

COLLEGE COUNCIL

Minutes

Lecture Hall – 11/12/2013

- Bingham, Daniel
- Block, Jeff
- Brown, Michael (*via phone*)
- Dellwo, Sarah
- Dubbe, Della
- Fillner, Russ

- George, Mary Ann
- Hartman, John
- Henry, Rick
- Lewis, Steve
- Lovell, Elyse
- Marston, Summer
- McAlmond, Barb

- Pollock, Greta
- Runge, Denise
- Stearns-Sims, Elizabeth
- Walborn, Joyce
- Wiederhold, Mike

- Tia Kelley
- Valerie Martinez

The meeting began at 3:30 p.m.

- **Old Business**

- N/A

- **Committee Reports**

- Institution advancement committee** - Science expo this weekend, 11-3 on Saturday. Faculty and student volunteers. Last year had good turnout.

- Safety committee** – Meeting tomorrow at AP campus. Discussion of posting for evacuation needed on every doorway, evacuation points and mustering, control points, access, egress, intermingling. How do we account for those who leave. Fire prevention week went well.

- Staff Senate** – Food drive - “Who is going to get Canned?” Posters going up Friday, buckets next week, monitored, weigh at Food Share. Helena Food Share has been making art structures with collected food.

- Student Life Committee** – Identified three committee goals.

- Student Senate** – Successful events, more student socialization and participation.

- Diversity committee** – Pride Foundation doing presentation on Friday at noon. Need not be a member of the organization to get scholarships. Food specials to celebrate heritage months, partnering with library to rotate heritage display and books. Elise is getting the next set of panels out.

- Budget committee** – Discussed using purchase codes in creating budgets, margins of error.

- IT** – Earthquake drill with Safety Committee went well, successful test of VOIP. No notification in student center or in huge shops. Jeff will look into possible solutions. Text messaging alert system in place. Students opt in, not out. Collecting info through home page of website, will not be used for frivolous messages. Tested. For all faculty, staff, students, everyone with a cell that is connected to the college. People can opt out or contact IT.

- **Food Share**

- HC donated refrigerator truck to store turkeys. HC/Carroll competing, marketing with photo op, news and radio. Possibly an annual event, showing partnership between two institutions.

- **Foundation Board members / College Advisory Board members** (Attachment)
Advisory board is people across industry—state, private, nonprofit. Intent to advise and communicate about the college.

Foundation is to solicit funding for scholarships, endowments, building plans. Have never had an active foundation. In name since 2000 or 2001, although never formed. Approved with state department. Never gone to community for an ask. People have indicated they would like to do things for HC. Send ideas to Barb or Dean Bingham. Summer setting up times to visit potential members. Unsure if any other 2-year college has foundations just for the 2-year colleges, not included in 4-year.

- **Dissemination of Information from College Council**
Discussed College Council role to share info. Various discussion points and info throughout the institution. All need to share, work through, and help. Encouraged to share info. Question if things should come here before Leadership. Leadership represents fewer people that represent the entire institution. Leadership takes to their groups and shares the info. Maybe things that are committee based should come to CC first. There should be leadership on committees and councils. One CC a month, two Leadership a month. Time-sensitive? Impact the whole institution? If creating a policy and a committee needed input, might come to CC. Student understand they need to send info out and bring it in, but sometimes unclear how to get them out in the areas to get the info.

- **Professional Development Committee Chair, HR Director**
Professional development committee will be chaired by HR Director. Mike Brown will work with Kim Worthy. Mary Ann George, Nathan Munn, and Kendall May are on the committee. Some money is vocational coming through grants with restrictions.

- **PTK Activity**
Students can apply for a scholarship through PTK, opportunity to be on academic team. Open to any student with 3.5 or higher, whether member of PTK or not. They write an essay on most significant endeavor while attending college. HC submits the essay, then nomination is forwarded the national office and they go through another screening. The national office decides who is selected for the teams. Must have completed 36 credit hours by the end of December 31 and must be returning fall 2014. Think of students who have done great things—tutoring, extracurricular community services. HC is responsible to get nomination placed by December 2, PTK will begin judging in January, makes nomination in February. HC pays costs, about \$3500-4000 investment per student. Would go to leadership need to consider.

HC is a 1-star chapter. Discussed 2-star—need 3 monthly meetings, community service projects, etc. However, students are very busy and it is hard to get enough students. Induction ceremony on April 3, then a larger ceremony.

Honors College hoping to work with PTK.

Tia will put together a 1-page deliverable with a PowerPoint by PTK. Have had one Coca Cola recipient. If make Coca Cola Community Team, 50 receive gold \$1500, silver is \$1250, bronze is \$1000. If make academic team, 20 will win \$2500, plus experience of travel and meeting.

All Montana students will be teamed up, combining schools. Full year commitment by the student. HC does not choose who makes the team. Competition on academic credentials. PTK has been part of institution for many years, our academic fraternity. Only applies to two-year colleges. Once a member, can apply for PTK scholarships even when transfer to four-year.

- **TAACCT Grant Update**

HC received about \$2.7 million. **Presentation (Attachment A)** about SWAMMI prepared by Matt Springer at FVCC, who was very instrumental in the grant writing. Discussed impact on HC and instruction across the state. HC faculty and leaders will be attending a kickoff in Great Falls on Friday. Faculty will be creating the details within the broader vision. Discussed roles of lead colleges, enrolling colleges. Developing online curriculum with other colleges, the HC will provide hands on training in our areas, serve as assessment center. Discussed difficulty for registrars. **Handout (Attachment B)** is definitive list of HC deliverables and initiatives/participating colleges. Grant manager will take the lead and hire a workforce navigator to assist with student support. More info after Friday. Online support will be a major component. Complicated, will include simulation—have to have student support. Classes slotted to be offered Fall 2014. Faculty positions written within the grant. Many questions.

- **UM Campuses**

End of February / beginning of March, UM campuses will be coming to HC for a meeting about emergency plans. Talking about Title IX, emergency action activity.

- **Fall Luncheon – December 16**

Due to scheduling circumstances and conflicts, taking place 11:30-1:00 at airport campus. Mary Ann will check to see if the Trolley will be available to move people back and forth. No budget for the Trolley, perhaps institutional contribution. Donaldson Campus must remain open, so leadership is discussing how to make sure people can get back and forth. Working through guidelines, will communicate to UMH everyone.

- **Student Affairs**

Events in student center, stress free zone first week of December.

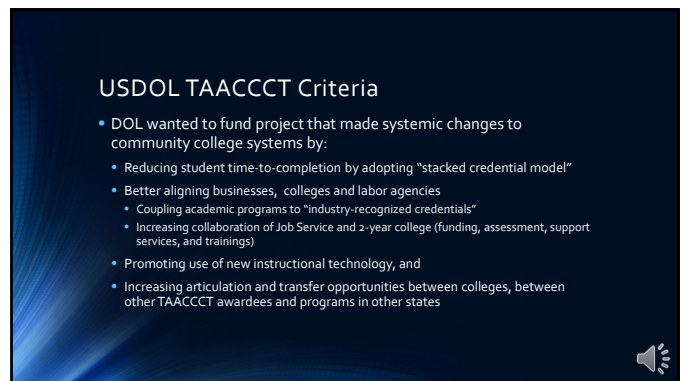
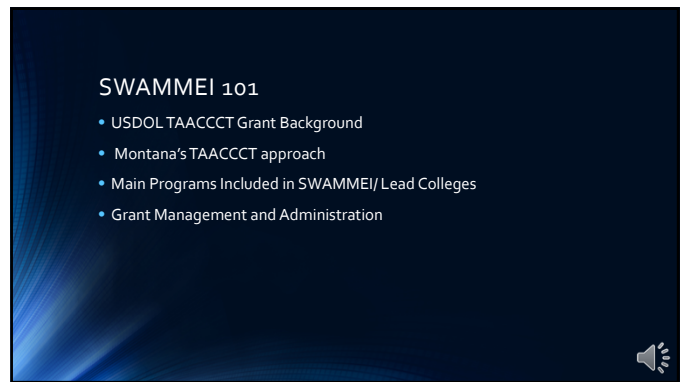
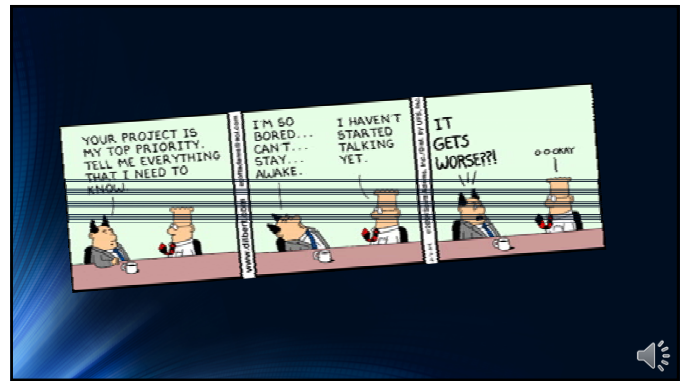
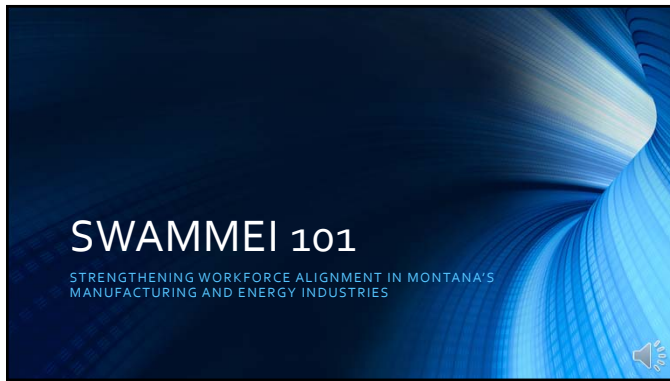
- **New HR Director**

Dean Bingham introduced new HR director, Kimberly Worthy.

Meeting adjourned at 4:47 p.m.

Deliverables


- **Professional Development Committee Chair, HR Director** - Professional development committee will be chaired by HR Director. Mike Brown will work with Kim Worthy.
- **PTK Activity** - HC is responsible to get nomination placed by December 2. Tia will put together a 1-page deliverable with a PowerPoint by PTK.
- **TAACCT Grant Update** - Kickoff in Great Falls. Faculty will be creating the details within the broader vision.
- **Fall Luncheon – December 16** - Mary Ann will check to see if the Trolley will be available to move people back and forth. Plan will be communicated to UMH everyone.



Why?

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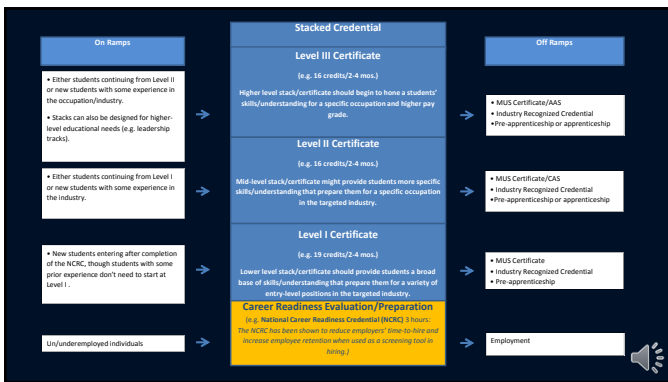
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USDOL Stacked Credential Model

INCREASES STUDENT RETURN-ON-INVESTMENT BY:

- Shortening time-to-completion
- Stacks: short consolidated chunks of training (16-20 credit certificates) sufficient to obtain next pay-grade
- Provide more on and off ramps into education for students
- Assumes students will enter and re-enter training many times
- Attempts to align education with obtainment of industry-recognized credentials
- By and large, training is aimed at fairly low level educational outcomes



SWAMMEI

MONTANA'S TAACCT APPROACH

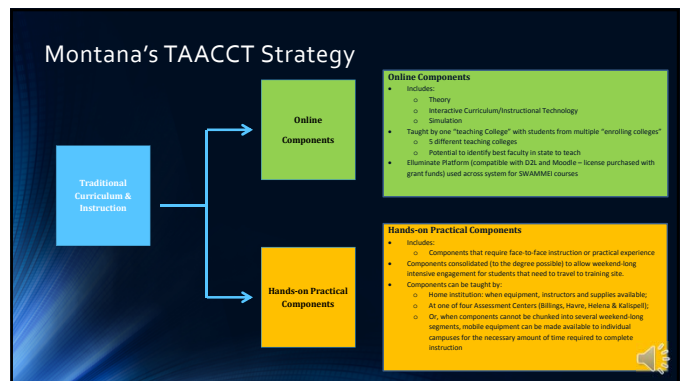


SWAMMEI in Brief

\$25 million
COLLECTIVELY, IN THREE YEARS WE WILL

- Impact over 9,000 students
- Initiate or improve 8 stacked credential programs
- Bring in more than \$6.6 million dollars in new equipment and almost \$6 million more in contractual services
- Create mechanism to efficiently share courses across the system, particularly benefitting isolated rural students
- Pilot coaching and sector strategy partnerships as approaches
- Dramatically increase institutional research resources available to colleges, particularly real-time jobs data

Montana's TAACCT Strategy



Traditional Curriculum & Instruction

Online Components

- Includes:
 - Theory
 - Interactive Curriculum/Instructional Technology
 - Simulation
- Taught by one "teaching college" with students from multiple "enrolling colleges"
 - 5 different teaching colleges
 - Potential to identify best faculty in state to teach
- Eliminate Platform Components with D2L and Moodle – license purchased with grant funds used across system for SWAMMEI courses.

Hands-on Practical Components

- Includes:
 - Components that require face-to-face instruction or practical experience
 - Components consolidated (to the degree possible) to allow weekend-long intensive engagement for students that need to travel to training site.
- Components can be taught by:
 - Home institutions when equipment, instructors and supplies available
 - At one of four Assessment Centers (Billings, Great Falls, Helena & Kalispell)
 - Or, when components cannot be chunked into several weekend-long segments, mobile equipment can be made available to individual campuses for the necessary amount of time required to complete instruction

This Tactic Enables

- Some flexibility in terms of method of delivery and scheduling
- One lead "teaching college" to deliver the online components of SWAMMEI programs to "enrolling college" students across the state.
- Students to access the hand-on/practical components of these courses either:
 - On their home campus, if appropriate resources exist, or
 - At 1 of 4 "SWAMMEI Assessment Centers" located in Kalispell, Havre, Helena and Billings



SWAMMEI

8 MAIN AREAS OF ACADEMIC FOCUS (LEAD COLLEGE)

- Welding and Welding Fabrication (Great Falls College MSU)
- Manufacturing (Flathead Valley Community College)
 - Machining, Industrial Maintenance and Industrial Electronics
- Oil and Gas (City College)
- Energy Technician (Missoula College)
- Diesel Technology (Helena College and MSU Northern)
- Entrepreneurship (Flathead Valley Community College)
- Emporium Math (no lead)
- CDL/Heavy Equipment Operators (no lead)

SWAMMEI Welding (Welding and Welding Fabrication)

| | Welding | Fabrication | |
|---|--|--|---|
| Lead College: Great Falls College MSU | | | |
| Participating Colleges: Fenwick Community College Montana State University Northern City College Montana State University Billings Gallatin College Montana State University Missoula College University of Montana Bitterroot College University of Montana University of Montana-Helena - College of Technology Highlands College of Montana Tech Flathead Valley Community College Dawson Community College Miles Community College Little Big Horn College | | | |
| Format: Online courses and 9-12 week practical component | | | |
| Estimated Participants: 539 Welding 158 Welding Fabrication | | | |
| Cost of Strategy: \$4,594,933 | | | |
| | Level III 9-12 weeks 16-20 credits | Level III 9-12 weeks 16-20 credits | • MUS Certificate/AAS • AWS Industry Recognized Credential, or • Apprenticeship |
| | Level II 9-12 weeks 16-20 credits | Level II 9-12 weeks 16-20 credits | • MUS Certificate/CAS • AWS Industry Recognized Credential, or • Apprenticeship |
| | Level I 9-12 weeks 16-20 credits | Level I 9-12 weeks 16-20 credits | • MUS Certificate • AWS Industry Recognized Credential, or • Apprenticeship |
| | NCRC | NCRC | • Employment or Apprenticeship |

SWAMMEI Manufacturing (Machining, Industrial Maintenance, Industrial Electronics)

| | Machining | Maintenance | Electronics | |
|--|---|--|--|---|
| Lead College: Flathead Valley Community College | | | | |
| Participating Colleges: Bitterroot College University of Montana Gallatin College Montana State University Dawson Community College Great Falls College MSU Helena College Little Big Horn College Montana State University Northern City College Montana State University Billings | | | | |
| Format: Online courses with condensed practical components | | | | |
| Estimated Participants: 644 | | | | |
| Cost of Strategy: \$3,385,402 | | | | |
| | Level III 9-12 weeks 16-20 credits | Level III 9-12 weeks 16-20 credits | Level III 9-12 weeks 16 credits | • MUS Certificate/AAS • Pre-apprenticeship or maintenance apprenticeship |
| | Level II 3-4 weekends 18 credits | Level II 3-4 weekends 17 credits | Level II 3-4 weekends 17 credits | • MUS Certificate/CAS • Pre-apprenticeship |
| | Level I Manufacturing online 19 credits | | | • MUS Certificate • AWS Industry Recognized Credential • Pre-apprenticeship |
| | NCRC | | | • Employment |

SWAMMEI Oil and Gas

| | Operator | Roustabout/ Extraction | |
|---|--------------------------------------|-------------------------------------|--|
| Lead College: City College Montana State University Billings | | | |
| Participating Colleges: Bitterroot College University of Montana Dawson Community College Little Big Horn College | | | |
| Format: Traditional Non-credit Short Course | | | |
| Estimated Participants: 309 | | | |
| Cost of Strategy: \$1,136,412 | | | |
| | Level II 1-2 weeks Non-credit | Level II 1-2 weeks Non-credit | • IACD Rig Pass - Industry Recognized Credential |
| | Safeland USA® Training Noncredits | | • Industry Recognized Credential |
| | NCRC | | • Employment |

City College will act in a consultant to other colleges, bringing instructors, necessary equipment and training materials to other locations.

SWAMMEI Diesel Technology

| | Diesel Tech | Or... | Diesel Tech |
|--|--|---|---|
| Lead College: MSU Northern, Helena College | | | |
| Participating Colleges: City College? FPCC? | | | |
| Format: Online courses with practical components | | | |
| Estimated Participants: 597 | | | |
| Cost of Strategy: \$1,746,374 | | | |
| | Level III 3-4 weekends 16-20 credits | • MUS Certificate/AAS • Pre-apprenticeship or maintenance apprenticeship | Diesel Tech AAS hybrid 64 credits |
| | Level II 3-4 weekends 16-20 credits | • MUS Certificate/CAS • Apprenticeship | Diesel Tech CAS? Hybrid 16-29 credits |
| | Level I 3-4 weekends 16-20 credits | • MUS Certificate | |
| | NCRC | | • Employment |

Interest in expanding impact to include City College and FPCC if possible

SWAMMEI Energy Technology

Lead College:
Missoula College

Participating Colleges:
Bitterroot
City College
Dawson CC
Great Falls College MSU
Helena College
Fort Peck CC
Little Big Horn College
Missoula College
MSU-Northern

Format:
Levels 1&2 all online
Level 3 traditional

Estimated Participants:
271

Cost of Strategy:
\$ 538,898

Energy Technician (alt energy focus)

- Level III (16-20 credits): Recycling, Solar Technology, Biomass* Technology → • MUS certificate/AAS
- Level II (16-20 credits): (Energy Systems) → • MUS certificate/CAS
- Level I (16-20 credits): (Industrial Electronics) → • MUS certificate
- NCRC → • Employment

SWAMMEI Entrepreneurship

Lead College:
Flathead Valley Community College

Participating Colleges:
Bitterroot College University of Montana
Gallatin College Montana State University
Dawson Community College
Great Falls College MSU
Helena College
Little Big Horn College
Montana State University Northern
City College Montana State University Billings
Fort Peck Community College
Missoula College

Format:
Online courses

Estimated Participants:
270

Cost of Strategy:
\$1,650

Entrepreneurship

- Entrepreneurship → • MUS Entrepreneurship Endorsement
- Business Planning
- Marketing

State-wide advisory committee will be formed to review/revise curriculum and further differentiate from small business management

SWAMMEI D-Math Revisions (Emporium)

Lead College:
No lead College

Participating Colleges:
Missoula College
Helena College
Montana State University Northern
Highlands College*
Little Big Horn College
Fort Peck Community College*

Format:
Not set, but must align with emporium-type best practices

Estimated Participants:
5,318
*Has not provided estimate # of participants

Cost of Strategy:
\$1,692,826

Developmental Math Course(s)
varying credits

NCRC

SWAMMEI CDL/Heavy Equipment Operator

Lead College:
No Lead College

Participating Colleges:
Bitterroot College
City College
Fort Peck Community College
Missoula College
Miles City Community College (Heavy Ops)
Little Big Horn College
Highlands College*

Format:
Not set

Estimated Participants:
309
*Did not estimate # of participants

Cost of Strategy:
\$1,478,440

Heavy Equipment Operators
varying credits

→ • MUS Certificate/CAS

Commercial Drivers License
varying credits

→ • CDL Industry Recognized Credential, or

NCRC

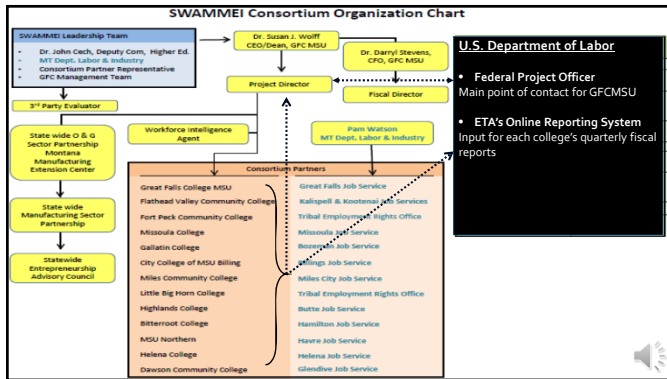
Montana's TAACT Strategy (Continued)

OTHER STRATEGIES:

- Bridging Colleges and Job Service (Montana Department of Labor)
 - Utilization of National Career Readiness Certificate (NCRC)
 - Sharing "Workforce Navigators" that support students from angle of both agency's funding streams and services
- Coaching: off-site coaches to increase graduation and retention rates
- "Sector Partnerships" in energy, manufacturing and entrepreneurship to provide more unified sector-wide approach to growth
- Enhanced data-analysis (institutional research) across system – to better align programming with future needs

SWAMMEI

GRANT MANAGEMENT AND ADMINISTRATION
ROLES AND RESPONSIBILITIES



Three Primary Roles in SWAMMEI

- Grant Funded Administration (Great Falls MSU)
- Lead "Teaching Colleges"
- All other Consortia Members

Role of Grant Funded Administration (GFCMSU)

- Coordinate
- Coordinate
- Coordinate
- Provide
- Provide
- Coordinate
- Coordinate

Role of All Consortium Members

- Become intimate with what is in the SWAMMEI application and your SGA – knowing the rules and regulations is up to you!
- Regular communication with GFCMSU
- Submit requests for prior-approval and scope of work modifications to GFCMSU as needed
- Provide GFCMSU both fiscal and programmatic information and materials needed for quarterly and annual reports
- Actively recruit and market SWAMMEI opportunities to students at their institution
- Submit quarterly financial reports directly to USDOL

Role of Lead Colleges

- Prepare rigorous online or hybrid stacked certificate programs for launch in Fall of 2014
 - Solicit input from faculty peers at consortium colleges @ curriculum
- In situations where practical elements are required to complete certificate programs, coordinate training schedules with consortium members implementing practical training components
- Identify faculty capable of exceptional delivery of online content
 - Utilize Eluminate platform in online instructional delivery
- Coordinate mobile equipment and schedules with colleges, if necessary

Thanks!

Questions?

While we hope to answer most questions at our November 15th Kick-Off meeting in Great Falls, if you have pressing questions, please feel free to contact Jeri Pullum by email at jpullum@gfcmcsu.edu.

The SWAMMEI project is funded 100% by a grant from US Department of Labor's TAACCTT program. Total funding for the project is \$24.9 million.



SWAMMEI Deliverables and Objectives

Helena College Deliverables

| Deliverables and Actions Expected | | | Percent Complete | | | |
|---|---|--|------------------|----|----|-----|
| Strategy | Activities Expected | Physical Deliverables | 25 | 50 | 75 | 100 |
| Administration (1 FTE in YR 1, 2 & 3) | 1. Complete Necessary SWAMMEI Partnership Documents <ul style="list-style-type: none"> a. MOU b. Revised Equipment Budget c. Common Course Sharing Approach Document 2. File Timely Grant Reports and Documents <ul style="list-style-type: none"> a. Grant Reports b. Data Scorecard data (<i>These can be tracked at OCHE level</i>) <ul style="list-style-type: none"> i. Provide student metrics in all institution's programs of study <ul style="list-style-type: none"> 1. Annual graduation rates for all students enrolled by program 2. Enrollment rate of program completers by program 3. Employment retention rate of completers, one year following program completion, by program 4. Average earnings of completers, one to three years following program completion, by program, and 5. Transfer rate for programs that have facilitating transfers as a substantial part of their mission 3. Utilize SWAMMEI leadership Team to make suggestions or react to recommendations about improvements to the project 4. Utilize Elluminate as an instructional platform in SWAMMEI related programs <ul style="list-style-type: none"> a. Enable access to Elluminate technology b. Provide necessary support to instructors and students in use of online platform 5. Actively recruit, advise and council appropriate students into SWAMMEI tracks in which Helena is participating | Hire Grant Manager | | | | |
| | | Common Course Sharing Approach Agreement | | | | |
| | | Revised Equipment Budget | | | | |
| | | SWAMMEI Reporting System in Place | | | | |
| | | SWAMMEI Fiscal System in Place | | | | |
| | | Enable Access to Elluminate Technology | | | | |
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| Welding (1 FTE YR 2, .5FTE YR 3) | 1. Provide input to GFCMSU's regarding stacked credential programs in welding and welding fabrication. <ul style="list-style-type: none"> a. May include working with GFCMSU instructors to identify a workable testing schedule for other college campuses, compensation for testing, etc... | Offer hands-on components of welding and welding fabrication stacked credential programs | | | | |
| | 2. Procure appropriate pre-approved equipment and supplies to implement hands-on components of program 3. Ascertain how GFCMSU's SWAMMEI fast-tracks welding program should be integrated into Helena's current offerings (in addition to, replacement of, etc...) | Hire SWAMMEI Welding faculty | | | | |
| | 4. Recruiting, advise and counsel appropriate students into the condensed welding and welding fabrication programs 5. Offer condensed instruction in hands-on components of GFCMSU welding program <ul style="list-style-type: none"> a. Coordinate with GFCMSU to create a schedule that allows Helena instructors/Registrars the best opportunity to implement the hands-on components of the proposed curriculum at Helena College b. Identify instructors willing to instruct under proposed model | Enroll at least 17 unique students in SWAMMEI welding programs | | | | |

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| Manufacturing (\$12,000 YR 1, \$15,000 YR 2 & \$15,600 in YR 3 to operate instructional elements of Assessment Center) | <ol style="list-style-type: none"> 1. Provide input to FVCC regarding three manufacturing-oriented stacked credential programs. <ol style="list-style-type: none"> a. May include working with FVCC instructors to identify a workable testing schedule for other college campuses, compensation for testing, etc... 2. Procure appropriate pre-approved equipment and supplies to implement hands-on components of program 3. Ascertain how FVCC's SWAMMEI fast-tracks welding program should be integrated into Helena's current offerings (in addition to, replacement of, etc...) 4. Recruiting, advise and counsel appropriate students into SWAMMEI hybrid manufacturing programs 5. Offer condensed instruction in hands-on components of FVCC manufacturing programs <ol style="list-style-type: none"> a. Coordinate with FVCC to create a schedule that allows Helena instructors/Registrars the best opportunity to implement the hands-on components of the proposed curriculum at Helena College, including serving out-of-region students through Assessment Center a. Identify instructors willing to instruct under proposed model | Offer condensed hands-on components of manufacturing curriculum | | | | |
| | | Hire SWAMMEI-funded manufacturing faculty | | | | |
| | | Enroll at least 20+ unique students in SWAMMEI manufacturing programs | | | | |

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|-------------------------|---|---|--|--|--|--|
| Entrepreneurship | 6. Recruit, advise and counsel appropriate students into SWAMMEI online entrepreneurship courses 7. Make recommendations for entrepreneurs to sit on state-wide E-ship advisory board from your community | Enroll 5+ unique students in SWAMMEI e-ship courses | | | | |
|-------------------------|---|---|--|--|--|--|

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| <p>E-ship Fabrication Laboratory</p> | <ol style="list-style-type: none"> 1. Establish a physical space and/or a set of equipment & supplies that constitute a Fabrication Laboratory 2. Procure appropriate pre-approved equipment and supplies 3. There is some flexibility in how we choose to roll this out. It might make sense to partner with City and FVCC to align our strategies. It might make sense to partner with the Center for Bits and Atoms and/or other existing Fab Labs. Existing models are varied and ours could include any or all of the following elements: <ol style="list-style-type: none"> a. Adoption of a center model where the college provides fee-for-services to individual product-oriented entrepreneurs. Research indicates many entrepreneurs do not enter traditional POS. b. Utilizing students to service entrepreneurs in a. c. Including use of the lab in degree-terminating POS. Employers have suggested they see value in students creating a product from scratch. <ol style="list-style-type: none"> i. Partnering with existing businesses to solve real-world design problems <p><i>For purposes of the grant we should seek to serve at least 12 individuals through the Fabrication Laboratory not engaged in a degree-bearing POS.</i></p> | <p>Creation of operational welding fabrication laboratory</p> | | | | |
| <p>Oil and Gas</p> | <p><i>Helena is not engaged in this strategy as a part of TAACCCT III.</i></p> | <p>Offer structured opportunities to make use of FVCC's Fabrication Laboratory to at least 12+ unique students</p> | | | | |



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| Diesel Technology (1 FTE in YR 2 and .5 FTE in YR 3) | <ol style="list-style-type: none"> 1. Create hybrid stacked credential programs (or perhaps duplicate Northern’s existing AAS – though this is less in-line with grant objectives) <ol style="list-style-type: none"> a. If possible, improve existing curriculum: <ol style="list-style-type: none"> i. Interact with local advisory groups and out-of-region employers, particularly larger employers based in the Bakken, to gain feedback and input into proposed curriculum ii. Coordinate with other TAACCCT grantees in other state’s implementing similar projects to determine if alignment/articulation is advantageous (e.g. PA) iii. Identify possible industry-recognized credentials to integrate into curriculum and student experience iv. Engage faculty at all partnering sites to ensure, to the degree possible, that proposed curriculum meets their students’ needs iv. To the degree appropriate work with MT State Apprenticeship Program to coordinate pre/apprenticeship opportunities with proposed curriculum b. Ascertain how to expand impact of proposed program to City College and FPCC. c. Procure appropriate pre-approved equipment and supplies d. Create plan for delivery of condensed hands-on components of courses, taking into account scheduling and facility availability <ol style="list-style-type: none"> i. Collect and distribute set of equipment/supplies to all participating colleges 2. Offer hybrid credential/AAS program to students in Fall 2014, potentially including students from Helena College, MSU-Northern, City College, FPCC and out-of-state students. <ol style="list-style-type: none"> a. Provide professional development to potential instructor’s in use of Elluminate to allow exceptional facilitation of student cohort through online content | Create hybrid stacked credential/AAS program | | | | |
| | | Identify if program can be extended to City and FPCC students | | | | |
| | | Create plan and coordinate delivery of condensed hands-on components of manufacturing curriculum with partner sites | | | | |
| | | Hire SWAMMEI Diesel Tech faculty | | | | |
| | | Appropriate instructors receive professional development surrounding use of Elluminate | | | | |
| | | Offer hybrid stacked credential/AAS program starting in Fall 2014 | | | | |
| | | Enroll 243 unique students in SWAMMEI programs | | | | |



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| <p>Energy Technology (\$7,500 stipend)</p> | <p><i>The plan during development of this strategy of TAACCCT was to gather faculty from Missoula, City College and Helena to plan a revised energy technician program that would better prepare students for available jobs. Initial conversations indicated that if the certificate program contained three stacks, the first might focus on electrical fundamentals, the second on energy systems, and the third on specific specialties that could be championed by individual colleges. The ideal scenario, in line with other TAACCCT strategies, would be if specialties could also be taught in a hybrid condensed format that allowed students from across the state to participate.</i></p> | <p>Create hybrid stacked credential program to students state-wide in Fall 2014</p> | | | | |
| | <p>2. Create online/ hybrid stacked credential programs (perhaps using large components of existing programs)</p> <p>a. If possible, improve existing curriculum, with particular focus on better aligning program to available jobs and employer desires:</p> <p>i. Interact with local advisory groups, regional and out-of-region employers to gain feedback and input into proposed curriculum</p> <p>ii. Coordinate with other TAACCCT grantees in other state’s implementing similar projects to determine if alignment/articulation is advantageous (e.g. Alpena Community College, MI)</p> <p>iii. Identify possible industry-recognized credentials to integrate into curriculum and student experience</p> <p>iv. Engage faculty at all partnering sites to ensure, to the degree possible, that proposed curriculum meets their students’ needs</p> <p>v. To the degree appropriate, work with MT State Apprenticeship Program to coordinate pre/apprenticeship opportunities with proposed curriculum</p> <p>vi. Ascertain if participating colleges should create their own specialties in highest levels of proposed stacked credential program, and if so what might make the most sense to offer at individual colleges</p> | <p>If appropriate, create plan and coordinate delivery of condensed hands-on components of manufacturing curriculum</p> | | | | |
| | | <p>Enroll 5+ unique students in SWAMMEI energy-tech programs</p> | | | | |
| | <p>b. Identify if specialized instruction can be broken down into online/hands-on components, and how hands-on components might be consolidated to allow participation from students at other colleges</p> <p>c. Create plan for delivery of condensed hands-on components of courses, taking into account scheduling and facility availability</p> | <p>Appropriate instructors receive professional development surrounding use of Elluminate</p> | | | | |



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| | <ol style="list-style-type: none"> 3. Procure appropriate pre-approved equipment and supplies 4. Offer online/hybrid/traditional credential/AAS program to students in Fall 2014, potentially including students from Bitterroot, City College, Dawson CC, Great Falls, Helena, Fort Peck CC, Little Big Horn, Missoula, MSU-Northern 5. Provide professional development to potential instructor's in use of Elluminate to allow exceptional facilitation of student cohort through online content | <p>If appropriate, offer higher tiers of specialized stacked credential programs at Helena College</p> | | | | |
| CDL/Heavy Ops | <i>Helena is not engaged in this strategy as a part of TAACCCT III.</i> | | | | | |
| Coaching | <i>Helena is not engaged in this strategy as a part of TAACCCT III.</i> | | | | | |
| Workforce Navigator/NCRC (exclusive of other strategies) | <ol style="list-style-type: none"> 1. Hire a Workforce Navigator, a position to be shared and cross-trained between Helena College and Job Service. 2. Workforce Navigator should work with individuals entering Job Service that have expressed interest in any of your TAACCCT-funded career tracks. <ol style="list-style-type: none"> a. Do an intake (necessary to track individuals appropriately) b. Have appropriate individual's take and NCRC + assessment c. Plug individuals into jobs right away when possible, perhaps based upon NCRC-demonstrated competencies d. Plug individuals into the most appropriate training tracks, if necessary (this training may be outside of college) e. Help develop internships, pre-apprenticeships and apprenticeships, to meet needs of local employers and students 3. Pilot the NCRC with students/individuals to assess their workplace competencies 4. Create environment where NCRC could be sustained, if found to be useful to employers/workers <ol style="list-style-type: none"> a. Work with employers to understand the NCRC tool and how they can utilize it to reduce time-to-hire and increase employee retention rates b. Pitch NCRC to large businesses in your region that consistently hire one type of employee and/or have high turnover rates c. Coordinate business outreach with State Chamber of Commerce | Tracking of students who interact with Navigators but do not enter TAACCCT-funded training program | | | | |
| | | Hire SWAMMEI Workforce Navigator | | | | |
| | | 20+ individuals take NCRC+ assessment | | | | |
| | | Documented outreach to local employers about NCRC | | | | |



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| <p>Developmental Math (2.5 FTE YR 1-2, 1.25 FTE in YR 3)</p> <p>1. Participation in state-wide Emporium math professional developmental sessions 2. Implementation and documentation of at least one Emporium-style initiative at your college</p> <p>This strategy is fairly loose in terms of what your institution might do with funds, as long as it falls within the broad parameters of an Emporium-style math course. Because of this, institutions should make sure their proposed use-of-funds falls in line with approved strategies through regular check-ins with the Grant Director.</p> <p>Appropriate-to-fund Emporium-style strategies might include:</p> <ul style="list-style-type: none"> ❖ Full adoption of an emporium model developmental math programs (including math lab and computer-guided instructional software), or ❖ Creation of a math lab for students to explore computer-guided instruction, including renovation of the facility, hiring of tutors/lab coordinators ❖ Expansion of a math lab's hours of operation to include late nights or weekends ❖ Piloting computer-guided instructional software for your students in a class... <p><i>There is some research backing the hypothesis that implementing only elements of the Emporium model will not successfully catalyze changes in learning outcomes; however, incremental change is likely to be what your faculty are most comfortable with.</i></p> <p>In brief The Emporium Model (From National Center for Academic Transformation)</p> <ul style="list-style-type: none"> ▪ Eliminates all lectures and replaces them with a learning resource center model featuring interactive software and on-demand personalized assistance (from tutors/instructors). ▪ Depends heavily on instructional software, including interactive tutorials, practice exercises, solutions to frequently asked questions, and online quizzes and tests. (Math Labs, mymathlabplus, Carnegie Learning, or Hawkes Learning software with success) ▪ Allows students to choose what types of learning materials to use depending on their needs, and how quickly to work through the materials. Four credit courses are broken into separate four 1-credit modules, and students gain the ability to earn variable credits depending up on their speed of completion in these classes. ▪ Uses a staffing model that combines faculty, GTAs, peer tutors and others who respond directly to students' specific needs and direct them to resources from which they can learn. | <p>Offer and engage student in at emporium-style initiatives by fall 2014</p> | | | | |
| | <p>Enroll 662 unique students in SWAMMEI-impacted emporium-style developmental math courses</p> | | | | |
| | <p>Track students impacted by emporium-style initiatives that are not engaged in other TAACCCT-funded programs of study</p> | | | | |
| | <p>Hire SWAMMEI math faculty and tutors</p> | | | | |



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| | <ul style="list-style-type: none">▪ May require a significant commitment of space and equipment <p>More resources and information about the emporium and other possible math remediation models can be found at http://www.thencat.org/PlanRes/Math%20Lectures%20Editorial.htm</p> | If necessary, complete pre-approved renovations to enable emporium initiatives | | | | |
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Outcomes

Initial Student Participation Outcome Goals

“Participants”: US DOL defines participants as unique individuals entering an educational program, developed, delivered, offered or improved in whole or in part by grant funds that also terminates in an educational or industry-recognized degree or certificate. Therefore, does not include students only impacted by the following SWAMMEI strategies: Development Math, NCRC, Entrepreneurship Endorsement and Coaching (if coached students are not enrolled in an appropriate educational program that does not need to be TAACCCT-related)

Impacted Students: Is a Montana-made metric that includes individuals impacted by SWAMMEI through the strategies listed above.

| Strategy | Students Impacted Goal | Specific Participants Goal |
|--------------------------------------|------------------------|----------------------------|
| Welding | | 17 |
| Manufacturing | | 15 |
| Entrepreneurship | 5 | |
| E-ship Fabrication Laboratory | 12 | |
| Oil and Gas | | |
| Diesel technology | | 243 |
| Energy Technology | | 5 |
| CDL/Heavy Ops | | |
| Coaching | | |
| NCRC (exclusive of other strategies) | 48 | |
| Developmental Math | 662 | |
| Workforce Navigator | | |
| TOTAL | 727 | 280 |