

Montana State University - Great Falls College of Technology
Core Indicators of Institutional Effectiveness

MSU - Great Falls College of Technology (MSUGF), is committed to the evaluation of institutional effectiveness and the assessment of student learning outcomes. This commitment is reflected through an assortment of activities and processes emanating from the College's mission, vision, values, core themes, and strategic plan.

As we strive to become more performance based in the allocation of resources and create a mission-centric model to document our effectiveness, MSUGF has established a set of measures to guide our processes. These measures, known as core indicators of institutional effectiveness¹, support our everyday operations and assist us as we seek continuous improvement towards mission achievement.

MSUGF's core indicators of institutional effectiveness² stem from the Montana Board of Regent's system measures of effectiveness, federal accountability law and policy and the College's core themes and values. The core indicators of institutional effectiveness are summarized and grouped in the following:

Participation

Core Indicator 1: Enrollment Rates

Core Indicator 2: Regional Market Penetration Rates

Student Success

Core Indicator 3: Persistence (Retention)

Core Indicator 4: Graduation Rates

Core Indicator 5: Demonstration of Abilities

Academic Preparation

Core Indicator 6: Success of Remedial Students in Developmental Coursework

Core Indicator 7: Success of Remedial Students in Subsequent and Related Coursework

Workforce Development

Core Indicator 8: Workforce Degree Production

Core Indicator 9: Placement Rates

Core Indicator 10: Licensure and Certification Pass Rates

Core Indicator 11: Employer Satisfaction with Graduates

Transfer Preparation

Core Indicator 12: Transfer Degree Production

Core Indicator 13: Transfer Rates

Core Indicator 14: Performance after Transfer

¹ A core indicator is "...a regularly produced measure that describes a specified condition or result that is central (or foundational) to the achievement of a college's mission and to meeting the needs and interests of key stakeholders" (Alfred, Shults, and Seybert, 2007, p. 12). Alfred, Shults, and Seybert (2007, p. 23) identified sixteen core indicators of effectiveness for community colleges. If applied comprehensively, these indicators will establish the foundation for a model of institutional effectiveness that will allow us to document our performance. We have adapted those core indicators and they are divided into five components related to our mission: student progress; developmental education; outreach; workforce development; and transfer preparation (Alfred, Shults, & Seybert, 2007, p. 23).

² Core Indicators of Institutional Effectiveness are assessed at the institutional level. In addition departments and divisions maintain and assess their effectiveness with unit-level indicators.

**CORE INDICATOR 1:
ENROLLMENT RATE**

STATISTIC OF INTEREST

The average annual FTE enrollment and unduplicated annual Headcount of enrolled students at MSU-Great Falls.

BENCHMARK DATA

Previous academic years annual FTE and Headcount.

FREQUENCY OF DATA COLLECTION

Collected annually at end-of-term during the spring semester.

RECOMMENDED METHOD

Data should be requested and received from the Registrar's office. The Registrar will provide both FTE and Unduplicated headcount for the Academic Year (Summer, Fall & Spring).

**CORE INDICATOR 2:
REGIONAL MARKET PENETRATION RATES**

STATISTICS OF INTEREST

The proportion of the total population in the college's service areas that has participated in at least one credit or non-credit College course. Two statistics are reported, (1) the percent of the estimated Cascade County population participating in MSU-Great Falls programming and (2) the percent of the estimated Park and Gallatin Counties population participating in COT in Bozeman programming.

BENCHMARK DATA

Market penetration rates of peer campuses reported through the National Community College Benchmark Project.

FREQUENCY OF DATA COLLECTION

Annually at end-of-term of spring semester.

RECOMMENDED METHOD

From Banner, collect unduplicated headcount of students from the service areas who enrolled in at least one non-credit or credit course during the academic year. Divide this by the total estimated population of the service regions as noted in population estimates for the same year from the Census and Economic Information Center³.

**CORE INDICATOR 3:
PERSISTENCE (RETENTION)**

STATISTICS OF INTEREST

The proportion of the new (new first time, new transfer) full-time degree-seeking students and new part-time degree-seeking students who enrolled at the beginning of one academic year and who (1) were still enrolled for at least one credit in the fall of the next academic year and who (2) had not yet completed a degree or certificate.

BENCHMARK DATA

Persistence data from the previous academic year.

³ The Census Bureau releases County population estimates and demographic components of change (births, deaths, and migration) annually in March. In general, estimates released in a given year refer to the population on July 1 of the previous year. Available at <http://ceic.mt.gov/EstimatesCntyPop.asp>

Consortium for Student Retention Data Exchange (CSRDE) First-Time, Full-Time and First-Time, Part-Time Fall to Fall Retention peer group data.

FREQUENCY OF DATA COLLECTION

Persistence data are collected each fall semester, as specified by HEA disclosure requirements.

RECOMMENDED METHOD

Build two cohorts annually. Calculate the percentage of new full-time and new part-time students who enrolled in the previous year's fall semester and successfully continue into the fall of their second year.

**CORE INDICATOR 4:
GRADUATION RATES**

STATISTICS OF INTEREST

The proportion of the new (new first time, new transfer) full-time degree-seeking students who enrolled in and subsequently completed a degree or certificate program in three years.

The proportion of new (new first time, new transfer) part-time degree-seeking students who enrolled in and subsequently completed a degree or certificate program in five years.

BENCHMARK DATA

Graduation rates from the previous academic year.

Consortium for Student Retention Data Exchange (CSRDE) peer group data.

FREQUENCY OF DATA COLLECTION

Graduation data are collected each fall semester, as specified by HEA disclosure requirements.

RECOMMENDED METHOD

Build two cohorts annually. Calculate the percentage of the new (new first time, new transfer) full-time graduates within three years and new (new first time, new transfer) part-time graduates within five years of first enrolling.

**CORE INDICATOR 5:
DEMONSTRATION OF ABILITIES**

STATISTIC OF INTEREST

The proportion of students who demonstrate competency in the College's eight abilities upon graduation and/or exit from the College.

BENCHMARK DATA

FREQUENCY OF DATA COLLECTION

RECOMMENDED METHOD

NOTES:

For future development.

**CORE INDICATOR 6:
SUCCESS OF REMEDIAL STUDENTS IN DEVELOPMENTAL COURSEWORK**

STATISTIC OF INTEREST

The proportion of students who enroll in developmental coursework who earned a grade of C- or better in the developmental course(s) they complete.

BENCHMARK DATA

Previous year's course data on remedial student's success in developmental coursework.

FREQUENCY OF DATA COLLECTION

Collected annually and end-of-term spring semester.

RECOMMENDED METHOD

For all developmental courses in an academic year, calculate the Drop, Withdrawal, Fail or Incomplete (DWFI) and NR rates to ascertain the percentage of students successfully completing developmental courses. Semester and course percentages are averaged to derive at a yearly success rate for developmental students.

**CORE INDICATOR 7:
SUCCESS OF REMEDIAL STUDENTS IN SUBSEQUENT AND RELATED COURSEWORK**

STATISTIC OF INTEREST

The proportion of students who enroll into developmental coursework who earned a grade of C- or better in non-developmental college courses after having completed developmental course work.

BENCHMARK DATA

Previous year's cohort data on developmental student's success in subsequent and related coursework.

FREQUENCY OF DATA COLLECTION

Collected annually.

RECOMMENDED METHOD

Build two different cohorts at end-of-term spring semester. Cohort one is of all students (unduplicated annual headcount) who (1) enrolled in WRIT 101 or WRIT 122, and (2) had previously enrolled in developmental writing (WRIT 085 or WRIT 090). Cohort two is of all students (unduplicated annual headcount) who (1) enrolled in M 090, M 095, M 108, M 116, M 130, M 145, or M 152, and (2) had previously enrolled in developmental math (M 065, M090, or M 095). Calculate the Drop, Withdrawal, Fail or Incomplete (DWFI) and NR rates of both cohorts to ascertain the percentage of students successfully completing the non-developmental courses.

**CORE INDICATOR 8:
WORKFORCE DEGREE PRODUCTION**

STATISTICS OF INTEREST

The number of applied degrees (AAS), certificates (CAS) and Professional Certifications granted annually by MSU-Great Falls.

The proportion of applied degrees (AAS), certificates (CAS) and Professional Certifications granted annually by MSU-Great Falls as a percentage of annual applied program student FTE.

BENCHMARK DATA

MSU-Great Falls' previous years' workforce degree production rate.

MUS two-year institution workforce degree production rates for the same academic year.

FREQUENCY OF DATA COLLECTION

Degree production data are collected annually at end-of-term spring semester.

RECOMMENDED METHOD

Degree production data are derived from the number of Associate of Applied Science Degrees and Certificates of Applied Science awarded annually divided by the average annual FTE in applied programs for the same academic year. MUS benchmark data is provided by OCHE on an annual basis.

**CORE INDICATOR 9:
PLACEMENT RATES**

STATISTIC OF INTEREST

The proportion of MSU-Great Falls graduates earning a degree or certificate intended for immediate employment responding to the annual MSU-Great Falls graduate survey who report being (1) employed in their field or (2) employed in their field and continuing their education, and (3) excluding those continuing education and not working.

BENCHMARK DATA

Placement rates reported on the previous years' graduate survey.

FREQUENCY OF DATA COLLECTION

Data is gathered annually as part of the Graduate Survey conducted by the College.

RECOMMENDED METHOD

Annually calculate the proportion of respondents (graduates earning a CAS or AAS Degree) to the MSU-Great Falls graduate survey who (1) report being employed in their field or (2) report being employed in their field and continuing their education. Exclude from the calculation graduates who are continuing education but not employed.

**CORE INDICATOR 10:
LICENSURE AND CERTIFICATION PASS RATES**

STATISTIC OF INTEREST

The proportion of MSU-Great Falls students who attempt an industry licensure or certification exam and successfully pass earning a industry recognized/required credential.

BENCHMARK DATA

Previous year's licensure and industry certification pass rates.

FREQUENCY OF DATA COLLECTION

Annually.

RECOMMENDED METHOD

A requirement for the Carl D. Perkins grant, the College annually collects data on all students who (1) are enrolled in or graduated from an applied (workforce) program with an industry recognized certification or licensure and (2) attempt the licensure or certification examination. The percentage of those who pass is recorded.

**CORE INDICATOR 11:
EMPLOYER SATISFACTION WITH GRADUATES**

STATISTIC OF INTEREST

The proportion of employers on college advisory boards who report (1) having hired graduates from MSU-Great Falls, and (2) report those employees perform as well or better than non MSU-Great Falls graduates they hire.

BENCHMARK DATA

Previous years’ employer satisfaction ratings.

FREQUENCY OF DATA COLLECTION

Annually. Survey will be conducted during spring semester and results tabulated by June 30.

RECOMMENDED METHOD

Once per year, all program advisory board members will complete the survey. This statistic will be derived from questions asking if the advisory board members have hired recent graduates MSU-Great Falls and their ranking of performance of these employees versus non-MSU-Great Falls graduate employees.

Notes:

- For future development
- Need to created an Advisory Board Survey for 09-10
- Get copies of Health Science program reports/data

**CORE INDICATOR 12:
TRANSFER DEGREE PRODUCTION**

STATISTICS OF INTEREST

The number of transfer (AA and AS) degrees granted and MUS Core’s transcribed annually by MSU-Great Falls. The proportion of transfer (AA and AS) degrees granted and MUS Core’s transcribed annually by MSU-Great Falls as a percentage of annual transfer program student FTE.

BENCHMARK DATA

MSU-Great Falls’ previous years’ transfer degree production rate.
MUS two-year institution transfer degree production rates for the same academic year.

FREQUENCY OF DATA COLLECTION

Degree production data are collected annually at end-of-term spring semester.

RECOMMENDED METHOD

Degree production data are derived from the number of Associate of Science, Associate of Arts Degrees and MSU Core awarded annually divided by the average annual FTE in transfer programs for the same academic year. MUS benchmark data is provided by OCHE on an annual basis.

**CORE INDICATOR 13:
TRANSFER PREPARATION AND MATRICULATION RATES**

STATISTIC OF INTEREST

The proportion of students who at the completion of the previous academic year had (1) completed at least 12 credits at MSU-Great Falls, (2) where enrolled in a transfer program, and (3) are not enrolled at MSU-Great Falls in Fall semester and (4) are enrolled at a 4-year campus.

BENCHMARK DATA

Previous years’ transfer rates data.

FREQUENCY OF DATA COLLECTION

Annually at 15th day of Fall semester.

RECOMMENDED METHOD

Annually identify students who at the completion of the previous academic year had (1) completed at least 12 credits at MSU-Great Falls, where (2) enrolled in a transfer program, and (3) are not enrolled at MSU-Great Falls in Fall semester. Working with OCHE, identify the proportion of those students who are enrolled in a 4-year campus participating in the National Student Clearinghouse Fall semester.

**CORE INDICATOR 14:
PERFORMANCE AFTER TRANSFER****STATISTICS OF INTEREST**

The number of students earning a bachelor's degree from a 4-year MUS institution who report MSU-Great Falls as the last institution they attended.

BENCHMARK DATA

Previous years' performance after transfer data for MSU-Great Falls and other two-year campuses in the MUS.
Average of peer institutions (Montana two-year colleges offering transfer degrees) from previous years.

FREQUENCY OF DATA COLLECTION

Annually at end-of-term spring semester.

RECOMMENDED METHOD

Working with OCHE, annually identify the number of students who (1) earn a bachelor's degree from a 4-year MUS institution and (2) report MSU-Great Falls as their last institution attended prior to enrolling in the degree-granting institution. Calculate the average cumulative GPA of the MSU-Great Falls transfer students earning a bachelor's degree, and the average cumulative GPA for all native university students earning a bachelor's degree from the MUS.