

Miles Community College Mission Statement (March 1, 2018)

“Miles Community College prepares students for success and provides opportunities for lifelong learning through quality programs, community outreach, and partnerships.”

Core Themes

- 1. Student Success**
- 2. Academic Achievement**
- 3. Workforce Training and Partnerships**
- 4. Community Outreach and Lifelong Learning**

CORE THEME #1: STUDENT SUCCESS	
<u>Mission Alignment Statement:</u> Core Theme # 1, Student Success, supports the Miles Community College Mission of preparing students for success by implementing initiatives to engage and retain students so that they can identify and progress toward their educational goal.	
Objective # 1: Increase student persistence at Miles Community College.	
<u>Indicator of Achievement 1.A:</u> Percentage of retention of all students	
Benchmarks: • Goal for Fall to Fall retention: 53% • Goal for Fall to Spring retention: 82%	
Data Sources: • OCHE Banner Warehouse and Student Success Measures	
This benchmark was achieved (True or False):	
<u>Indicator of Achievement 1.B:</u> Percentage of retention of first-time full-time Students	
Benchmarks: • Goal for Fall to Fall retention: 58% • Goal for Fall to Spring retention: 80%	
Data Sources: • OCHE Banner Warehouse and Student Success Measures	
Rationale for Objective # 1, Indicators 1. A. & 1.B: • These indicators are consistent with measures mandated by National and State governing bodies and by the locally elected Board of Trustees.	
This benchmark was achieved (True or False):	
Objective #2: Increase student completion of credentials.	
<u>Indicator of Achievement 2.A:</u> Graduation rate of first-time freshmen who complete a degree and number of degrees awarded each year.	
Benchmarks: • Graduation Rate of First-Time Freshmen: 40% • Goal for completion of academic credentials: 140	

Data Sources: IPEDS 150% Graduation Rate of most recent reported cohort, OCHE Banner Warehouse and Student Success Measures
Rationale for Objective # 2, Indicator 2.A: This indicator is consistent with measures mandated by National and State governing bodies and by the locally elected Board of Trustees.
This benchmark was achieved (True or False):

CORE THEME # 2: ACADEMIC ACHIEVEMENT	
<u>Mission Alignment Statement:</u> Core Theme # 2, Academic Achievement, supports the Miles Community College Mission of preparing students for success: first, by engaging in effective educational practices; second, by assessing the entering students' level of academic preparation; third, by placing them in courses appropriately; fourth, by preparing them as needed to enroll in college-level courses; and finally, by providing quality academic programs that prepare students for entry into the job market or for transfer to a four-year college.	
Objective #1: Engage in effective educational practices, as identified in the Community College Survey of Student Engagement (CCSSE).	
Indicator of Achievement 1.A: Provide an active and collaborative learning environment.	
Benchmark: Miles Community College's score is equal to or greater than the score of the CCSSE Cohort.	
Data Sources: CCSSE Key Findings document.	
This benchmark was achieved (True or False):	
Indicator of Achievement 1.B: Provide adequate academic challenge.	
Benchmark: Miles Community College's score is equal to or greater than the score of the CCSSE Cohort.	
Data Sources: CCSSE Key Findings document.	
This benchmark was achieved (True or False):	
Indicator of Achievement 1.C: Provide a learning environment in which student-faculty interaction takes place.	
Benchmark: Miles Community College's score is equal to or greater than the score of the CCSSE Cohort.	
Data Sources: CCSSE Key Findings document.	
This benchmark was achieved (True or False):	
Indicator of Achievement 1.D: Provide support for learners.	
Benchmark: Miles Community College's score is equal to or greater than the score of the CCSSE Cohort.	
Data Sources: CCSSE Key Findings document.	
Rationale for Objective # 1, Indicators 1.A – 1.D: According to the CCSSE Key Findings document, "[These] benchmarks denote areas that educational research has shown to be	

important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work." For further information about CCSSE benchmarks, please visit the Center for Community College Student Engagement web page at www.cccse.org .
This benchmark was achieved (True or False):

Objective # 2: Provide developmental courses that facilitate students' preparation for college-level courses.
Indicator of Achievement 2.A: Percentage of students who successfully complete developmental courses and earn a C- or higher in subsequent entry-level 100 series courses within one year.
Benchmark: 70% of the students who pass developmental courses then complete entry-level 100 series courses achieving a C- or higher.
Data Sources: - Percentage of students who advance from WRIT 097 to 100-level writing course and pass with a C- or higher. - Percentage of students who advance from M 090 (Introductory Algebra) to M 105 (Contemporary Math); or from M 095 (Intermediate Algebra) to M 121 (College Algebra) or STAT 216 within one year of starting the successful semester of the prerequisite course, and pass with a C- or higher.
Rationale for Indicator of Objective # 2, Indicator 2.A: Students who can pass entry-level 100 series classes validate the rigor of developmental courses and therefore have a greater chance of progressing through courses needed for degree completion. Nationally published research further corroborates the importance of mandatory placement in developmental classes, e.g. http://ncde.appstate.edu/sites/ncde.appstate.edu/files/RiDE%2020-4.pdf
This benchmark was achieved (True or False):

Objective # 3: Prepare students for entry into the job market through career and technical program completion.
Indicator of Achievement 3.A: Percentage of students graduating with a Certificate, Certificate of Applied Science, Associate of Applied Science, or Associate of Science in Nursing who are employed in their field within six months of graduation.
Benchmark: At least 70% of graduates are employed within the first six months.
Data Sources: - Formal placement report is used for verification of the placement rate. - Informally gathered job placement information.
Rationale for Objective # 3, Indicator 3.A: State workers' comp. data show that, on average, 70% of students graduating with a Certificate, Certificate of Applied Science, Associate of Applied Science, or Associate of Science in Nursing are employed in their field within six months of graduation.
This benchmark was achieved (True or False):

Indicator of Achievement 3.B: Career-technical programs undergo a program review over a three-year cycle to ensure documentation of (1) alignment of course outcomes with program outcomes; (2) assessment of learning outcomes and authentic achievement at the course and program level; (3) analysis of outcomes to inform practices and planning; (4) implementation of outcomes to effect improvement; and (5) communication of outcomes to appropriate constituencies in a timely manner.
Benchmark: 100% of CTE programs undergo program review over a three-year cycle.
Data Source: • Program review reports
Rationale for Objective # 3, Indicator 3.B: • This indicator ensures that adherence to NWCCU accreditation standards and national mandates of accountability is a key priority in the College's evaluation of its instructional programs. • Program reviews evaluate current practices and curricula and promote responsiveness to community workforce needs as identified and recommended by Program Advisory Boards.
This benchmark was achieved (True or False):

Objective # 4: Prepare students for transfer to four-year colleges through the College's General Education program.
Indicator of Achievement 4.A: General Education core areas undergo review over a three-year cycle to ensure documentation of (1) alignment of specific course outcomes with core area general outcomes; (2) assessment of learning outcomes and authentic achievement at the course and core area level; (3) analysis of outcomes to inform practices and planning; (4) implementation of outcomes to effect improvement; and (5) communication of outcomes to appropriate constituencies in a timely manner
Benchmark: 100% of General Education core areas undergo review over a three-year cycle.
Data Sources: • Assessments administered per the General Education Program document • Faculty action plans submitted for each General Education Core Area
Rationale for Objective # 4, Indicator 4.A: • This indicator ensures that adherence to NWCCU accreditation standards and national mandates of accountability is a key priority in the College's evaluation of its instructional programs. • The Associate of Arts and Associate of Science degrees are general transfer degrees designed to prepare students to transfer to four-year colleges. Per Montana Board of Regents of Higher Education Policy 301.10 (http://www.mus.edu/borpol/bor300/301-10.pdf), students who complete their AA or AS degree and transfer to colleges within the Montana University System are deemed to have completed the lower-division general education requirements of the transfer institution. • The Montana University System has implemented Common Course Numbering (CCN), which includes the establishment of comparable course outcomes throughout the MUS. • The MUS General Education policy and the MUS Common Course Numbering program ensure the integrity of the general education courses taken at MCC and transferred to other colleges.
This benchmark was achieved (True or False):

CORE THEME # 3: WORKFORCE TRAINING & PARTNERSHIPS	
Mission Alignment Statement: Core Theme # 3, Workforce Training and Partnerships, supports the Miles Community College Mission of preparing students for success and providing opportunities for lifelong learning by offering workforce training and continuing education programs, and by establishing partnerships with industries, other higher educational institutions, and secondary schools.	
Objective # 1: Provide workforce training to meet regional needs.	
Indicator of Achievement 1.A: Develop and provide customized training opportunities.	
Benchmark: One new customized training program per academic year. <i>(e.g. Certified Nurses Aid, Commercial Driver's License, CISCO, Excel etc.)</i>	
Data Sources: • Contracts for customized training programs • Rosters of customized training programs • Post-event surveys of customized training programs	
Rationale for Objective # 1, Indicator 1.A: • Workforce training courses and seminars promote lifelong learning and improve the economy of eastern Montana. • Customized training meets individual business needs and enhances community partnerships.	
This benchmark was achieved (True or False):	
Indicator of Achievement 1.B: Develop and offer continuing education courses to provide renewal units or renewal credits for professionals.	
Benchmarks: • Goal for number of attendees at the Summer Teachers' Institute: Increase number of attendees by 2% per academic year. • Goal for the number of attendees at the Fall Educators' Conference: Increase number of attendees by 2% per academic year. • Goal for number of continuing education renewal units or renewal credits issued for professionals during the Summer Teachers' Institute and Fall Educators' Conference: Increase number of attendees by 2% per academic year.	
Data Sources: • Published schedule of the Summer Teachers' Institute • Published schedule of the Fall Educators' Conference • Published schedule of continuing education courses (online or on campus) • Rosters of participants of the Summer Teachers' Institute • Rosters of participants of the Fall Educators' Conference • Rosters of online continuing education courses • Post-event summaries of renewal units and/or credits • Post-event surveys of afore-indicated continuing education events	
Rationale for Objective # 1, Indicator 1.B: • Continuing education courses support area professionals in their career development needs.	
This benchmark was achieved (True or False):	

Objective # 2: Create and maintain partnerships with higher education institutions and industries to provide additional degree program opportunities.
Indicator of Achievement 2.A: Collaborate with higher education and industry partners
Benchmarks: • Goal for number of articulation agreements with higher education institutions: One new articulation agreement per academic year. • Goal for the number of industry partners: Increase number of industry partners by 1 new industry partner per academic year.
Data Sources: • Monthly Academic Affairs reports submitted to the Board of Trustees • Minutes of meetings with advisory boards and other educational partners • Grant reports for state-wide consortium • Articulation and Course Sharing Agreements with other higher education partners • MOUs and MOAs with industry partners
Rationale for Objective # 2, Indicator 2.A: • Partnerships with other higher education institutions and regional industries expand the College's scope of program offerings and enhance economies of scale.
This benchmark was achieved (True or False):
Objective # 3: Create linkages between secondary and postsecondary education.
Indicator of Achievement 3.A: Agreements for the Big Sky Career Pathways Initiative are completed as career and technical programs are identified.
Benchmark: • Goal for number of Big Sky Pathways agreements with area high schools: One to three agreement per participating high school.
Date Sources: • Signed agreements kept on file in the office of the Vice President of Academic Affairs
Rationale for Objective # 3, Indicator 3.A: • Big Sky Career Pathways Agreements are created in response to the legislative mandate to create CTE pathways between secondary and post-secondary curricula.
This benchmark was achieved (True or False):
Indicator of Achievement 3.B: Engage in Concurrent Enrollment Articulation Agreements with area high schools to allow students to earn college credits while in high school.
Benchmarks: • Goal for number of partner high schools: Increase by 1 high school per academic year. • Goal for number of concurrent classes offered: Aggregate of 38-40 classes from among the partner schools. • Goal for enrollment in concurrent classes: 120 students • Goal for enrollment in Pioneer Express Program: 5 students • Goal for enrollment in CCDHS Health Academy: 5 students
Data Sources: • Articulation Agreements with partner high schools • Concurrent enrollment tables

Rationale for Objective # 3, Indicator 3.B: • Dual credit and concurrent enrollment provide access and opportunity for post-secondary education to qualified high school students. • Given the political priority that has been placed on the escalating costs of higher education, concurrent enrollment seeks to give high school students the opportunity to earn college credits at a reduced cost, thereby easing to some extent the economic burden they and their families will incur as they begin their post-secondary education. • Data gathered at the Montana Office of the Commissioner of Higher Education show that students who avail themselves of opportunities to earn college credits through dual credit/concurrent enrollment are more likely to (1) persist in their postsecondary education, (2) earn a higher college G.P.A. and (3) earn more college credits. See Appendix ***.
This benchmark was achieved (True or False):

CORE THEME # 4: COMMUNITY OUTREACH & LIFELONG LEARNING	
<u>Mission Alignment Statement:</u> Core Theme # 4, Community Outreach and Lifelong Learning, supports the Miles Community College Mission of providing opportunities for lifelong learning by engaging area residents through community outreach and personal enrichment activities.	
Objective # 1: Offer community outreach and personal enrichment opportunities to members of the community.	
Indicator of Achievement 1.A: Enrollment in and satisfaction with community education programs	
Benchmarks: • Goal for percentage of community education programs that meet the minimum enrollment requirement to carry: 75% • Goal for percentage of participants who agree or strongly agree that their community education program was a quality experience: 75%	
Data Sources: • Published schedule of community outreach programs • Rosters of participants in community outreach programs that take place • Post-event surveys of community outreach programs	
This benchmark was achieved (True or False):	
Indicator of Achievement 1.B: Enrollment in and satisfaction with children's learning activities.	
Benchmarks: • Goal for percentage of children's learning activities that meet the minimum enrollment requirement to carry: 75% • Goal for percentage of participants or parents/guardians who agree or strongly agree that the children's learning activity was a quality experience: 75%	
Data Sources: • Published schedule of community outreach offerings • Rosters of participants in community outreach offerings that take place • Post-event surveys of community outreach offerings	

Rationale for Objective # 1, Indicators 1.A & 1.B:

- Community education, educational trips, and Kids College meet the lifelong learning and community outreach components of the College's Mission and the intent of the Montana mil levy for Adult Education, Montana Code Annotated 20-15-305. (See <http://leg.mt.gov/bills/mca/20/15/20-15-305.htm>).

This benchmark was achieved (True or False):