy that would create a local funding source. | <ul style="list-style-type: none"> ➤ Remove BOR imposed cap on general fund allocation. ➤ Successful mill levy campaign to create local funding stream. ➤ Implement MUS Performance Based Funding System. | Dates to be determined: after April 2013 (legislative action or inaction), after BOR addresses local mill levy authorization and performance funding model for two-year colleges. | Dean | Travel costs and staff time to promote local mill levy | 1-f, 4-a MSU S.3.1 |

| # | Initiative Name | Description | Outcome | Completion Date(s) | Responsible Party | Resources Required | Strategy |
|-----|--|---|---|---|----------------------------|--|------------------------|
| 17. | Organizational structure and staffing plan that meets needs of GC enrollment growth | <ol style="list-style-type: none"> 1. Comparatively analyze 2 year colleges for models. 2. Visit colleges (in state or out of state). 3. Develop a plan that addresses faculty, leadership, support staff, and student service staff needs based on enrollment growth, and program and student service needs. 4. Transition student services according to plan from MSU service units to GC when it is practical to assume these functions. | <ul style="list-style-type: none"> ➤ Implement FTE faculty/staff model that is proportionate to our student headcount and is used in annual budgets. | <ol style="list-style-type: none"> 1. Spring '13 2. Summer/fall '13 3. Fall 2013 4. 2019-2020 | 1-4. Dean & Assistant Dean | Minimal travel costs. Additional faculty and staff positions as identified in plan | 1-a,2-a, 2-b, 2-c, 2-d |

Gallatin College Initiative List

Transfer Education Through the Associate's Degree

1. Enrollment and program growth
2. Improve retention and graduation rates
3. Increase percentage of regional high school graduates that access Gallatin College
4. Increase awareness of AA and AS degrees in local community

Workforce Development, Including Certificates and Applied Associate's Degrees

5. Develop industry partnerships and meet local workforce demand
6. Expand short-term workforce training
7. Improve industry certification rates
8. Prepare students to be career-ready

Developmental and Adult Basic Education

9. Expand and diversify course delivery models (online, hybrid, block, and self-paced)
10. Create new and more effective models for developmental education delivery for MSU and GC students
11. Establish partnerships with Adult Basic Education/GED

Lifelong Learning

12. Increase number of non-traditional students accessing Gallatin College
13. Increase number of veterans accessing Gallatin College

Community Development

14. Facility development

Branding and Marketing

15. Increase awareness of Gallatin College in the community

Other Institutional Elements

16. Development of sustainable funding structure
17. Organizational structure and staffing plan that meets needs of GC enrollment growth

IV. Linkages to State and national Priorities and other Educational Institutions in Montana

K-12

Gallatin College continues to partner and develop linkages with regional K-12 districts. The most significant relationship is currently with Bozeman High School. Bozeman High School (BHS) currently provides space for Gallatin College evening classes, sharing the metals lab and utilizing classroom space for four other degree programs. As a part of this arrangement, Gallatin College was able to provide new metals lab equipment to be shared by both BHS and Gallatin College students. Gallatin College currently also offers three dual enrollment courses at Bozeman High School, and regularly attends post-secondary activities such as college fairs, classroom and faculty presentations.

Gallatin College is very interested in developing closer linkages with additional high schools and has met with Belgrade and Park High Schools to discuss opportunities for partnership, particularly for dual enrollment and college presentations. In order to develop and strengthen those partnerships, Gallatin College recently applied for a Strengthening Pathways grant that will provide a Career Pathways Advisor to area high schools to guide high school students through the process of developing a one or two year career path. Gallatin College is participating in the Perkins partnership with area high schools, developing career pathways that lead to post-secondary Associate and Certificate attainment.

In addition, a staff member from Gallatin College participates on the Gallatin/Park County Graduation Matters committee. This is a group of school district leaders, community youth program leaders, higher education leaders and community members that develop, implement and support strategies that will increase the graduation rates of area high schools. Gallatin College also hosts Bozeman Adult Basic Education and GED students for a custom tour, program, and sample course a couple times per year.

Other Two-Year and Community Colleges and Four-Year Universities

As one of the identified initiatives, staff from Gallatin College will visit with other embedded two-year colleges and community colleges in the state to evaluate their organizational structures and staffing resource models. This will help Gallatin College design an appropriate structure and staffing plan that responds to projected enrollment growth.

The college has the benefit of the organizational affiliation and geographic proximity to MSU Bozeman. This has provided many support services for the college which have been helpful during the past few years when the faculty and staff were primarily focused on new program development. Gallatin College students also benefit from this affiliation as they are eligible to receive many of the benefits which MSU students may choose; they may “opt in” to student fees and activities if they seek a more traditional college experience.

Some of the specific areas of support that Gallatin College receives from MSU include:

- HR support
- IT support
- Communications
- Financial Aid
- Registrar
- Finance and Budgeting
- Library
- Admissions
- Purchasing
- Risk management

The college is well integrated into the MSU's governance structure. This includes participation in University Council, Deans Council, Assistant Deans Council, Planning Council, Faculty Senate, Academic Affairs Committee and other committees. Participation in these committees has been instrumental in integrating the two-year college into the university environment. In addition, the college's developmental and transfer education faculty regularly communicate with MSU faculty to ensure cohesive curriculum and student preparation.

As Gallatin College grows it is anticipated that some functions such as the institutional program and course approval process will transfer back to the college. The development of a more streamlined approval process which utilizes the two-year education expertise of the Gallatin College faculty and staff will be more compatible with the college's Two-Year Mission and relieve their four-year peers from the review of programs and courses that are far outside their areas of expertise.

Tribal Colleges

Gallatin College has had little interaction with Montana's tribal colleges. The faculty and staff are interested in finding opportunities to promote linkages with tribal colleges while recognizing that the geographic distance makes this challenging. The closest Tribal College is 200 miles away from Gallatin College, with most of the other Tribal Colleges around 300 miles away.

Businesses

All workforce programs at Gallatin College are guided by an Advisory Board; the Board consists of local industry leaders. The Advisory Board provides feedback on workforce needs, curriculum, and supplementary program development. Gallatin College leadership and staff are well connected to and participate on Chamber of Commerce workforce development committees, economic development groups, the Business Expansion and Retention Committee and business support networks such as Downtown Bozeman Association and Prospera Business Network.

Community Leaders

Community leaders come from all facets of life: elected officials, educational and governmental administrators, community-based executives, faith-based leadership, judicial, and business leaders all serve to make up a community of leaders. Due to the small size of our service region, Gallatin College leadership is able to be a part of many work groups that make community decisions. The Gallatin College leaders participate in these groups in Bozeman, Belgrade, Livingston and at the county level.

Policymakers

The college's advisory board has had a history of representation by local legislators. Continuing this involvement is a priority. Additionally, the college will look for opportunities to invite legislators to open houses, student recognition ceremonies and other events. Keeping an open dialogue with our legislative representatives is necessary to develop advocacy for the college's Comprehensive Two-Year Mission. The college will also work to maintain the good relationship and partnership with the Bozeman City Commission.