

CPBAC—Virtual Meeting

5/20/2016

Budget:

FY16 Spending as of 5/16/16

Overall Spending 80% of budget & 87.5% through FY16

Payroll 82% spent (this does include salary savings) and 84.6% through FY16

Still looking good to roll over approximately \$220,000 to FY17

See attached report.

FY17 Budget estimate

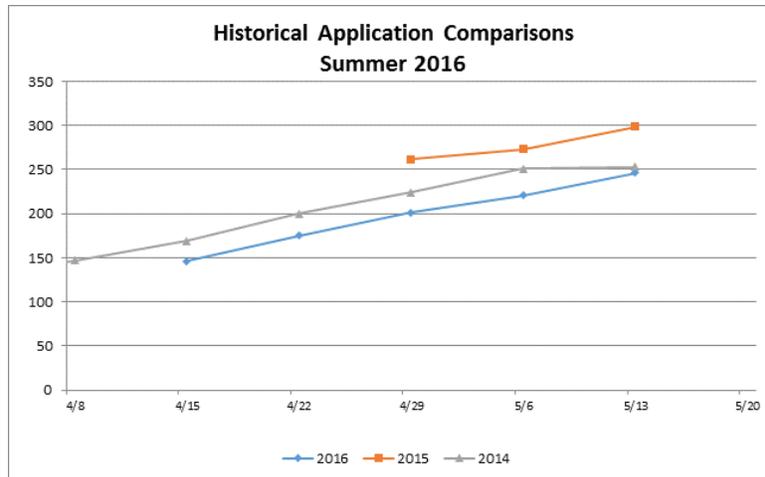
Current budget estimate for FY17=\$11,840,000

This is \$284,000 over last year's budget, mostly due to benefit cost increase

We are currently in balance, however, that is dependent on only a 4% decline in enrollment.

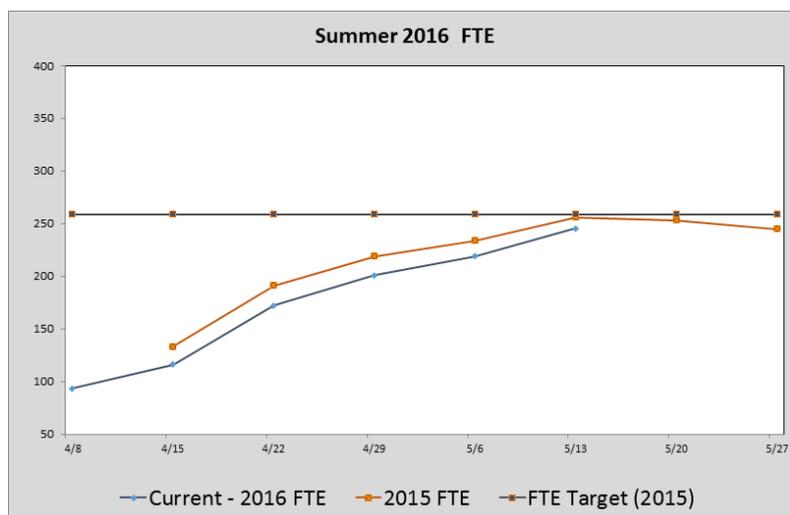
Enrollment:

The total number of applicants for summer semester 2016 is 246 applicants, which is 18% below the number of applicants received for the previous summer 2015 at this time (299 applicants).



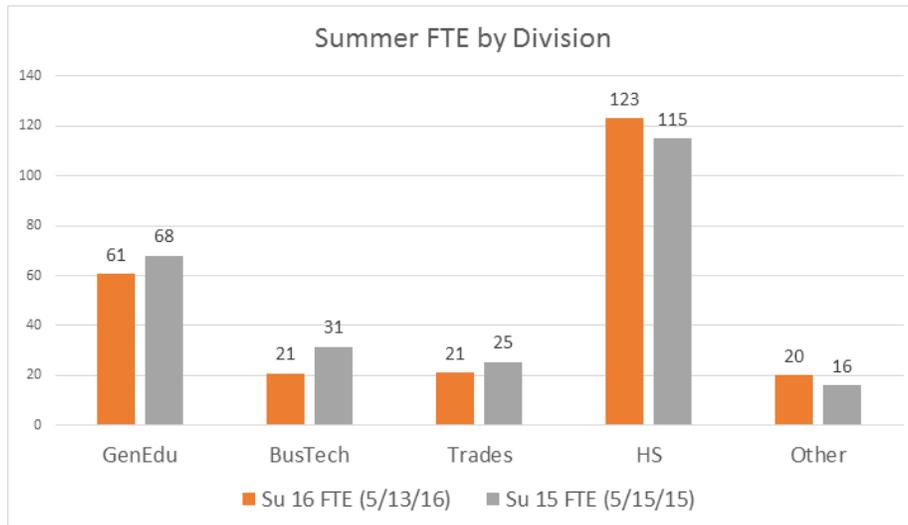
In terms of student type, the areas of greatest gap are occurring among readmitted applicants, or those who were here during previous terms and have incurred a gap in their enrollment at GFC MSU (-51 readmitted applicants; -45%). And we are experiencing a more moderate loss in the number of new applicants (-11 new applicants; -18%). However, we are actually experiencing an increase in the number of transfer applicants (+9 transfer applicants; +8%).

Now let us turn to discuss summer enrollment (as measured last Friday, May 13th). As can be seen on the graph below, we continue to hover below the enrolment of last summer (2015) by about -4%. Interestingly, headcount is exactly the same as during the previous summer, but FTE is not as great, meaning that the same number of students are taking less credits during the summer as compared to last summer.

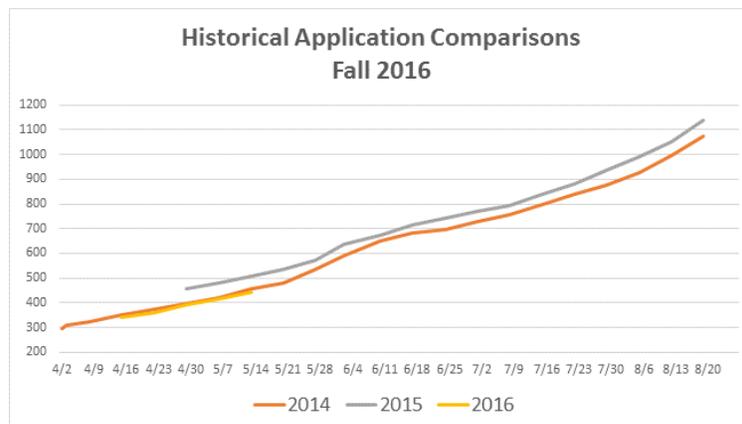


When considering summer enrollment by division or topic area of study (depicted below), one can see that our greatest loss in summer FTE is occurring among our business and technology students (-11 FTE;

-34%), followed by general education students (-7 FTE; -11%), and trades students (-4 FTE; -18%). We are experiencing a modest gain among health science students (+8 FTE; +7%).



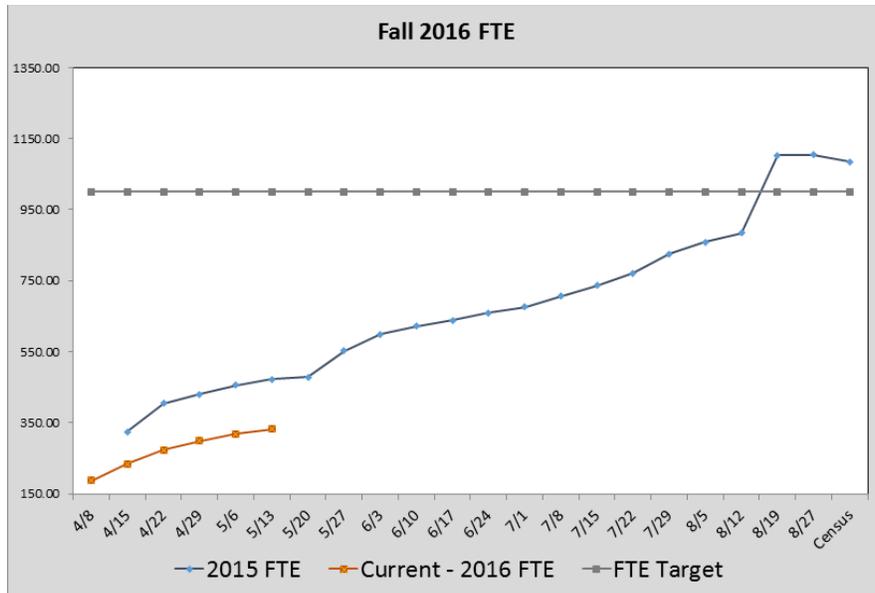
Now let us turn to discuss both the applicants and enrollees for fall 2016 as compared to fall 2015. First, in terms of applicants, we can see (below) that we continue to hover below the number of applicants for last year (summer 2015) but we are close to matching the same number of applications we received two years ago for summer 2014. Currently, we are -12% below the number of total applications we received for summer 2015 at this point in time.



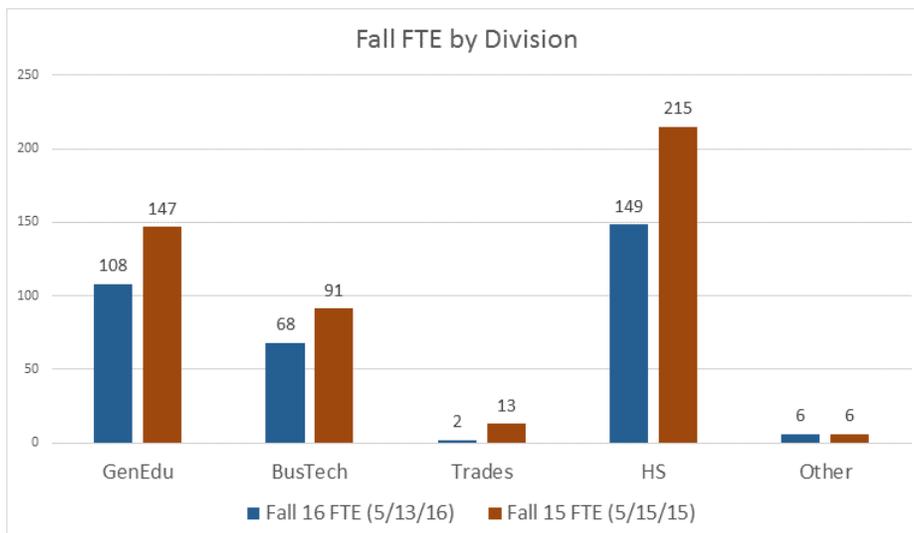
In terms of student type, our greatest loss is occurring among readmitted applicants (-39; -40%) which is similar to what is occurring among summer applicants (discussed above). We are also experiencing more modest losses among high school (special) applicants (-10; -67%), transfer applicants (-7; -5%), and new applicants (-5; -2%).

And finally, let us turn now to discuss enrollments for fall semester 2016.

As can be seen on the graph below, we continue to experience a sizeable decline in FTE compared to this moment last year for fall semester (-139 FTE; -29%). And the headcount enrolled for fall 2106 at this moment is also much lower than the headcount who had enrolled for fall semester 2015 at this moment last year (-184; -26%).



Considering this enrollment decline in terms of division or general topic area of study, we can see (below) that our greatest loss in enrollment for fall 2016 is occurring among health science students (-66 FTE; -31%), followed by general education students (-39 FTE; -26%), business and technology students (-23 FTE; -26%), and trades students (-11 students; -86%). In other words, we are experiencing losses in *all* general topic areas of study, and all of these losses are greater than one quarter (-25%) decline.



Strategic Plan:

Mission: The mission of Great Falls College MSU is to educate and inspire you.

Vision: The vision of Great Falls College MSU is to strengthen communities through excellence, innovation, and collaboration.

Core Themes:

Transfer Preparation – prepare students to transfer to an institution of higher education

- Students enroll in and complete transfer programs.
 - Transfer Enrollment
 - Transfer Retention
 - Number of Transfer Degrees
 - Number of Transfer Graduates
- Students transfer to an institution of higher education
 - Student Transfer Percentage

Academic Workforce – prepare students to meet current and emerging workforce needs.

- Students enroll in workforce programs.
 - Workforce Program Enrollment
- Students are retained and graduated with the necessary skills and competencies for employment.
 - Workforce Program Retention
 - Workforce Program Degrees
 - Workforce Program Graduates
 - Graduate Employment
- Provide specialized instruction in response to industry needs
 - Customized Training Enrollment
 - Customized Training Demand

Academic Preparation – prepare students for success in developmental education and college-level courses.

- Prepare students for success in developmental math and writing.
 - Success in Developmental Math
 - Success in Subsequent Math Coursework
 - Success in Developmental Writing
 - Success in Subsequent Writing Coursework

Community Development – Cultivate productive relationships through Lifelong Learning and community engagement.

- Engage community through enrollment in Lifelong Learning courses.
 - Lifelong Learning Enrollment
- Build strong relationships through fundraising efforts.
 - Resources Donated to College