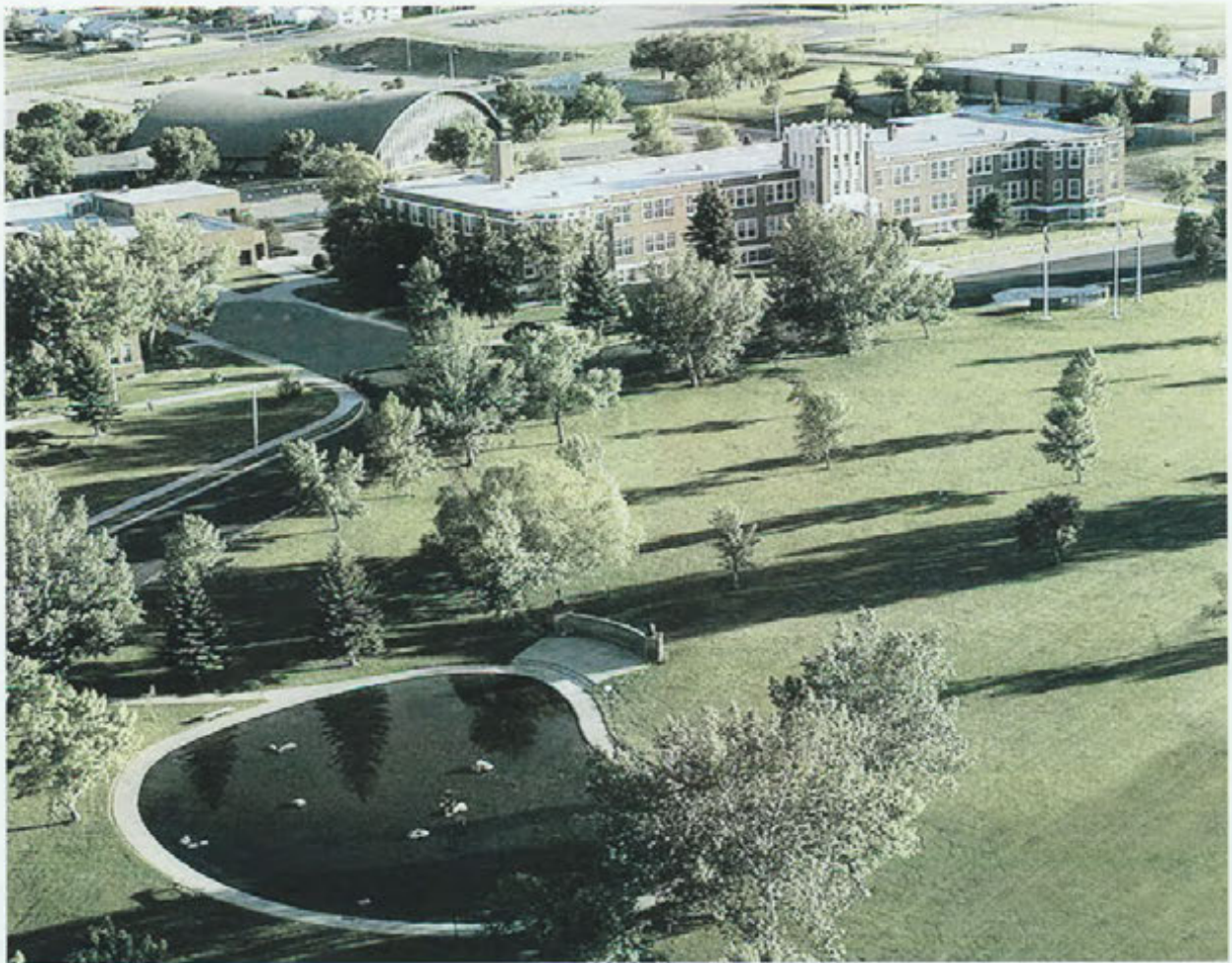# Year One Report

Submitted to
Northwest Commission on Colleges and Universities
September 26, 2011

Montana State University – Northern
Havre, Montana
An affiliated campus of the Montana State University system

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INTRODUCTION

This Year One Self-Evaluation Report contains an Institutional Overview outlining the historical beginning and current status of Montana State University – Northern (MSUN), an update on institutional changes since the last review in fall 2007, and a statement of progress on Recommendation 1 - Enrollment Management Plan and Recommendation 2 - Institutional Assessment Plan requested by the Commission after a review of the 2010 Progress Report. The remaining sections of this self-evaluation report describe MSUN's new mission statement, the three core themes through which the University achieves its mission. The core themes are as follows:

- Provide Liberal Arts, Professional and Technical Education Programs That Serves A Diverse Student Population;
- Promote A Student Centered and Culturally Enriched Environment Which Fosters Student Success; and
- Partner With External Entities to Enhance and Expand Learning Experiences.

For each core theme the following is given—its title and description, objectives to be achieved, indicators of achievement, and a rationale for the indicators selection. Finally, Montana State University – Northern's Year One Self-Evaluation Report ends with a concluding summary.

INSTITUTIONAL OVERVIEW

Montana State University – Northern is located in Havre, Montana which is located in the north central part of the State and approximately 35 miles south of the Canadian border. Havre has a population of approximately 9,310 and is the eighth largest city in the State of Montana. The town-and-gown relationship is positive and there is strong community support for MSUN and its programs.

Montana State University – Northern had its beginnings in 1913 when the Thirteenth Legislative Assembly of Montana established Northern Montana Agricultural and Manual Training School to be located at Fort Assiniboine. The bill passed on March 8, 1913; however, no money was appropriated. Every legislative session between 1913 and 1927 saw bills introduced by local legislators to establish the college, and each year brought new objections and obstacles to prevent it.

The 1927 Legislature amended the original act of 1913 to allow certain academic subjects to be taught in the city of Havre during the summer, as a normal school. The passage of both acts was a monument to the work of State Representative Florian Carnal, Senators William Cowan of Box Elder and D.S. MacKenzie Sr., and E.C. Carruth of Havre, a longtime member of the State Board of Education. The school functioned again in the summer of 1928. Local businessmen funded the operation of the normal school for two summers which gave tangible proof of community support for the school.

Actual funds for the operation of the school were made available by the Legislative Assembly in 1929, and the college opened its doors to 80 students on September 24th of that year (formal ceremonies opening the school were held on September 30th) The faculty consisted of five members including Dr. G.H. Vande Bogart who had been appointed president of the school.

The entire college was originally located in temporary quarters at Havre High School. Then in 1932 four departments were moved to East Hall (demolished in 1980), the first building on campus. Since its beginnings, MSUN has focused on service to the Hi-Line region with an emphasis on technical and professional disciplines that serve nearby communities and the State. Many of the current program offerings are a result of the continual emphasis on meeting the needs of Havre and its surrounding communities, as well as the State of Montana.

Currently, Montana State University - Northern offers two master's degree programs, a graduate level K-12 endorsement (master's degree required), twenty-three bachelor's degree programs, three associate's degree programs, fourteen associate of applied science's degree programs, and eight certificate programs. Also offered at Montana State University – Northern are twenty subject-area minors. In addition to degree programs offered on the Havre campus, MSUN offers degree programs in Great Falls and Lewistown. Additionally, MSUN delivers two online bachelor's degree programs and many individual online courses to meet the needs of students at a distance. Biodiesel research is taking place on campus which allows students additional learning opportunities.

The fall 2010 student headcount was 1,304, with a full-time equivalency of 1,078. Since the last NWCCU review in 2007, full-time equivalency (FTE) enrollment has increased at a moderate rate (from 1,018 FTE in fall 2007 to 1,078 FTE in fall 2010). The majority of students at Montana State University – Northern come from Montana (87.7%) and out-of-state students (10.8%) come from predominately the states of Washington, California, Oregon, Idaho and Arizona. Additionally, Montana State University – Northern's student body represents 25 states including Montana. MSUN students' average age is 25.9 years with approximately 654 females and 650 males. Over 200 students live in campus housing. Due to declines in Montana high school graduates, MSUN will continue to seek ways to recruit students from out-of-state markets. International students (1.5%) come from Canada which reflects recent increased recruitment efforts in this bordering country. These recruitment efforts will continue.

Retention rates for MSUN for fall 2007 was at 63.2%, fall 2008 was 59.3% and fall 2009 it was 59.7%. See Appendix A Montana University System for System & Campus Dashboard Indicators of retention. Montana State University – Northern has 73 full-time faculty members and 30 adjunct faculty instructors. Changes in faculty positions have occurred in Nursing and Diesel Technology programs due to increased enrollment. Nursing faculty positions that were full-time Letters of Appointment (LOA) were changed into tenure-track positions and those positions that were hourly changed into full-time Letters of Appointment (LOA). This provided much needed stability to the Nursing Programs. A new tenure-track faculty position was added to the Diesel Technology program which is currently being advertised. Additionally, a Director of the Diesel Technology program for the partnership project at Mid-South Community College in West Memphis, AK has been hired.

Since fall 2007, a number of program changes have occurred and are listed below.

- The Community Service bachelor's degree renamed to Community Leadership (09-10)
- Industrial Technology Endorsement (teaching) added to existing IT, BS (09-10)
- Sustainable Energy Technology A.A.S. and Certificate added (09-10)
- New mission statement for Montana State University – Northern created (10-11)
- A.A.S. degree in Engineering Technology removed from moratorium (10-11)
- A.S. degree in Nursing deleted existing courses and added state-wide curriculum (10-11)
- Course # change to 500 level and update of M.S. in Education in Learning Development (10-11)
- Course # change to 500 level and update of M.Ed. in Counselor Education (10-11)
- B.S. in Criminal Justice created and approved BOR and waiting for NW approval (10-11)
- B.S. A.S. in Business Administration and its minors to online waiting for NW approval (10-11)
- BS Diesel Technology program on the campus of MSCC in AR waiting for NW approval (10-11)

PREFACE

Update on Institutional Changes

Since the last review, October of 2007, Montana State University – Northern has seen a number of changes. Records of those changes are noted below, beginning with leadership changes and moving to institutional changes.

Changes in Leadership:

Chancellors

- Dr. Alex Capdeville was Chancellor during the NWCCU Evaluation Team visit to MSUN in October of 2007. However, by December of 2007, Chancellor Capdeville had retired.
- Dr. Rolf Groseth was appointed Interim Chancellor in December of 2007. He remained Interim Chancellor until June of 2009.
- Dr. Frank Trocki was selected as Montana State University – Northern's CEO and began his Chancellor duties on July 1, 2009. Dr. Trocki resigned his position as Chancellor on June 30, 2011.
- Dr. Joseph Callahan was appointed Interim Chancellor and began his leadership on July 1, 2011. A search is currently underway to select the next Chancellor for Montana State University – Northern.

Provosts/Vice Chancellors for Academic Affairs

- Dr. Joseph Callahan was appointed Provost/Vice Chancellor for Academic Affairs in the summer 2007. Dr. Callahan retired in June 2010.
- Dr. Rosalyn Anstine Templeton was selected as Provost/Vice Chancellor for Academic Affairs June 2010.

Dean of Students/Registrar

- Mr. Steven F. Jamruzska announced his retirement, effective June 20, 2010.
- Ms. Lindsey Brown was selected for Dean of Students/Registrar July 2010.

College of Education, Arts and Sciences and Nursing

- Dr. Carol Reifschneider resigned her Chair of COEASN position fall 2010.
- Mr. S. Norton Pease was elected Chair of COEASN November 2010.
- Dr. Carol Reifschneider was appointed Interim Dean of COEASN August 15, 2011
- Dr. Mary Pappas, Director of Nursing returned to faculty ranks fall 2011
- Dr. Lisa Scheresky-O'Neil selected Director of Nursing summer 2011

Institutional Assessment

- Mr. Jay Howland was named MSUN's new Director of Institutional Assessment. Howland brings to the position many years of related assessment and data analysis experience. His expertise will be immensely helpful as the realignment of University programming to new NWCCU accreditation standards. Howland began his position in January 2011.

Changes Impacting the Institution:

New Mission Statement

- MSUN developed a new mission statement in spring 2011. A mission statement work group with full campus representation solicited and reviewed suggestions and comments on the creation of the new mission statement. In April 2011, the mission statement was approved by the campus community which included the Assessment Committee, Academic (Faculty) Senate, University Advisory Council (faculty, staff, students, and administration), University Cabinet, and the Senior Executive Staff. The new mission statement was approved on September 22, 2011 by the Montana Board of Regents.
- With an approved mission statement, a Core Theme Work Group (faculty and staff) was established at the end of the 2011 Spring Semester and charged with developing core themes that were aligned to the mission statement. The Core Theme Work Group worked through the summer to create core themes in draft format. In September 2011, after much discussion and input, consensus was reached on three core themes. Although still in the beginning stage, these core themes will be further refined and allow constituents to fulfill the mission of Montana State University - Northern.

Finance and Facilities

Montana State University – Northern has had financial success in being awarded approximately 10.5 million dollars in grants since the last NWCCU accreditation visit in fall 2007. With shrinking state funding dollars, these grants and future grants will allow MSUN to fulfill its mission of educating a diverse student body in a student centered, culturally enriched environment, where student success is a focus. A few of these grants are mentioned below.

- TRIO Grants for the Educational Opportunity Center, Veterans Upward Bound, Student Support Services, and Gear-up programs have been awarded funding every year following the last NWCCU review in fall 2007. These programs have received approximately 1.5 million per year, even in tough economic times when many of the TRIO grants have not been funded. This is a tribute to the MSUN TRIO programs and the help they provide students—many who may be at risk of failure.

- Youth Build Program received a 1.1 million dollar grant to assist out-of-school youth in obtaining their diplomas or GEDs, while providing occupational training (with a certificate option) in the construction industry. The MSUN Youth Build Program is one of the few housed on a university campus. Once students complete the 20 week program,

they are encouraged to begin courses at MSUN. This is the second grant awarded to this program.

- Workforce Innovation and Regional Economic Development (WIRED) grants have been awarded yearly (2007 to the present) and have totaled approximately 2.5 million. Awarded by the Office of the Commissioner of Higher Education (OCHE), the goal of this grant is to establish globally competitive bioenergy and bioproducts clusters in central and eastern Montana. MSUN's grant funds are used to partner with community based industry and local businesses to provide out-of-classroom learning experiences for students.

MSUN has remained fiscally responsible by paying-down loans; while at the same time, upgrading facilities that impact learning and student life. See Table 1 on page 13 for a brief list of upgrade projects in the AY 2010-2011; including the following:

- New kitchens in residence halls;
- Bathroom upgrades in Morgan Hall;
- Updated HVAC system and remodeled labs in Hagener Science Center; and
- Upgraded furniture and equipment in Pershing Hall.

The University Facilities Planning Board, at Montana State University – Northern, guided by Policy 304, reviews and updates the facilities elements of the campus strategic plan. Also, this board participates in establishing priorities for the MSUN Long Range Building Program (LRBP), where new and remodeled building projects are strategically determined for the Montana University System. For the LRBP process, see the following link:
http://www.mus.edu/data/briefs/LRBP-OnePager.pdf .

Development

MSUN Foundation is initiating a $2.5 million capital campaign to raise funds for four key areas at MSUN that are in need of remodel or building. The four key areas are building a Wellness Center, remodel the Student Union Building, improve athletic facilities, and upgrade the residential halls. Completion of these projects is vital to MSUN's ability to attract new students.

Response to topics previously requested by the Commission

Introduction

As a result of the Commission's request (letter dated February 9, 2011) for the institution to submit an addendum to the MSUN's Fall 2011 Year One Self-Evaluation Report, the following section is provided. In this section, find an update on MSUN's Enrollment Management Plan (Recommendation 1) and Institutional Assessment Plan (Recommendation 2).

Recommendation 1.

> *Until a revised mission statement and comprehensive enrollment management plan are finalized, Recommendation One remains valid. As stated earlier,*

evidence of increased enrollment and expanding recruitment efforts with industry partners exist, but these efforts do not constitute a comprehensive enrollment management plan, as called for in the original Recommendation. It is recommended that MSUN use this commendable progress to form the basis of a comprehensive enrollment management plan and provide the Commission with a progress report or evidence of a completed enrollment management plan within one year (Standard 1.A.5, 1.B.4, 1.B.5 and Eligibility Requirement 15).

Enrollment management at MSUN has continued to evolve and progress over the past year (October 2010 to September 2011). The Enrollment Management Committee has met regularly and focused upon various areas of concern, as listed below. For a membership list, see Appendix B Enrollment Management Committee Members, 2010-2011.

Transferability

MSUN has continued to work on the Faculty Learning Outcomes Council (FLOC) by establishing common course numbering throughout the Montana University System. Several new subject areas have gone through the process this year. It is anticipated that the 2011-2012 academic year will be the last large year for the FLOC process and any remaining course challenges will be resolved during the 2012-2013 academic year.
In addition, the Registrar's Office is in the process of hiring an additional staff member to meet the needs of transfer students for a more timely transfer evaluation of previous college course work.

Transmittal Form

The Transmittal form has evolved from a paper process to an electronic process within the Montana State University System. A student may now log onto his/her web account to request transfer to another MSU campus. Staff people are allowed to utilize an electronic Cross Campus Dashboard to obtain all necessary documentation for admission at the receiving campus. This has been a great asset to students and has eased the process for them.
In addition to the electronic Transmittal Form, a new electronic Readmission form is being developed. This utilizes the same technology as the Transmittal Form and waives any web application fees. It is believed that this will ease the application process and encourage students to return to school after a leave of absence.

First Year Experience

The Enrollment Management Committee (made-up of faculty and staff members) and a small group of faculty worked to establish the curriculum for a First Year Experience course. On August 31, 2011, the Provost/Vice Chancellor for Academic Affairs hosted a brainstorming session to solicit ideas and determine a plan of action. A healthy discussion was held with some wanting the class and others wanting a First Year Student Orientation session. All participants were like-minded about needing to better serve our First Year Students and how it would help with retention and student success.

Faculty and Staff determined a smaller subgroup should research the topic and bring information back to the First Year Experience group. Twelve faculty and staff have requested to serve on this First Year Experience subcommittee. The first meeting of this subgroup has been scheduled for the end of September.

Advising

The Montana State University system has established an Advising Task force to discover ways to enhance advising on all four MSU campuses, as a way to retain students. This task force will continue to meet in the upcoming months and report to the MT State Board of Regents on progress made. Advising continues to be a high priority for MSUN. The Advising Center offered an advising training session for all new faculty members during fall 2011 welcome week.

Minority Achievement

Minority achievement has become a larger focus on MSUN's campus. A statewide Access to Success initiative showed that minority student retention was well below that of other students. To focus efforts and provide additional assistance, our Minority Coordinator/Director of Admissions was changed to a full time Multicultural Coordinator position. This allows for a great focus upon minority recruitment, retention, and success on campus. It also brings a valuable voice to policy development and resolving student issues.

Assisting Students At-Risk of Academic Failure

In May the Academic Senate approved two new measures to assist students at-risk of failure. Starting fall 2011, all students who are placed on probation will be required to enroll in TRST 102 Study Skills. This course is designed to assist students with the skills needed to be successful in the classroom. In addition, the Academic Senate passed a measure that requires undecided students to declare a major by 45 earned semester hours or enroll in TRST 103 Career Exploration. This will encourage students to select a major earlier in their academic career and make better connections with faculty, staff, and peers on campus.

Veteran Assistance

Due to increasing educational benefit processing demands for veteran students, the Financial Aid Office is in the process of hiring a Veteran's Coordinator/Financial Aid Specialist. The Veteran's Coordinator will serve as a resource for our increasing number of veteran students and will help MSUN continue its excellence for serving veterans, a distinction recognized in G.I. Jobs magazine.

Denied Graduates

During the summer of 2011, a faculty member researched students who had applied for graduation and were unable to complete their degree. These students were within their final semester or year of enrollment and their degrees had not been awarded. The researcher found that 16% of the students had a combination of problems within their general education core and

major requirements within their degree programs. Twenty-three percent (23%) had problems with general education core requirements, and 68% of the students had problems with their major requirements. Sixty percent (60%) of the students who were unable to graduate were transfer students. Several valuable recommendations came from this study. The Enrollment Management Committee is reviewing the recommendations for possible implementation and policy modification.

Many of the initiatives included in the previous Fall 2010 Progress Report have been a success. The Wait-List system is being utilized across campus for course demand, the Early Warning system has been instrumental with increasing student retention, and withdrawal data from the past year is currently being analyzed. The MSUN strategic enrollment plan continues to evolve, but we have made many great strides and accomplishments.

Recommendation 2: Institutional Assessment Plan

> *Until the major tenets of the institutional assessment plan are more fully realized across the curriculum and throughout the student support areas and the cycle of assessment is completed by documenting the implementation of improvement strategies based on collected and analyzed data, Recommendation Two remains valid. As stated earlier, it seems fair to say that assessment is a work in progress at MSUN and would benefit from more complete documentation of the good work that has occurred and continues to occur. Regardless, the activities now underway suggest that MSUN is on a course that will, when further developed, adequately address the concerns raised regarding Policy 2.2, Standard 2.B, Standard 2.B.2, and Eligibility Requirement 12. It is recommended that MSUN provide the Commission with a progress report within one year (Policy 2.2, Standard 2.B, Standard 2.B.2, and Eligibility Requirement 12)."*

From October 2010 to September 2011, MSUN's Institutional Assessment Plan (IAP) has become further institutionalized and there is a definite culture of assessment developing. This culture has developed because of the close working relationship between the Director of Institutional Assessment, Chair of the Assessment Committee and the Provost/Vice Chancellor for Academic Affairs. Additionally, the Assessment Committee members have taken vital roles in program review, creation of a new mission statement with core themes, and communicating their work to their constituent groups. Members of the MSUN Assessment Committee are representative of academic and student services areas on campus. (See list of members in Appendix C Assessment Committee Membership, 2010-2011.)

As noted in the October 2010 Progress Report, the Assessment Committee's work had four areas of focus (goals): 1) to establish an institutional assessment plan (IAP) where decisions are data driven; 2) give direction and guidance to the General Education Committee, as they continued to develop and implement a plan to improve and assess General Education; 3) create a system to assess student satisfaction and job placement; and 4) increase transparency and communication to constituents. Progress toward achieving these goals has been made and a brief summary is listed below.

In considering an IAP, an institution needs a mission to guide it and a way to align its operation to a purpose. Therefore, the Assessment Committee spent their efforts in the past year actively involved in the creation of a new mission statement with its corresponding core themes. The Assessment Committee worked alongside the Academic Senate, University Cabinet, University Advisory Council, Executive Staff, and a summer work group (faculty and staff) to accomplish the development of a mission statement and its core themes. The new mission statement will be discussed and approved by the Board of Regents' meeting (September 21-22, 2011). See the following links: http://mus.edu/board/meetings/2011/Sept2011/ARSA/152-2803-R0911.pdf and http://mus.edu/board/meetings/2011/Sept2011/ARSA/152-2803-R0911_a1.pdf (MT BOR approved MSUN's Mission Statement on September 22, 2011.)

The Chair of the General Education Committee (GEC) and its members (see link for membership http://msun.edu/admin/provost/senate/subcommittees.htm) worked closely with the Assessment Committee to examine some challenges that have surfaced when the General Education Core was reorganized from nine to seven academic categories. For example, one request to General Education faculty is to collect data on the percentage (%) of students who met the core objectives of category outcomes (math, humanities, social science, etc.) while taking a specific course. Faculty members in the General Education areas requested more time and information. So the GEC in consultation with the Assessment Committee and Provost determined that piloting a self-reporting study in Category VII - Technology would be the best plan. Results of this pilot will be shared with General Education faculty and others this fall.

The GEC have been working on two state-wide projects to better serve students in Montana. The first is the Montana University System Core Curriculum outlined in Policy 301.10. MSUN, along with all institutions in the Montana University System) has complied with a transferable 30 credit hour core curriculum. The second project, utilizing the Faculty Learning Outcomes Council (FLOC), Transfer Initiative Coordinating Council (TICC), and a campus Single Point of Contact (SPOC) have made monumental strides in creating a common course numbering (CCN) system and learning objectives for all equivalent courses in higher education in Montana. See http://mus.edu/Qtools/CCN/ccn_default.asp. This project led by the Office of the Commissioner of Higher Education (OCHE), still has a few subject areas to align to common numbers and objectives, such as Art and Photography. The General Education and Assessment Committees will continue to work closely to meet their goal of improving the general education experience for students and fulfilling the mission of serving [the educational needs of] a diverse student population.

The Assessment Committee's third area of focus was to examine student success. As noted under Recommendation 1 - Enrollment Management Plan, more personnel (Multicultural Coordinator, Veteran's Coordinator, and a transfer person in the Registrar's office) are being hired to meet the unique needs of a diverse student population. Also, new policies have been approved (effective fall 2011) to help students succeed: 1) students must declare a major by the completion of 45 credit hours or enroll in TRST 103 Career Exploration; 2) students who are placed on probation must take TRST 102 Study Skills; and 3) Academic Senate passed a proposal (#10-11 Publish Program Outcomes in Catalog) See Appendix D for a copy of this proposal. to publish in the MSUN catalog, the learning outcomes for each program, so students know expectations and can make informed decisions.

In addition to having students complete the Student Satisfaction Inventory (SSI) every three years (2007, 2010, and 2013), it was determined that students will take the National Survey of Student Engagement (NSSE) every year for the next three years (2011, 2012, and 2013) so the results can be used to guide and help MSUN faculty and staff make informed educational decisions to ensure students succeed. The Faculty Survey of Student Engagement (FSSE) will be administered on the same schedule and used to determine faculty expectations for student engagement as compared to students' expectation. Data results for the NSSE and FSSE will be examined by the Assessment Committee and then disseminated fall 2011 to campus constituents for review, discussion on mission fulfillment and action.

Other improvements for MSUN that will benefit students are listed below in Table 1.

Table 1
Improvements Benefiting MSUN Students

Date	Improvement
Fall 2010	Upgrade the SUB Pin n Cue
Fall 2010	Moved Wrestling to upgraded facility
Fall 2010	Remodeled science labs and updated HVAC system
Fall 2010	Began using the MSU Dashboard to better advise students and create a smooth transition for transfer students.
Spring 2011	Approved adding Men's Golf as an athletic sport (start fall 2011)
Spring 2011	Upgraded furniture and equipment in Pershing Hall
Spring 2011	Put new kitchens in Morgan and McKenzie Residential Halls
Summer 2011	Began remodeling bathrooms in Morgan Hall

The last area of focus for the Assessment Committee was to improve communication throughout the campus on the assessment process. The Assessment Committee has increased communication to all constituents and finds ways to continue to improve this process. The Director of Institutional Assessment has developed an intranet website that is being populated and used for centralization of assessment data, assessment reports, and assessment plans. To access this site, please contact Jay Howland at howland@msun.edu. The Assessment Committee Chair has

frequently updated the Academic Senate on the development of the mission statement and other projects.

Other Assessment Committee projects include the following:

1. Working on the development of policy to establish the Assessment Committee as a permanent University Level Committee, which is still in process.
2. Assessment Committee received book "Assessment Clear and Simple" by Barbara E. Walvoord and training to assist in implementing their role in the Institutional Assessment process.
3. MSUN hosted Dr. Ron Baker from NWCCU on April 22, 2011 for training on the new standards and accreditation process. The Assessment Committee, Chairs, Deans, Directors, Academic Senate, Registrar, and others attended this workshop.
4. The Director of Institutional Assessment and members of the Assessment Committee assisted the Professional Education Unit in their creation of an assessment plan in conjunction with the new conceptual frameworks for graduate and undergraduate programs. A new plan for data collection activities and review was created and is being implemented fall 2011.
5. Six faculty and staff members (Drs. Anstine Templeton, Zuck, Strizich and Ms. Brown, Mr. Wendland, and Mr. Howland) attended the NWCCU peer evaluation training on the new accreditation review process. The Provost/Vice Chancellor for Academic Affairs attended the Accreditation Liaison Officer Workshop on February 4, 2011.

For the Assessment Committee meeting minutes, see Appendix E.

The following section will share a brief update on the Institutional Assessment Plan (IAP).

- The Director of Institutional Assessment has been in place since January 2011 and he has been working closely with individuals on the Professional Education Unit, Assessment Committee, Academic Senate and various groups of faculty and staff to move throughout the campus the institution's assessment expectations and integration projects.
- The Assessment Committee will discuss their involvement in the Program Review process on campus. It will enhance the program review process, if program reports were reviewed by the Assessment Committee and recommendation given, prior to those reports going to the Academic Senate for discussion, recommendations, and approval or non-approval. An Institutional Assessment intranet website has been created and is used to keep the campus informed. For a user name and password, please contact Jay Howland at howland@msun.edu.
- The General Education Committee (GEC)met regularly during the past year to not only give input to the Montana FLOC and Common Core projects, but to move the revision and alignment of MSUN's general education courses forward. Currently, general education courses are placed in seven categories (humanities, fine arts, math, etc.) and faculty were given the directive to develop and align the objectives to the expectations of the State. Finally, some antiquated courses were deleted from the General Education course offerings and these changes need to go through the approval process.

- Academic Senate members will continue to work with the Assessment Committee and Academic Senate Subcommittees in curricular changes and program review process.
- Academic Affairs –the Provost/Vice Chancellor for Academic Affairs has worked closely with the Assessment Committee, Chairs of Assessment and General Education Committees, and the Director of Institutional Assessment to promote and support faculty and staff in the integration of the IAP. As a part of a Montana University System (MUS) project, the Provost and a group of faculty and staff will attend a workshop on prioritizing programs for student learning on October 11, 2011 in Missoula.
- Colleges—the leadership (Deans, Director, and Chairs) in the Colleges of Technical Sciences and Education, Arts & Sciences, and Nursing will continue to work with faculty members to examine programming for alignment to state and national standards. Other projects that College leadership will address are integration of the IAP, increasing retention through more effective advising, prioritizing programming to meet the needs of students, and helping with the creation of an academic master plan for the university.
- Senior Executive Officers spent the past year (October 2010 to September 2011) sharing and seeking input on the mission statement and strategic goals from the campus community. Needless-to-say, the final mission statement looks nothing like the original and the strategic goals became core themes. Currently, MSUN is in the process of hiring a new chancellor. The day-to-day operations of MSUN is being overseen by Interim Chancellor Joe Callahan. The new chancellor is expected to be seated by January 2012.
- Student Affairs—the Director of Institutional Assessment and Dean of Students/Registrar facilitated the distribution of the NSSE and FSSE surveys in spring of 2011. Results of the NSSE and FSSE were returned in August 2011 and results will be shared this fall to the campus community by presentations at committee meetings and offering campus conversations to build awareness and discuss the results in relationship to the mission and core themes. Both surveys will be given this academic year.
- Auxiliary Services people (as a result of student input) have spent the past year focusing on serving students better in the areas of the bookstore and food services. The operation of the bookstore has become a collaborative process with the creation of an advisory board that includes students, staff and faculty. Food service individuals are preparing to open a new quick-stop section (burgers, fries, yogurt, etc.) where items can be purchased individually without a meal plan and cafeteria style service.
- Athletics has worked closely with Academic Affairs and the Dean of Students/Registrar to ensure students meet eligibility requirements and remain on track to graduation. This increased communication has resulted in less frustration and disappointment on the part of MSUN student athletes.

CHAPTER ONE

Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

MSU is authorized by the Montana University System (MUS) Board of Regents (BOR) to grant degrees at the undergraduate and graduate levels [http://mus.edu/board/default.asp]. The Montana Constitution authorizes the Board of Regents with powers and responsibilities to oversee the operation of Montana State University which includes its affiliated campuses of Montana State University - Billings, Montana State University - Northern, and MSU Great Falls College of Technology [http://data.opi.mt.gov/bills/mca/20/25/20-25-201.htm]. (See Appendix D Montana Code Annotated 2009.)

Standard 1.A Mission

The following section highlights a new mission statement and its corresponding themes. Individuals at MSUN are looking forward to a new beginning (new mission statement, core themes and a new accreditation process), where decisions are made based on data results and improvement is ongoing.

Mission Statement

MSUN, a teaching institution, serves a diverse student population by providing liberal arts, professional and technical education programs ranging from certificates through master's degrees. The university promotes a student centered and culturally enriched environment endorsing lifelong learning, personal growth and responsible citizenship. The university partners with a variety of community and external entities to enhance collaborative learning, provide applied research opportunities, stimulate economic development and expand student learning experiences.

The MSUN mission statement was approved by the Montana Board of Regents at their meeting in Billings, MT on September 22, 2011. See links below:

http://mus.edu/board/meetings/2011/Sept2011/ARSA/Sept2011_ARSA.asp and
http://mus.edu/board/meetings/2011/Sept2011/ARSA/152-2803-R0911.pdf and
http://mus.edu/board/meetings/2011/Sept2011/ARSA/152-2803-R0911_a1.pdf .

Interpretation of Mission Fulfillment

To assure individuals within the MSUN community and the public that the institution is fulfilling its mission, MSUN will monitor the indicators for each of the three core themes (See Table 2). The monitoring and assessment of the following indicators will be done by the Director of Institutional Assessment and the Assessment Committee through review, discussion and dissemination of NSSE, FSSE, and SSI results, retention and graduation data, pass rates on state

and national exams, graduate and employer surveys, data from Multicultural Center, departmental review data and external funding data.

Table 2

Interpretation of Mission Fulfillment

Core Theme	Objectives	Indicators of Achievement
Provide Liberal Arts, Professional and Technical Programs That Serves A Diverse Student Population	1. Provide Excellent Academic Programs 2. Cultivate Teaching and Learning Excellence	--Student graduation and retention rates --Student pass rates and scores on state & national exams --Environments conducive to learning --Rates of satisfaction with academic areas, academic support services, and institutional resources (NSSE, FSSE, SSI)
Promote Student Centered and Culturally Enriched Environment Which Fosters Student Success	1. Prepare students for careers in their chosen field 2. Provide a student centered environment conducive to success 3. Promote a culturally enriched environment	--Graduate and Employer surveys --Rates of student engagement in campus life (NSSE, FSSE) --Quantity and quality of event sponsorships and student, staff, faculty participation in multicultural—activities, clubs, courses, and projects --Rates of student engagement (NSSE, FSSE)
Partner with External Entities to Enhance and Expand Learning Experiences	1. Use external partnership input to develop or enhance programs or disciplines 2. Expand students' collaborative/external learning experiences 3. Through partnerships stimulate economic development of our region	--Creation of advisory boards --Programs meet state and national accreditation standards --Programs or disciplines require collaborative/external learning experiences --Number of successful external and applied research projects --Amount of external funding—grants, contracts, materials, equipment and scholarship for MSUN

Articulation of acceptable degree of mission fulfillment

Core Theme 1 - MSUN programs can be viewed as "Excellent" when students succeed and are able to obtain their desired academic goal in a timely manner. Graduation and retention rates are the most common indicators used by institutions of higher education including MSUN to determine to what extent their programs meet the needs of students and enable them to persist and succeed. If the learning environment is conducive to learning, then students will be successfully prepared for the world-of-work. MSUN will be able to monitor the learning environment through Policy 304 and the University Facilities Planning Board's (UFPB) oversight. The UFPB is currently updating its facilities plan of action. Additionally, the Montana University System utilizes a Long Range Building Plan, which is reviewed and updated annually. See Appendix F MUS Long-Range Building & Planning (LRBP) or

Equally informative are rates of student satisfaction with major academic areas, academic support services, and institutional resources. These indicators are measured by national-normed instruments like the NSSE, FSSE, and SSI and MSUN will continue to use these instruments. Also, student pass rates and scores on state and national (licensure and certification) exams will be used as an indicator of teaching/learning excellence and student success.

Core Theme 2 –Student centered learning environments will be assessed by national-normed instruments like the NSSE, FSSE, and SSI, where satisfaction data will determine student centered levels and guide improvement. Additional indicators of achievement will be alumni (graduates) and employer results on satisfaction surveys, which will highlight how well students and employers believe faculty members have prepared them for careers in their chosen field. The current graduate survey is under revision and the employer survey is in development. The Director of Institutional Assessment will work closely with the Coordinator of the Multicultural Center to create surveys and self-reporting instruments. A culturally enriched environment will be measured by departmental surveys and frequency data results will be used to determine if objectives has been met.

Core Theme 3 – Mission fulfillment will be achieved when external partners serve on advisory boards to give input and expertise on how best to prepare MSUN students using high quality course content guided by state and national standards. Another indicator of success will be an increase of the number of MSUN programs or disciplines requiring an external partnership. Other measures of achievement will be examining the number of applied research projects taking place between MSUN and its partners from the local, state and national levels. These partnerships will allow MSUN students to be actively engaged in applied research projects. Still another indicator of achievement will be the economic impact MSUN has on the surrounding region and State of Montana through its grants, contracts, articulation agreements, MOUs, and scholarships.

Standard 1.B Core Themes

Introduction of Core Themes

Throughout its history, Montana State University—Northern has been a regional university serving many diverse educational needs. These educational needs encompass a wide range of programs not normally seen in an institution this size. As the range of programming indicates, MSUN has taken on the role of a college of technology, community college, traditional baccalaureate granting institution, and graduate school.

Core Theme One

Title:
Provide liberal arts, professional and technical education programs that serve a diverse student population.

Brief Description:

Throughout MSUN's range of programs, it is believed that a focus on excellence both in programming and program delivery is crucial. The core theme "Provide liberal arts, professional and technical education programs that serve a diverse student population" mirrors the first part of MSUN's mission.

Objectives:

Objective 1 - Provide Excellent Academic Programs

MSUN's programs can be considered "excellent" when students are able to obtain their desired academic goal in a timely manner by following their program sheets or plans of study. Also, an excellent program can be defined as one that prepares students to be successful in their chosen field.

Indicators of Achievement:

1. Student retention and graduation rates
Excellent academic programs provide coursework and advising in such a way to ensure that certificate, associate, bachelor's and master's degree seekers are able to complete their studies in a prescribed amount of time. As an indicator, the time to graduation for students reflects MSUN's ability to meet the students' goal of obtaining their desired credential (certificate, or degree) in an acceptable amount of time. See the graduation rates for the State of Montana using the following link: http://leto.msu.montana.edu/data/briefs/Grad_Rates-OnePager.pdf. MSUN bachelor's degree six-year graduation rate from fall 2004 to fall 2010 was 37.33%, which is lower than the State average of 44%. For MSUN associate degrees the three-year graduation rate from fall 2007 to fall 2010 was 31.74%.

2. Student pass rates and scores on state and national (licensure and certification)exams
The pass rates of graduates in academic fields that culminate in state, regional, or national examinations for licensure or certification shows the quality of the program of study. Meeting external standards, especially at the state and national levels, ensures that MSUN graduates are able to compete effectively in the global marketplace. MSUN's target is to meet or exceed state and/or national averages for pass rates in each license or certification area.

Objective 2 – Cultivate Teaching and Learning Excellence

It is understood in this core theme—provide liberal arts, professional and technical education programs that serve a diverse student population—that there has to be a culture of teaching and learning excellence cultivated.

Indicators of Achievement:

1. Environment conducive to teaching and learning
To compete in the global higher education market, facilities and resources for teachers must reflect the state of the art in instructional technology, as well as provide comfortable learning environments for students. Monitoring the short and long range plans of the University Facilities

Planning Board ([Policy 304](#)) who oversees the upgrade of teaching and learning spaces, will determine of this objective (cultivate teaching and learning excellence) is being met. Additionally, monitoring the project plans for the Instructional Technology Services area will determine if technology needs cultivate teaching and learning excellence. Rates of satisfaction with academic areas, academic support services and institutional resources will be determined using the NSSE, FSSE, and SSI.

2. Rates of satisfaction with teaching and learning experiences

NSSE, FSSE, and SSI results will be used to determine how well MSUN cultivates teaching and learning excellence. Additionally, the MSUN Professional Development Committee oversees the professional development of its faculty and staff and this committee is creating a self-reporting survey to assess whether faculty and staff professional needs are being met.

Core Theme Two

Title:

Promote a student centered and culturally enriched environment which fosters student success.

Brief Description:

Fostering student success is paramount to MSUN's mission. Student success factors include access to courses, an engaging education, academic support, co-curricular programs, and fiscal resources. Beyond academic preparation, a culture of student engagement and enrichment is essential for students to become contributing members of society and productive citizens.

Objectives:

Objective 1 - Prepare students for careers in their chosen field

Organizations need well qualified, well rounded employees to succeed. The preparation of students in their chosen field includes academic preparation, as well as developing an attitude that fosters personal growth, lifelong learning, and responsible citizenship.

Indicators of Achievement:

1. Alumni survey results

Graduates' survey results will indicate if they have been well prepared and will be successful in their chosen fields. This survey was reviewed and changes made in 2010-2011. It will be reviewed in the 2011-2012 AY to make sure it is aligned to the mission and core themes of MSUN.

2. Employer survey results

Employer survey results will indicate if MSUN graduates have been well prepared and will succeed in the workplace. Departmental employer surveys will be reviewed for alignment with MSUN's mission and core themes. The Director of Institutional Assessment will work with the Assessment Chair and Committee and the Provost/Vice Chancellor for Academic Affairs to develop an instrument that can be used campus-wide.

3. Rates of student satisfaction with academic areas

NSSE, FSSE, and SSI survey results will show how satisfied students feel with their program preparation. The results will be used for discussions and determining next steps to best fulfill MSUN's mission.

Objective 2 - Provide a student centered environment conducive to student success.

MSUN views a "student centered environment conducive to student success" as an atmosphere in which students are engaged in campus life. Students are also taking advantage of special programs provided to enhance their success. Students' perceptions of how they are valued on campus is also a reflection of MSUN's commitment to being student centered and providing a culturally enriched environment where students succeed.

Indicators of Achievement:

1. Rates of student engagement in campus life

Participation by students in Associated Students of Montana State University – Northern (ASMSUN), University Advisory Board (UAC), faculty and staff search committees, and the 20 MSUN clubs will allow students the opportunity to contribute to the decisions made by the university. For example, the ASMSUN was presented with MSUN's projected budget and they were able to vote on whether to have increased student fees. The NSSE and FSSE will be used to determine rates of engagement in campus life. Attendance at ASMSUN, UAC and students serving on search committees will be monitored.

2. Student participation in academic support programs

Rates of participation in academic support programs designed to enhance student success is an indicator of a MSUN student centered environment and a commitment to student success. Participation rates in the Advising Center, Tutoring Center, Student Support Services, and the number of students taking TRST 120 Study Skills will determine if the objective of being student centered is met. Moreover, MSUN believes in the importance of a First Year Experience for its beginning students, therefore, will be developing this experience in the coming year.

Objective 3 - Promote a culturally enriched environment.

A culturally enriched environment at MSUN includes the opportunities that are provided for students, faculty, and staff to enhance their own cultural experiences. MSUN also views the "culturally enriched environment" as enhancing cultural sensitivity through experiences and course work to build an awareness and knowledge base.

Indicators of Achievement:

1. Event participation

Monitoring the participation by students and employees at cultural events shows the amount of involvement by the campus community. This involvement is an indicator of the participant's views on culture and builds cultural sensitivity. NSSE and FSSE will be used to determine

student participation. A self-reporting survey will be used to determine the level of participation for faculty and staff.

2. Event sponsorship

Monitoring the number of opportunities, events and activities which are sponsored and coordinated by the campus Multicultural Center provides an indicator of MSUN's commitment to cultural enrichment. This data will be a part of the Coordinator of the Multicultural Center's annual reporting.

3. Course work

Monitoring the student enrollment in courses in Category V: Cultural Diversity and General Education Code: C6, will give an indication of whether students are taking advantage of learning opportunities that build a cultural sensitivity. A Native American Studies major and minor has been developed and is in the approval process at the state level. There appears to be much interested in this program from a local and state level. Monitoring enrollments in and success of this program will determine if the objective (promote a culturally enriched environment) has been met.

Core Theme Three

Title:
Partner with external entities to enhance and expand learning experiences

Brief Description:
MSUN views partnerships with external entities as a way to develop, improve and/or expand learning experiences for students. These student learning experiences include cooperative education, field experiences, internships and clinical experiences. Additionally, faculty members' experiences obtained from partnerships through training and special projects keeps instruction current.

Objectives:

Objective 1 – Use external partnership input to develop or enhance programs or disciplines.

Programs offered at MSUN should incorporate external standards in program development and program offerings allowing our graduates to compete in the global workforce. As a teaching institution, we are dedicated to keeping our programs current and responsive to the needs of external partners. Much of the University's success is defined by our ability to provide organizations with graduates for employment.

Indicators of Achievement:

1. Program advisory boards

Utilization of advisory boards by programs and disciplines is an indicator that these academic areas are partnering with external entities. The information provided by advisory boards can aid in the design of our education programs and curriculum. Additionally, advisory boards and

agreements made through them may provide resources for programs, disciplines and services. A program/discipline survey will be used to collect this data.

2. Program accreditation

State and national standards are a driving factor in many disciplines. By obtaining accreditation, programs are adhering to an objective standard of quality. The number of programs that obtain external accreditation is a direct indication of successful partnerships.

Objective 2 - Expand student collaborative learning experiences.

Developing and maintaining partnerships with external entities provides MSUN's students with opportunities for collaborative leaning and "real life" learning experiences.

Indicators of Achievement:

1. Increase experiential learning opportunities

The development of sites and partnerships that provide opportunities for students to participate in field experiences, clinical training, internships, and cooperative education is an essential indicator of achievement of this objective.

2. Increase program or discipline requirements for student participation in experiential learning experiences

Programs or disciplines need to include experiential learning requirements into their academic areas. The increase in program or discipline area requirements for experiential learning and trends in enrollment will be utilized as an indicator of achievement.

Objective 3 – Through partnerships stimulate and enhance economic development of our region.

MSUN's commitment to fulfilling its mission includes using partnerships to "provide applied research opportunities, [and] stimulate economic development."

Indicators of Achievement:

1. Quantity and success of applied research and economic stimulus projects

Many of the applied research projects at the university are intended to support the economic success of industries in our region. For example, the biodiesel research being conducted in the Bio-Energy Center within the College of Technical Sciences will lead to a cheaper and cleaner fuel alternative for the Hi-Line area and State. Currently, biodiesel is being tested in Havre's public transportation and BNSF Railway Co. We should continue to improve these research activities and determine impact on the community and region.

The quantity and success of projects at MSUN, directly contributes to our mission. As an important indicator, MSUN will document the ongoing projects that faculty and staff are involved in through self-reporting methods. The Montana State University system conducted an economic impact study with results being published December 2010. MSUN contributes 800 jobs in the local region, produces a two to one return on investment of state dollars ($9 million

invested resulted in $18 million in state tax revenues in 2009) and an increase of $14.7 million in investment spending in the Montana economy occurs annually due to the MSUN campus. These impact studies will continue to give MSUN a method of assessing its economic impact and if it is fulfilling its mission.

2. External funding

Another important indicator of MSUN's success working within the region and its economic impact is the amount of external funding such as grants, contracts, materials, equipment, and scholarships which are received. These funds have an economic impact on the community and the region while enhancing MSUN's offerings. The Director of Institutional Assessment working closely with the Office of Business Services will document the level of external funding, annually.

CONCLUSION: Chapter Summary

Montana State University – Northern aspires to provide excellent liberal arts, professional and technical education programs to a diverse student population. As noted in the Mission, this learning environment will be student centered and provide culturally enriched experiences, where the focus is on student success. Additionally, MSUN will make connections at the local, state and national levels to create partnerships and provide students with experiential learning opportunities, as well as contribute to the economy growth of the local community and the State of Montana.

In order to guarantee it is fulfilling its mission, MSUN will monitor key indicators of effectiveness. The monitoring and assessment of these indicators will be documented in program reviews, campus strategic plans, institutional assessment reports, enrollment management plans, departmental self-reports and administrative unit reviews. The new NWCCU accreditation process provides Montana State University – Northern a new beginning and greater opportunity to assess and document progress in its three core theme areas as follows:

- Provide Liberal Arts, Professional and Technical Education Programs That Serves A Diverse Student Population;
- Promote A Student Centered and Culturally Enriched Environment Which Fosters Student Success; and
- Partner With External Entities to Enhance and Expand Learning Experiences.

This ongoing evaluation process will enable MSUN to connect data-driven planning to budgeting activities. The University will invest in its three core theme areas to continually improve and provide evidence that the University is effectively moving toward achieving it mission.

APPENDIX A

Montana University System Indicators of Retention

System & Campus Dashboard Indicators

Retention

1.1.2 Retention Rates

Percentage of First-time, Full-time Freshmen Returning for a Second Year of Enrollment

Inst. = Institutional rate Sys. = System-wide rate		Fall 2005 Cohort (returning Fall 06)	Fall 2006 Cohort (returning Fall 07)	Fall 2007 Cohort (returning Fall 08)	Fall 2008 Cohort (returning Fall 09)	Fall 2009 Cohort (returning Fall 10)	1 Year Change	5 Year Trend
MSU-Bozeman	Inst.	70.6%	71.4%	71.5%	72.1%	74.2%	⬆	⬆
	Sys.	75.4%	75.9%	76.0%	75.8%	77.6%		
MSU-Billings	Inst.	58.0%	59.7%	53.2%	55.2%	53.2%	⬇	⬇
	Sys.	66.1%	70.0%	64.3%	65.8%	61.2%		
MSU-Billings COT	Inst.	34.7%	37.9%	37.4%	42.0%	45.8%	⬆	⬆
	Sys.	52.3%	52.5%	47.1%	50.2%	55.4%		
MSU-Northern	Inst.	61.5%	58.8%	63.2%	59.3%	59.7%	⬆	⬇
	Sys.	67.7%	62.9%	67.6%	63.3%	62.7%		
MSU-Great Falls COT	Inst.	47.1%	42.8%	52.1%	55.8%	43.5%	⬇	⬇
	Sys.	52.9%	46.7%	57.4%	62.4%	49.2%		
UM-Missoula	Inst.	72.3%	72.3%	71.6%	73.4%	73.7%	⬆	⬆
	Sys.	76.8%	77.1%	75.8%	78.6%	77.1%		
UM-Missoula COT	Inst.	47.6%	51.9%	54.6%	51.9%	47.4%	⬇	➡
	Sys.	52.4%	56.3%	58.7%	58.2%	50.6%		
MT Tech	Inst.	65.8%	68.1%	69.4%	71.7%	65.7%	⬇	➡
	Sys.	77.0%	78.6%	78.1%	81.5%	76.0%		
MT Tech COT	Inst.	37.3%	40.7%	32.6%	38.9%	33.1%	⬇	⬇
	Sys.	49.0%	49.6%	41.7%	55.7%	43.9%		
UM-Western	Inst.	58.5%	63.3%	64.6%	68.4%	64.9%	⬇	⬆
	Sys.	66.5%	67.9%	67.9%	72.1%	72.0%		
UM Helena COT	Inst.	50.0%	44.8%	58.3%	56.1%	58.7%	⬆	⬆
	Sys.	54.6%	50.5%	60.3%	62.2%	64.1%		
2-year Total (system-wide retention)		52.6%	52.0%	54.0%	57.7%	53.3%	⬇	⬆
4-year Total (system-wide retention)		74.4%	75.1%	74.1%	75.7%	74.7%	⬇	⬆

APPENDIX B

Enrollment Management Committee Members, 2010-2011

Enrollment Management Committee
Members
2010-2011

Amy Crowder-Klobofski
Instructor, Nursing
Cowan Hall

Barbara Zuck
Assistant Professor, Business
Brockmann Center

Jim Potter
Director of University Relations
Cowan Hall

Lanny Wilke
Associate Professor, Business
Brockmann Center

Ligia Arango
Director of Advising Center
Library

Stacey Gonsalez
Coordinator of Multicultural Center
Cowan Hall

Bill Lanier
Assistant Dean of Students/Director of Housing
Student Union Building

Brittany Lock
Accounting Associate/Grants
Cowan Hall

Katherine Williams
Associate Professor, Community Leadership/
Communications
Cowan Hall

Larry Strizich
Chair, College of Technical Sciences/Professor of
Electronics and Computer Engineering Technology
Brockmann Center

Norton Pease
Chair, College of Education, Arts & Sciences,
and Nursing/Associate Professor, Graphic
Design
Pershing Hall

APPENDIX C

Assessment Committee Membership, 2010-2011

Assessment Committee
Membership
2010-2011

Barbara Zuck
Assistant Professor, Business
Brockmann Center

Bob Johnke
Assistant Professor, Mathematics
Hagener Science Center

Chris Wendland
Budget Analyst
Cowan Hall

Daniel Ulmen
Facilities Operations Manager
Physical Plant

Janice Brady
Dean of Extended University
Cowan Hall

Kevin Zoren
Administrative Associate/Graduate
Programs Coordinator
Cowan Hall

Ligia Arango
Director of Advising Center
Library

Mary Pappas
Professor, Nursing
Cowan Hall

Randy Bachmeier
Director of Online Learning/ADA
Compliance Officer

Bill Lanier
Assistant Dean of Students/Director of Housing
Student Union Building

Carol Reifschneider
Interim Dean, College of Education, Arts & Sciences
and Nursing
Cowan Hall

Curtis Smeby
Professor, Curriculum and Instruction
Cowan Hall

Greg Kegel
Dean, College of Technical Sciences
Professor, Design Drafting and Manufacturing
Technology
Brockmann Center

Jay Howland
Professor, Computer Information Systems
Electrical Building

Larry Strizich
Chair, College of Technical Sciences/Professor of
Electronics and Computer Engineering Technology
Brockmann Center

Lindsey Brown
Dean of Students/Registrar
Cowan Hall

Norton Pease
Chair, College of Education, Arts & Sciences,
and Nursing/Associate Professor, Graphic
Design
Pershing Hall

Rock Brown
Director of Information Technology Services
Cowan Hall

Rosalyn Templeton
Provost/Vice Chancellor for Academic Affairs
Cowan Hall

Stacey Gonsalez
Coordinator of Multicultural Center
Cowan Hall

Tracey Jette
Director of Career Center
Cowan Hall

Will Rawn
Professor, English
Cowan Hall

Stacey Dolezal
Assistant Professor, Education
Cowan Hall

Sue Ost
Director of Business Services/CFO
Cowan Hall

Vicki Gist
Director of Library Services
Library

APPENDIX D

Montana Code Annotated 2009

Montana Code Annotated 2009

20-25-201. Units constituting university system. The Montana university system is composed of the following units, each designated by its legal name:

(1) The university of Montana, with campuses at the following locations:

(a) Missoula;

(b) Butte;

(c) Dillon; and

(d) Helena.

(2) Montana state university, with campuses located at the following locations:

(a) Bozeman;

(b) Billings;

(c) Havre; and

(d) Great Falls.

History: En. 75-8403 by Sec. 3, Ch. 2, L. 1971; R.C.M. 1947, 75-8403; amd. Sec. 1, Ch. 224, L. 1989; amd. Sec. 15, Ch. 308, L. 1995.

APPENDIX E

Publish Program Outcomes in Catalog (#10-11)

ACADEMIC SENATE PROPOSAL TRACKING SHEET APPENDIX E
(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)

All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the **Academic Senate Secretary.**

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers Academic Senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.

   Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --
   http://www.msun.edu/admin/provost/asproposals.htm
   Documentation and forms for the curriculum process is also available on the web page:
   http://www.msun.edu/admin/provost/asforms.htm

*****(If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Dean of the submitting college who then notifies the originator.)

Proposal # *10-11*	Title: *Publish Program Outcomes in Catalog*

(proposal explanation, submitter and college dean signatures on attached program/degree or course revision form)

	Date		
Received by ACAD Senate	*2-18-11*		
Forwarded to Gen Ed Committee	_____	Approved _____	Disapproved _____
		Signature	Date
Returned to ACAD Senate	_____		
Forwarded to Curriculum Committee	_____	Approved _____	Disapproved _____
		Signature	Date
Returned to ACAD Senate	_____		
Forwarded to Graduate Council	_____	Approved _____	Disapproved _____
		Signature	Date
Returned to ACAD Senate for Vote	*3-08-11*	Approved *X*	Disapproved
		Signature	Date *3/22/2011*
Forwarded to Provost for Approval/Disapproval	*3-23-11*	Approved *Rosalyn Austin Templeton*	Disapproved *4-7-11*
		Signature	Date
Forwarded to Chancellor for Approval/Disapproval	_____	Approved *Frith Groche*	Disapproved _____
		Signature	Date *5-5-11*
Copies sent to originating college and	_____		

Updated 09/10/09

Senate Proposal

January 21, 2011

Publish PROGRAM OUTCOMES in the catalog with the program description.

Re: NWCCU Eligibility Requirement #22:

STUDENT ACHIEVEMENT

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

In ER# 22, the institution "publishes" the learning outcomes.

I believe that the catalog is the appropriate vehicle for publication of the outcomes.

Jay Howland

APPENDIX F

Assessment Committee Meeting Minutes

Assessment Committee
Meeting Minutes
October 1, 2010

Members Present: Carol Reifschneider, Curtis Smeby, Larry Strizich, Vicki Gist, Sue Ost, Lindsey Brown

-Discussed progress made in our assessment plan.

-Program outcomes were on the Provost's website. (I would like to include them in the catalog next year.)

-The state is currently evaluating the general education curriculum to modify it to be learning outcome based.

-The Noel Levitz Student Satisfaction Survey will be conducted every 3 years in the spring. (Next testing Spring 2013.)

-Most recent test (Student Satisfaction Inventory, spring 2010) shows student satisfaction improvement from 2007.

-The 2009 Graduation survey shows excellent placement rates.

-Nursing, diesel, community leadership, auto, civil engineering technology, plumbing, and electrical all have employer advisory boards to give us feedback on our graduates.(I might solicit a few quotes from members to include on the report.)

-Our specialized accreditations include: OPE NLNAC, TAC-ABET, NATEF (auto)

-Program reviews are done through the state every 7 years. Our MSUN program review policy is outdated. Larry will be updating and we can include notation of our new program review cycle in the report.

-Through the state-wide FLOC process each course will have clearly defined learner outcomes. (This hasn't been included on every FLOC'd course, but I think it may be good to include.)

-We need to look into the other Noel Levitz survey for faculty/staff and online learning. I am going to check on pricing for those and we can include them in our new cycle.

-Add the College Portrait to our website.

-Changing to online course evaluations so our faculty can adjust teaching techniques as needed.

-The non-academic areas need to establish goals and assessments.

-Need to create/update our IR web information.

-State that we need an IR person. Recognize our deficiency.

Assessment Committee Meeting

1/27/2011

In attendance: Rosalyn Templeton, Cassiar Ladenburg, Jay Howland, Larry Strizich, Vicki, Sue Ost, Stacey Gonzalez, Ligia,

Discussion:

October report was in response to assessment plan and enrollment management. NWCCU has revised their standards. They have reduced the number of standards but have increased the reporting requirements. Several MSUN employees attended training to look at other campuses. Some requirements don't require a visit, just have people reviewing materials.

By September 1st 2011 we must have a year one report that covers mission and core themes.

Jay provided and discussed a sample from Carroll Colleges report.

A workgroup will work on mission and core themes for review, there must be indicators for each goal. Should have a one page report annually from all colleges and then review and combine.

NWCCU wants to see that we are collecting data & analyzing to discover what needs to be done. The goal of assessment is to see that we are accomplishing our mission. Each area of campus will need to identify what their goals are. Fixing our assessment plan is a priority.

Student satisfaction survey (last year) is something we need to review and see how we are doing. This year MSUN will have a faculty study to see how engaged they think students are. This information should be compared to what student report said. Student surveys will start next week and faculty surveys will start in March.

There is a need for assessment measures for professional staff. One year students in a class did survey, this would be an idea for a staff report. Information taken from studies can drive campus area goals.

Next steps:

Jay and Larry will pull draft document and create report for committee member's review.

NWCCU may have a visit on old standards this fall, if so it would be in October or November. MSUN will have visits year 3 & 7 and reports each year.

Jay and Larry will have a draft within a couple weeks. Then we need to have an assessment plan for each area with measures and goals. Remaining committee members can bring thoughts on how to assess staff & students in their respective areas.

Larry has some assessment books that are good reference that he will forward the names of so the committee can purchase some.

MSUN Assessment Committee
Minutes for February 18, 2011
Brockman Conference Room - 9:00 a.m.

Attending: Sue Ost, Mary Pappas, Carol Reifschneider, Vicki Gist, Greg Kegel, Jay Howland, Will Rawn, Rosalyn Templeton, Rocky Brown, Lindsey brown, Bill Lanier, Ligia Arango, Curtis Smeby

1) National Student Satisfaction Engagement (NSSE) was reviewed by Jay
   o 14% of students completed survey
   o $100.00 certificates as incentive provided
   o Students were not randomly selected
   o Document can be viewed at website

2) Share Point Site Discussion (Jay)
   o Review process for availability
   o Send minutes to Jay
   o Links will be developed
   o Lindsey will put the Student Satisfaction Survey up for review
   o

3) Assessment Plan Status
   o Assessment plan adopted two years ago
   o Annual report to chancellor is due and broadened for his review
   o Last draft was 3/25/09
   o Review of goals (development courses and evaluation of such)
   o Midpoint analysis required
   o Committee agreed to review developmental data at next meeting
   o Different programs have different measures
   o Lindsey will provide a 10 minute summary at next meeting
   o General Education faculty need input here

4) Next meeting scheduled for Friday, February 25th at 9:00 a.m.

Respectfully Submitted

Curtis Smeby

PRESENT: Bill Lanier, Carol Reifschneider, Vicki Gist, Will Rawn, Larry Strizich, Mary Pappas, Rock Brown, Tracey Jette, Amy Bryant, Sharon Caven

ABSENT: Rosalyn Templeton, Jay Howland, Ligia Arango, Bob Johnke, Daniel Ulmen, Stacey Gonsalez, Curtis Smeby, Greg Kegel

Graduate Survey

At graduation rehearsal the students are each asked to complete a Graduate Survey. A post card is put in their diploma providing a link to Survey Monkey if they didn't complete the survey at graduation rehearsal.
Tracey distributed a copy for the committee to review.
Extensive discussion was held regarding the selected questions which were developed by university system Career Center's personnel. Each campus can add more questions; in fact Bozeman has a 4 page questionnaire*; we had additional questions from Education on last year's survey and different questions this year.
Each survey must be segregated to be sent to the same students for the three year follow-up required for accreditation.

Tracey also explained that although we haven't done employer questionnaires for a while; our "Employer" questionnaires reference a particular student so the questionnaire must go to the student to submit to their employer, resulting in low responses. If a questionnaire was developed stressing educational questions instead of specific student it could be sent directly to employers.

Tracey will gather samples from other campuses for review and discussion by the committee. Any changes to our surveys must be approved and submitted to Tracey no later than May 1st.

Assessment meeting –Seattle

Larry Strizich and Jay Howland just returned from a meeting in Seattle. Larry reported there were approximately 250 people at the workshop. Although we are on track for Year 1 there were several who had submitted their Year 1 Mission/Core themes last September 1 and were submitting Year 3- Goals on March 1, 2011.

Basically the Assessment PLAN is:
1)   To be between 4-6 items (less than 4 items = not working hard and more than 6 items = more than we can chew)
2)   Assessment Plan is simple: WANT – MEASURE – ADJUST TO ACCOMPLISH,   What do we want to do? How do we measure if we are doing that? What adjustments do we need to make to accomplish the goal?
3)   Campus Wide:
The only department to submit their Self Assessment has been the Physical Plant. It was stated that most areas likely already have information they use to make decisions which is "Self Assessment".

Letter on Share Point

Please review/approve the 2/17th draft letter on share point and respond to Larry.
Notes from last meeting
Curtis Smeby took notes at the last meeting.
(*: Bozeman submits the completed surveys for drawings of large prizes like a Cat/Griz weekend)
Assessment Books
Assessment Books will be ordered for those committee members that don't have one.
Submitted:
Sharon L. Caven

ASSESSMENT COMMITTEE MEETING
FRIDAY MARCH 25, 2011
LOWER BROCKMANN CONFERENCE ROOM
NOTES

PRESENT: Will Rawn, Rock Brown, Lindsey Brown, Sue Ost, Chris Wendland, Carol Reifschneider, Stacey Dolezal, Jay Howland, Vicki Gist, Sharon Caven, Rosalyn Templeton, Larry Strizich, Tracey Jette, Stacey Gonsalez
ABSENT: Curtis Smeby, Bob Johnke, Bill Lanier

The meeting was called to order at 9:05 a.m. by Chairperson Larry Strizich

Larry plans on submitting the annual report to the Chancellor's office by the end of the semester.   He pointed out that the report being submitted will reflect the time period ending last June (2010).

Larry began instruction on the "Assessment Clear and Simple" book that was purchased to assist the committee.

Jay Howland showed the sight he has developed on the Web to be the location for all areas. The site is based on the NW Framework; which is:
> Mission Statement
> Goals (theories)
> Objectives (learned outcomes)
> Measurements (indicators)

Currently Jay is meeting with each area and determining what they have and getting it onto the website as a starting point.   Once established then an annual 2 page report will be required from each area.

Larry Strizich requests a 2 page report from each of the programs in his area and then combines whatever he receives.

Stacey Dolezal asked for guidance regarding the Gen Ed Program. Extensive conversation pursed regarding the number of categories that make up the Gen Ed Program. Will Rawn sited using "critical thinking" as an example and stated that universities across the nation have determined that learning critical thinking isn't normally an outcome at the end a freshman year and in some cases isn't an outcome at the end of the students senior year.

The meeting was adjourned at 10:00 a.m.

Respectfully submitted

Sharon Caven

ASSESSMENT COMMITTEE MEETING
FRIDAY April 1, 2011
Brockmann Conference Room
NOTES

PRESENT: Larry Strizich, Jay Howland, Stacey Dolezal, Sue Ost, Vicki Gist, Bill Lanier, Will Rawn, Rock Brown, Lindsey Brown, Roslyn Templeton, Sharon Caven, Carol Reifschneider, Ligia Arango
ABSENT: Curtis Smeby, Bob Johnke, Stacey Gonzales, Daniel Ulmen, Mary Pappas, Greg Kegel, Barbara Zook

The meeting was called to order by Chair Larry Strizich at 9:05 a.m.
The agenda was modified to include a visit from Ron Baker and approved.

The minutes were read and approved as corrected; moved by Carol Reifschneider, seconded by Stacey Dolezal.

NWCCU Annual Report – due June 1, 2011
The email received by Rosalyn Templeton at 5:18 last night was distributed to the committee members. It was the first notification she had received that the annual report was due June 1st. The 10 sections were reviewed.
Jay Howland stated that it appears the last report was sent electronically to NW and a hard copy was not retained but we will continue to locate a copy (may require asking NW for a copy).

Larry Strizich will find the 2008 report to identify what courses were put in moratorium so that it can be properly reported to Board of Regents.

Need to check records for the date of termination for the Auto body report. Check with Jan Brady for courses.

TITLE II REPORT DUE APRIL 30, 2011
At the Deans meeting in Helena March 21 there was extensive discussion on the Major and Subject classifications. Pam Wilson will be asked to bring last year's report and this year's report, with copies, to the committee on April 15, 2011 So the committee can review before submittal. Jay Howland will place it on the IA shared site.

Montana has adopted that all standards will align to the National Standards, as part of changing from NCATE to KCATE, which will involved our teacher preparation common courses.
This will need to be discussed at the Education Department meeting.

NWCCU YEAR ONE REPORT – DUE SEPTEMBER 1, 2011
Larry reported that the report is on the IA Site with a goal to have most done by the end of this semester because faculty is gone over summer.

He distributed the Mission Statement from the work committee which will go to Electronic vote to everyone including the Local Executive Board on Tuesday. The committee knows that as the issues of how to define and how to interpret the goals it may become necessary to modify the Mission Statement.

DR BAKER VISIT TO MUSN
Dr Baker is coming to campus for 1 free visit to provide instruction and assistance with changing from the old standards to the new.
Dr. Templeton will check to see if he is available the week of April 14 or 15 or the week of 4/18-22. The 22nd is university day and there will be no classes. She will also ascertain his planning; will it be a 4 hour or 2 day session or what.

The meeting was adjourned at 9:45 a.m.

Respectfully submitted
Sharon L Caven

ASSESSMENT COMMITTEE MEETING
FRIDAY April 29, 2011
Brockmann Conference Room
NOTES

PRESENT: Rosalyn Templeton, Amy Bryant, Will Rawn, Rock Brown, Stacey Dolezal, Curtis Smeby,
Larry Strizich, Jay Howland, Vicki Gist, Tracey Jette, Sue Ost, Barbara Zuck, Bill Lanier,
Greg Kegel

The meeting was called to order at 9:00 AM

Faculty Survey
74 students were sent surveys, with more going out right before graduation. Out of the 74 sent, 30 have responded.

Core Theme Workgroup
Two people have volunteered so far – Curtis Smeby and Tracey Jette. They need to know what they need to do and the timeframe to complete it. It's vital to have someone with a very clear idea of Assessment, so either Larry or Jay needs to lead the workgroup because of the knowledge base. The workgroup will be a time commitment for faculty, but we need a group made up of between five to seven people. The main point is to get representation from both sides of the campus and from people that are interested in the committee.

The members discussed the best way to bring it back to benefit the campus. Also, creating a very large group makes the work more difficult, as whatever is created is reflective of the group. Should the workgroup ask more people on campus to look at it?

Viewed IA Site (ia.msun.edu)
Core Themes
1. Teaching
2. Productive Members of Society – Defined in objectives
3. Service to Community, Region and state
4. Environment

- Pink – core themes
- Yellow – objectives
- Blue – indicators

The group discussed whether or not these four core themes send the correct message. They are based on one or two people's opinions and some of the information is pulled from the Mission Statement. Members of the committee received a handout from Barbara, Titled: *Core Theme: Culture of Strengthen Communities Beyond The Campus*, which supports one of the core themes.

Jay will put a discussion area on IA as a threaded discussion or comment. In addition, he will add a place for responses so that the group can get input from others that are not in work group, along with instructions on how to access the area in IA. Open edits were discussed and it was decided that we need more objectives from people who all pull together to support our mission, but without making the

task more complex. However, the edits should be restricted to this committee and then the workgroup because we do not want important information deleted.

Deadline
Fall because the report is due September 15th.

Other Items
- Dr. Templeton will forward Ron Baker's Power Point presentation to the group.
- No Friday Agenda next week for May 6th

Meeting adjourned a little before 10:00 AM

Minutes submitted by Amy Bryant

Assessment Committee Meeting

Friday September 2nd

Brockman Conference Room

Notes

Present: Lindsey Brown, Vicki Gist, Stacey Gonsalez, Jay Howland, Bill Lanier, Mary Pappas, Will Rawn, Carol Reifschneider, Curtis Smeby, Larry Strizich, Rosalyn Templeton, & Chris Wendland.

Absent: Ligia Arango, Randy Bachmeier, Janice Brady, Rock Brown, Stacey Dolezal, Tracey Jette, Bob Johnke, Greg Kegel, Sue Ost, Norton Pease, & Dan Ulmen.

The Meeting was called to order at 9:02 AM

Approval of Minutes

A minor change was made to the minutes from 04/29/10: the section titled "view IA core themes" was changed to "viewed IA core themes draft". The minutes were then approved.

One – Year Report

Jay Howland indicated that the One Year Report has remained relatively unchanged from where it was the last meeting. He noted that the report is available at ia.msun.edu. Rosalyn said that she was looking for Northern's authorization to offer coursework. Lindsey suggested that historical documents such as the 1929 charter could be consulted. Rosalyn noted that she had received a piece of legislation from the mid-nineties which sets Northern up as a state university, and that it may contain the necessary language but would continue searching.

Core Themes

There was a question asking if the mission statement could be changed, Rosalyn indicated that after BoR approval we could begin reviewing it once again.

Members expressed several concerns about the current approach to the core themes; the concerns were primarily centered on the focus on university input over student outcomes/output, as well the need to address common definitions.

In light of these concerns the committee called for a special meeting to review the current core themes on September 7th, and indicated that the assessment committee would review, revise, and approve the final product.

The meeting was adjourned at 9:55

Minutes Submitted by Kevin Zoren

Assessment Committee Minutes
September 8, 2011

Present: Bill Lanier, Carol Reifschneider, Curtis Smeby, Greg Kegel, Jay Howland, Larry Strizich, Ligia Arango, Lindsey Brown, Mary Pappas, Norton Pease, Randy Bachmeier, Rock Brown, Rosalyn Templeton, Stacey Dolezal, Tracey Jette and Vicki Gist

Not Present: Barbara Zuck, Bob Johnke, Chris Wendland, Daniel Ulmen, Janice Brady, Kevin Zoren, Stacey Gonsalez, Sue Ost and Will Rawn

This was a special meeting called to discuss the Core Themes and Year One Report

- There were three versions of the core themes: Will Rawn's copy, the subcommittee's version and the short version.
- There were reservations that came out about each copy.
- Some points were good for the strategic plan but not for assessment.
- Stakeholders were defined as students, people that hire our graduates, parents, taxpayers and others.
- The group only has a week and a day to revise the core themes.
- The committee discussed each version and picked parts out of all three that would work together.
- Discussed core themes, objectives and clearly defined what the report would state.

Minutes submitted by Amy Bryant

Special Assessment Committee Meeting

Friday September 9th

Brockman Conference Room

Notes

Present: Jay Howland, Mary Pappas, Will Rawn, Curtis Smeby, Larry Strizich.

Absent: Ligia Arango, Randy Bachmeier, Janice Brady, Lindsey Brown, Rock Brown, Stacey Dolezal, Vicki Gist, Stacey Gonsalez, Tracey Jette, Bob Johnke, Greg Kegel, Bill Lanier, Sue Ost, Norton Pease, Carol Reifschneider, Rosalyn Templeton, Dan Ulmen, & Chris Wendland.

The Meeting was called to order at 9:05 AM

Core Themes

The purpose of this special committee meeting was to work on revising the core theme to that end the committee discussed flaws they observed in the draft as follows:

- The core themes are too focused on faculty input rather than student outcomes
- The current draft makes it difficult to measure adherence to the mission statement
- Diversity is not addressed in current draft of core themes.
- Indicators for each section should be limited to 3-5.

The final outcome of the meeting was the decision to create a new draft for presentation to the entire assessment committee 09/16/2011 with cleaned up indicators, removal of unnecessary language, and a focus on the output based framework suggested by Will Rawn.

The meeting was adjourned at 9:55

Minutes submitted by Kevin Zoren

Special Assessment Committee Meeting

Friday September 16th

Brockman Conference Room

Notes

Present: Ligia Arango, Randy Bachmeier, Janice Brady, Stacey Dolezal, Vicki Gist, Stacey Gonsalez, Jay Howland, Tracey Jette, Sue Ost, Mary Pappas, Norton Pease, Will Rawn, Carol Reifschneider, Curtis Smeby, Larry Strizich, Dan Ulmen, & Chris Wendland.

Absent: Lindsey Brown, Rock Brown, Bob Johnke, Greg Kegel, Bill Lanier, & Rosalyn Templeton.

The Meeting was called to order at 9:10 AM

Core Themes

The group presented two versions of the Core Themes, one developed by Barbara Zuck and the other developed by Larry Strizich. Larry indicated that he had used Barbara's document in the creation of his own draft and that the major difference between the two was that Barbara's version did not include Core Theme 3: Economic Development and Partnering with External Entities. The group decided to review Larry's version.

Will Rawn purposed some edits to Objective 2, Indicator 1 and Objective 2, Indicator 2. These proposed changes were then accepted by the group, these edits can be viewed below on the page marked "Will Rawn's Framework" (Pages 3-10)

Also, in Core Theme 2, Objective 2 the world "healthy" was removed from "Provide a healthy student-centered environment"

A concern was voiced that there was nothing dealing with cultural enrichment, or our cultural environment. In response to this the group added Core Theme 2, Objective 2: Provide Opportunities for a culturally rich environment. This section includes the following indicators: The number of events and opportunities for exploration by students, the numerous types of opportunities for cultural events, NSSE/FSSE survey results, Student Satisfaction Survey (SSS).

The group discussed the earlier removal of the objective 2 from core theme 3 "promote collaborative learning" The group decided to bring the objective back to the document with the indicators "number of clinical sites for student nurses and interns, consulting activities, number of co-op internship sites, number of research projects.

Norton Pease made a motion to approve the core themes as edited by the committee. Carol Reifschneider seconded the motion. The final vote was 13 in favor, 4 abstaining. The approved document is attached below (Pages 10-14)

The meeting was adjourned at 10:00 A.M.

Minutes submitted by Kevin Zoren

WILL RAWN FRAMEWORK

I. Core Theme 1: Provide liberal arts, professional, and technical education programs that serve a diverse student population.

> Rationale: The University offers certificates, technical and applied programs, bachelor's and master's degrees in fields which provide a diverse student body from an economically depressed frontier region with the skills and knowledge to fulfill their educational goals.

    A. **Objective 1: MSU-N provides an unusually wide range of programs for an institution of its size.**

        .. Indicator : catalog report, brief comparison to other institutions with similar enrollment.

    B. **Objective 2: MSU-N programs meet a range of educational needs.**

        Indicators that MSU-N meets multiple needs: program completion rate reports, job placement reports by program, reports of entry into grad programs(?)

    C. **Objective 3: MSU-N programs meet the needs of a diverse student population.**

        Indicators that MSU-N meets the needs of a diverse student body, (How much we can do with this will depend on the kinds of info the registrar, financial aid, and business office can gather. It would be good if we could report on graduation rates and job placement in terms of economic, first generation college status and previous education , as well as ethnic diversity).

Core Theme 2: Promote a student-centered and culturally enriched environment to prepare students for successful careers.

Rationale: MSU_N recognizes that student success, and in particular the success of the diverse population it serves, requires a student centered approach, not only in the classroom, but in the orientation of all aspects of the operation from the business office to the athletic program. Moreover, the institution recognizes the importance of a culturally rich environment to the student experience.

    Objective 1: Provide student centered instruction.

Indicators: Students are enrolled in small classes taught by highly qualified faculty who are readily available to students. Assesssment: class size reports, faculty vita reports, office hour reports...

Objective 2: Provide student centered services.

Indicators: We need to monitor how well every service supports students. Assessment: start with student satisfaction reports by service.

Objective possibility. (Do we want to try to see if there is any difference between student report of satisfaction with services in terms of student diversity? Probably too difficult to check).

Objective 3. Provide a culturally rich environment.

Indicators: clubs, lectures, entertainments provided. Assessment: participation and attendance reports.

.

III. Core Theme 3: Partner with external entities to enhance and expand learning experiences.

Rationale: The core theme "Partner with external entities" comes directly from Northern's mission statement: "The university partners with a variety of community and external entities to enhance collaborative learning, provide applied research opportunities, stimulate economic development and expand student learning experiences."

We look at partnering with external entities in a wide range from direct partnerships for activities like applied research opportunities and testing contracts in the Bio-Energy Center to the more general activity of working on a class project that benefits an entity in a specific course.

Northern views partnerships with external entities as a way to create, enhance and expand learning experiences. These learning experiences include cooperative education, student teaching and clinical experience for students. Faculty experience obtained from partnerships through training and special projects keeps instruction current.

Partnerships also offer Northern's programs a degree of external validation through an oversight role. Some of Northern's programs maintain external accreditation as a manifestation of the partnership theme, others have active advisory boards.

Partnerships with external entities would include:

-Industry

-Educational Institutions including tribal colleges, 4-year colleges and universities, colleges of technology and community colleges, and K-12 school districts.

-Funding sources

-Grant-funded programs

-Not-For-Profit organizations

-Economic Development Organizations

-Federal, State, and Local Governmental entities and agencies

 -Accrediting organizations

-Taxpayers

A. **Core Theme 3, Objective 1: Establish oversight/guiding principles from external partnerships.**

 *Obtain input from partnerships with industry through Advisory Boards, Supervisory committees, Accrediting Agencies, or other Industry Standards bodies for external validation of programs.

*Identify and categorize programs

*Develop a list of prospective members, accrediting agencies, industry standards.

*Organize the Advisory Board. Expectations of all involved.

*Meet at least annually. Post minutes.

*Programs address board recommendations in writing.

*Make board minutes available to all concerned and link on website.

1. **Indicators** (how we will measure achievement of objective 1)

a. Advisory Boards for appropriate programs have been formed and are active. All appropriate programs have active advisory boards. "Active" is defined as meeting at least once per academic year.

Assessment: Percentage of appropriate programs with active advisory boards. Yes/No - has an active advisory board (link to board minutes).

Responsibility: College Chairs

Report to: Assessment Committee

How Often: annually. Format? (link to report format)

b. For externally accredited programs, accrediting agency policies are being followed. Accreditation is obtained and/or retained for identified programs.

Assessment: Percentage of accredited programs. Yes/No - accreditation.

Responsibility: College Chairs Report to: Assessment Committee

How Often: annually. Format? (link to report format)

c. For programs not considered appropriate for an advisory board or for accreditation, industry/professional standards are followed. Identified programs have documentation of industry standards utilized in program development.

Assessment: Percentage of identified programs utilizing standards. Yes/No - utilizes standards.

Responsibility: College Chairs Report to: Assessment Committee

How Often: annually. Format? (link to report format)

B. **Core Theme 3, Objective 2: Promote collaborative learning.**

*Collaborate with entities to provide and enhance learning experiences for faculty and students, as well as for our external partners.

-promote and coordinate cooperative education and internship opportunities

-coordinate successful apprenticeship opportunities as defined by federal standards

-arrange and coordinate student teaching opportunities

-arrange and coordinate clinical experiences

-provide applied research opportunities to faculty, students, and external partners

-provide opportunities and encourage engagement in service learning.

1. Indicators (how we will measure achievement of objective 2)

a. Count clinical opportunities: Provide access to clinical sites for student nurses and student interns.

Assessment: Frequency and number of clinical sites.

Responsibility: Program Coordinator for Counselor Education and Director of Nursing

Report to: Assessment Committee

How Often: annually. Format? (link to report format)

b. Count consulting activities.

Assessment: Count consulting activities.

Who:

c. Count number of co-op and internship sites.

Assessment: Count number of sites.

Who: Career Center

Report to: Assessment Committee

How often? Annually   Format:

d. Count student teaching opportunities - Provide access to student teaching placement site.

Assessment: Frequency and number of student teaching placement sites.

Responsibility: Dean of COEASN

Report to: Assessment Committee

How Often: annually. Format? (link to report format)

e. Count the number of research projects - Count number of research projects established/completed. These research projects will include primary, action, and applied.

Assessment: Track and count research projects through IRB

Responsibility: IRB

Report to: Assessment Committee

How Often: as occurring. Format? (link to report format)

f. Track Compliance with Department of Labor and Industry Regulations - Federal regulations stipulate standards and requirements for the successful

completion of an apprenticeship program. Our goal will be 95% successful completion for those who enter an apprenticeship agreement.

> Assessment: Track number of apprentices placed and the number of apprentices successfully completing the program.
>
> Responsibility: Related Training Center
>
> Report to: Assessment Committee
>
> How Often: annually. Format? (link to report format)

g. Track Enrollment Trends as related to Co-op and internship enrollments - Track the number of coop and internship enrollments for faculty, students, and external partners, understanding that external factors beyond University control may impact those numbers.

> Assessment: Separately track enrollments for faculty, students, and external partners.
>
> Responsibility: Career Center Director for students. Individual faculty and external partners for other opportunities.
>
> Report to: Assessment Committee
>
> How Often: annually and as occurring. Format? (link to report format)

h. Track hours of service learning by program and cooperating organization - Track hours of service learning by program, cooperating organization, and type of activity engaged in. Numbers should be tracked for in-kind donation purposes for grants and for marketing purposes.

> Assessment: Track hours of service learning required by programs.
>
> Responsibility: Program Faculty
>
> Report to: Assessment Committee
>
> How Often: annually. Format? (link to report format)

C. **Core Theme 3, Objective 3: Stimulate and enhance economic development of our region.**

Rationale: In order to stimulate economic development in our region, our University must be proactive rather than reactive. We must constantly scan the external environment for trends and opportunities and use that knowledge to design and offer programs designed for the future, not tied to the past. We must be entrepreneurial in

our approach in that we must put policies and procedures in place that will allow and encourage faculty and staff to find and prosecute opportunities that may make a difference in the economic vitality of our region understanding that not all projects will be successful, but will be, at worst, learning experiences.

*Encourage economic development by producing trained workers for industry partners.

*Obtain funding for projects, materials, equipment, scholarships, etc. from partners and grantors.

 *Investigate and pursue opportunities for economic development in our rural communities through entrepreneurial and innovative projects. We recognize that this may not be a common event but, when appropriate, the information will be captured and documented.

*Engage in a broad range of applied research projects.

 *Coordinate technology transfer and training that may result in economic opportunities for our region.

1. **Indicators** (how we will measure achievement of objective 3)

> a. Capture and document quantity and success of projects. A project will be considered successful if the project director/coordinator considers it to be so.
>
>> Assessment: Document the number of economic development projects.
>>
>> Responsibility: Project Director/Coordinator
>>
>> Report to: Assessment Committee
>>
>> How Often: as occurring. Format? (link to report format)
>
> b. Track applied research projects.
>
>> Assessment: Document the number of applied research projects.
>>
>> Responsibility: Project Director/Coordinator
>>
>> Report to: Assessment Committee
>>
>> How Often: as occurring. Format? (link to report format)
>
> c. Track Funding. Track grants, contracts and other funding in support of projects, materials, equipment, and scholarships.
>
>> Assessment: Track dollar value in each area.

Responsibility: Recipient of funding.

Report to: Assessment Committee

How Often: annually. Format? (link to report format)

d. Track percentage of placements in career field, other employment, not looking for employment, and continuing education.

Assessment: Track percentages in each category.

Responsibility: Career Center Director

Report to: Assessment Committee

How Often: annually. Format? (link to report format)

e. Track technology transfer initiatives. Track technology training initiatives completed. Technology transfer is considered to be transfer of primary research findings to private entities for the purpose of developing economically viable concerns. Technology training is defined as those courses and workshops designed to increase the technological abilities and capabilities of the organization.

Assessment: 1) Track the number of technology transfer opportunities provided and the dollar value of those transfers.

2)Track number of courses and workshops provided and number of participants.

Responsibility: Registrar for courses and workshops; the provider for other trainings and workshops; and the coordinator for technology transfers.

Report to: Assessment Committee

How Often: as occurring. Format? (link to report format)

End Will Rawn Framework

Mission

MSU-Northern, a teaching institution, serves a diverse student population by providing liberal arts, professional and technical education programs ranging from certificates through master's degrees. The university promotes a student centered and culturally enriched environment endorsing lifelong learning, personal growth and responsible citizenship. The university partners with a variety of community and external entities to enhance collaborative learning, provide applied research opportunities, stimulate economic development and expand student learning experiences.

Core Theme 1

Provide liberal arts, professional and technical education programs that serve a diverse student population.

Objective 1

Preparing well-educated graduates.

Indicator	Rational
Graduates are able to meet professional, industry and discipline standards	
Graduates are able to obtain employment and remain employed in the discipline	
Students are able to continue their education and value life-long learning	

Objective 2

Provides a range of educational programs to meet the needs of our student population.

Indicator	Rational
Articulation agreements, 2+2 consortium agreements to provide pathways	
Serve traditional, non-traditional and 1st Generation students as well as both resident	

and non-resident(distance) students.	
Work with regional tribal colleges to provide pathways and transfer curriculum with community colleges for transfer into Bachelaureate programs.	

Core Theme 2

Promote a student-centered and culturally-enriched environment to prepare students for successful careers.

Objective 1

Provide opportunities for a culturally rich environment

Indicator	Rational
The number of events and opportunities for exploration by students	
The numerous types of opportunities for cultural events	
NSSE/FSSE	NSSE and FSSE survey results will be used as an indicator of degree of reflective learning and personal growth.
Student Satisfaction Survey (SSS)	

Objective 2

Provide a student-centered environment.

Indicator	Rational
Seek student input and involvement in decisions for student success throughout the university.	
The number of resources provided for student advising and support	
Smaller classroom size is intentional	

Objective 3

Develop a culture of lifelong learning values that enhances inquiry.

Indicator	Rational
The number and varied nature of campus activities that enhance lifelong learning experiences	
Assess lifelong activities through alumni survey	
NSSE and FSSE survey results will be used to indicate the degree of lifelong learning promoted by faculty and embraced by students	

Core Theme 3

Partner with external entities to enhance and expand learning experiences.

Objective 1

Establish oversight/guiding principles from external partnerships.

Indicator	Rational
All programs for which advisory boards are appropriate will establish or continue advisory boards. "Active" is defined as meeting at least once per academic year.	
For externally accredited programs, accrediting agency policies are being followed. Accreditation is obtained and/or retained for identified programs	
For programs not considered appropriate for an advisory board or for accreditation, industry/professional standards are followed. Identified programs have documentation of industry standards utilized in program development	

Objective 2

Promote collaborative learning.

Indicator	Rational
Number of clinical sites for student nurses and student interns.	
Consulting activities	

Number of co-op and internship sites	
Count student teaching opportunities and sites	
Count the number of research projects - Count number of research projects established/completed. These research projects will include primary, action, and applied.	
Track Compliance with Department of Labor and Industry Regulations	Federal regulations stipulate standards and requirements for the successful completion of an apprenticeship program
Track Enrollment Trends as related to Co-op and internship enrollments	Track the number of coop and internship enrollments for faculty, students, and external partners, understanding that external factors beyond University control may impact those numbers.
Track hours of service learning by program and cooperating organization	

Objective 3

Stimulate and enhance economic development of our region.

Indicator	Rational
Capture and document quantity and success of projects	
Track applied research projects	
Track Funding. Track grants, contracts and other funding in support of projects, materials, equipment, and scholarships	
Track percentage of placements in career field, other employment, not looking for employment, and continuing education.	
Track technology transfer initiatives.	Technology transfer is considered to be transfer of primary research findings to private entities for the purpose of developing economically viable concerns.
Track technology training initiatives completed	Technology training is defined as those courses and workshops designed to increase the technological abilities and capabilities of the organization.

APPENDIX G

MUS Long-Range Building & Planning

Montana University System
Long-Range Building & Planning (LRBP)

LRBP Projects

LRBP Ranking Criteria:

1. Health and Life/Safety
2. Major Maintenance of Building/Utility Systems
3. Code Compliance
4. Operational Efficiency/Savings
5. Adaptive Renovation
6. New Construction

2013 Biennium Projects
- Deferred Maintenance = $1.4M

2011 Biennium Projects
- Total Funding = $39M
- Direct Funding = $8.5M

Direct Funded Projects:
- Deferred Maintenance, $3.6 M
- MSU Animal Science Building, $2.5M
- MSU GF COT, Simulated Hospital, $1.6M
- UM Helena COT, Renovation, $850K

Authority Only Projects:
- Deferred Maintenance, $1.0M
- MSU Renovate Existing Lab Facilities, $7.5M
- MSU GF COT, Simulated Hospital, $500K
- MT Tech Re-appropriation, $2.5M
- UM-All Campuses – Authority, $6M
- MSU-All Campuses – Authority, $5M

Background

The LRBP is always a work in progress for the Montana University System (MUS). The UM and MSU campuses utilize excellent software to track all aspects of the physical plants of the affiliated campuses and research agencies, especially in regard to energy utilization, age and condition, and needs for capital construction, in light of overall campus master plans. The staff of the Board of Regents schedules visits to most university system sites in the year between legislative sessions to review and rank the highest-priority needs. They partner with personnel from the Architecture and Engineering Division (A&E) in this process. Others who often participate include regents, budget office and legislative staff, and regional legislators.

LRBP Process

Step 1 - Preliminary projects lists are developed by each campus. The visiting team listens to campus facilities directors, faculty, and students as they tour the facilities, with focus on the areas of greatest need (see ranking criteria on side bar).

Step 2 – Based on project scope and cost estimates, a draft Consolidated Project Priority List (CPPL) is presented to the presidents of the UM and MSU campuses. In November, a full fourteen months prior to the start of the legislative session, a preliminary priority list is also shared with campus Chancellors and Deans for review/discussion. The campuses generally finalize the CPPL in January, one year in advance of the legislative session.

Step 3 – The Board of Regents staff, led by the Deputy Commissioner for Finance and Administration, then develops a Montana University System Consolidated Project Priority List for submittal to the March Board of Regents meeting. This priority list is developed as systematically and objectively as possible with the advice and counsel of campus leaders, the Architecture & Engineering Division (A&E), and the LRBP site visitors.

Step 4 – After review and debate, the Board of Regents adopts an MUS Consolidated Project Priority List to submit to A&E of the Department of Administration for inclusion in the State LRBP that is introduced to the Legislature (to whatever extent is possible). This step normally takes place during the May Board of Regents meeting. The MUS CPPL is required to be submitted to A&E by June 30, six months prior to the start of the legislative session. A&E normally publishes the Governor's LRB Plan in mid-November.

Legislative Involvement: The Board of Regents welcomes involvement by regional legislators early in the process as the priority list for the entire system is still in the formation stage. It is cost-effective for the executive and legislative branches of government to join with the Board of Regents in adhering to project priorities established through this rigorous 18-month process. No approach is perfect, but this LRBP process achieves a reasonable balance to meet needs across various campuses and research agencies over a number of biennia.

References

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