

FVCC Core Themes, Objectives, and Indicators

Core Theme 1: Transfer Preparation

Objective 1: Students are offered relevant curriculum applicable to post-FVCC educational goals.

Indicators	
1	Percent of programs listed in FVCC academic catalog that, upon completion, result in identical transfer standing equivalent to native enrollments at the transfer institution

Objective 2: Students receive high-quality instruction that prepares them for success at the baccalaureate level.

Indicators	
1	Student course success rate
2	Student performance in first semester courses at Montana University System transfer institutions
3	Percent of students demonstrating adequate performance on General Education learning outcomes
4	Student perception of teaching quality

Objective 3: Students are provided the support necessary to maximize their educational time investment.

Indicators	
1	Percent of first-time, full-time degree or certificate-seeking students who either transfer or complete their programs in 150% of the expected time-to-degree
2	Student perception of support quality

Objective 4: Students are provided opportunities that bridge educational institutions.

Indicators	
1	Capture rates of local high school graduates
2	Percent of former FVCC Running Start students who enrolled in postsecondary institutions after high school
3	Percent of Associate of Arts and Associate of Science graduates who transfer to other institutions within a year of graduation

Core Theme 2: Workforce Preparation

Objective 1: Students are offered specific career and technical pathways and programs aligned for timely completion.

Indicators	
1	Career and technical student course level success rate
2	Student graduation rates at FVCC
3	Number of credits at graduation
4	Capture rates of local high school graduates

Objective 2: Students are offered workforce training aligned with community needs.

Indicators	
1	Percent of students seeking jobs who obtain jobs in their fields
2	Enrollments and cancellation rates for non-credit business workshops and computer classes
3	Number of customized training contracts

4	Career and technical programs that address advisory committee and program review recommendations on a timely basis
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Objective 3: Students have the skills necessary to be successful in their chosen occupations or careers.

Indicators	
1	Student perception of teaching quality
2	Graduates surveyed who report satisfaction with their overall job preparation for the workforce
3	Internship providers surveyed who report FVCC career and technical program interns meet or exceed overall job preparation expectations
4	Advisory boards surveyed who report competence in students' overall job preparation

Core Theme 3: Developmental Education

Objective 1: Students progress in developmental courses and transition to higher-level education courses.

Indicators	
1	Percent of students who are correctly placed into developmental courses based on placement scores
2	Percent of first-time degree or certificate-seeking students who complete the developmental education course sequence
3	Percent of students successful in 100-level courses after completing developmental coursework

Objective 2: Students receive high-quality instruction that prepares them for success at the College level.

Indicators	
1	Developmental-level course grade outcomes
2	Student perception of teaching quality in developmental courses

Objective 3: Students are provided the support necessary to maximize their educational time investments.

Indicators	
1	Course completion rates
2	Student perception of support quality

Core Theme 4: Community Education

Objective 1: Community education provides programs and events to meet the educational, personal enrichment, and cultural interests of the community.

Indicator	
1	Program analysis demonstrates variety in target audiences, format, price, and subject matter

Objective 2: Community education provides a supportive environment with a focus on teaching quality.

Indicators	
1	Student perception of welcoming and supportive campus environment
2	Student perception of teaching quality