

## ***Academic Plan II*** **2006 – 2010**

### **Mission Statement**

A comprehensive regional university, Montana State University–Northern offers programs of professional preparation emphasizing discipline mastery, critical inquiry, and social responsibility in:

- teacher preparation
- mechanical and engineering technologies
- business and computer information systems
- nursing
- arts and sciences

MSU-Northern applies emerging technologies in degree programs ranging from the associate to master's level. MSU-Northern prepares well-educated students who are capable of decisive action and application of new ideas. The university is committed to excellence in teaching, service to its region and the state, and applied research and scholarship.

MSU-Northern values individualized attention to its students, experientially-based learning, and creating a culturally rich and intellectually stimulating environment. From its North Central Montana High Plains main campus, the University serves as a regional cultural center and maintains strong partnerships with communities, education, business and industry.

### **Academic Planning at MSU-Northern**

Beginning in 2000, MSU-Northern initiated a two-year strategic planning process. The Master Plan evolved as a result of this process. The Plan included four sections—the educational plan was one of the sections.

During academic year 2005, the Provost was charged with reviewing progress toward the Master Plan. Individuals from each of the original committees met to define progress; the findings of the committees were reviewed by members of the Provost's Council (see Appendix A). After careful review of the educational section of the Master Plan, it became evident that measurable action plans and benchmarks for the academic area were not provided in the original Master Plan. In addition, during May 2005, the Commissioner's Office charged all institutions in the Montana University System to submit an academic plan that includes a five-year plan for new program development. As a result, the Provost in collaboration with the Academic Senate, Chairs, Deans, and Directors produced Academic Plan II in fall semester 2005.

Coherent planning requires an awareness of the institution's mission, its history, and the context within which it operates. Therefore, the following premises underlie MSU-Northern's Academic Plan II:

- MSU-Northern's priority is four-year undergraduate education. Our most important responsibility is to offer rigorous, up-to-date programs that cultivate lifelong learning along with personal growth and professional expertise. Our curricula must involve students in critical thinking, applied research, creative activity, and use of technology. All programs require well-defined program outcomes and assessment plans and must be taught by appropriately credentialed faculty.
- MSU-Northern has a special commitment to promote liberal, professional, and practical education in the arts, the sciences, business, education, and in the technical professions. This commitment will continue to color our decisions about which academic areas we need to emphasize, the instructional uses to which we dedicate resources, and the appropriate balance needed between theory and application.
- A commitment to certificate and two-year programs is necessary to sustain the economic health of the state, the region, the nation, and the University. Programs focusing on workforce development must be rapidly implemented, but also rapidly eliminated when the need has been met or the need has changed.
- A commitment to support students who attend MSU-Northern to prepare for transfer to another four-year institution, especially within the Montana University system. Careful identification of pre-transfer students, and planning for support, particularly in academic advising, is required.
- The offering of graduate programs enhances the learning environment of an institution. Graduate programs support scholarship activities that add to the vibrancy of the curriculum.
- MSU-Northern borders Canada to the north and is the closest baccalaureate institution to four Indian reservations. Our geographic location and our commitment to learning dictate that we make a significant commitment to access, diversity, and internationalizing the curriculum.
- As an academic institution in a free society, MSU-Northern must embrace the commitment to tolerance and openness to different perspectives; freedom of expression, inquiry, and open and collegial debate. We must be dedicated to the creation, transmission, application, and preservation of knowledge, pursued in a setting free from internal or external discrimination or intimidation.
- A university is, above all else, a place to learn. Montana State University – Northern offers a variety of learning opportunities to a broad constituency. Our programs are delivered in face-to-face encounters, by interactive television, and across cyberspace in Havre, Great Falls, Lewistown, Wolf Point, Poplar, and throughout the state and nation. There is no privileged setting; however, our responsibility is to constantly improve all these settings.

Academic Plan II will guide MSU-Northern's efforts to improve academic programs, to improve the learning environment, to establish and reinforce institution-wide areas of scholarship, and to orchestrate the effective allocation of academic resources over the next five years.

### **Academic Plan II**

Academic Plan II identifies four (4) academic program areas of distinction to be enhanced over the next five years. In alphabetical order, they are:

Auto/diesel technology  
Business  
Elementary education  
Nursing (both ASN and BSN)

Academic Plan II identifies five (5) academic program areas that require immediate attention. In alphabetical order they are:

General education core  
Graduate programs  
Humanities and liberal studies  
Life and physical sciences  
Secondary education majors and minors

The plan also defines six (6) institutional issues related to academics that require review and allocation of resources. In alphabetical order they are:

Academic infrastructure  
Access, diversity, and internationalization  
Capstone and internship opportunities  
Distance delivery and technology support of instruction  
Faculty development  
New program development

### ***Program Areas of Distinction***

As one of the smallest four-year institutions in the State of Montana, MSU-Northern identifies four areas of distinction within its academic community. In identifying these areas, we also acknowledge our finite resources define our institution's aspirations, and help frame the planning that occurs in these areas.

#### ***Business Technology***

Action Item 1: Explore the feasibility of a curriculum name change. The faculty will explore the possibility of changing the name of the BS/AS degrees from Business Technology or Programs in Business to Business Administration, to benchmark curricula

with other business programs within the MUS for ease in transfer, and define program outcomes and assessment plans for the same (AY 2006 - 2008).

Action Item 2: The faculty will explore, recommend, and develop a plan to pursue national accreditation for the business program(s). Accreditation standards, curriculum, faculty qualifications, and library resources will be carefully analyzed (AY 2006 – 2010).

Action Item 3: Eliminate the business education secondary degree and move the faculty and resources for the same into the business technology degree. Graduation rates in the business education major and minor has not met the Board of Regent requirement of five graduates per year for over ten years. This program is in moratorium and will be deleted after AY 2008 (AY 2006 – 2008).

Action Item 4: Create an emphasis in e-business. Build faculty expertise in e-business, and business incubators. Continue to expand partnerships with business and industry and explore state and national funding sources (AY 2006 – 2010).

Action Item 5 – Restructure degree program to include emphases in accounting, small business management/entrepreneurship, marketing, and e-business (see Action Item 4 above), while retaining minors in business technology and small business management (AY 2007 – 2010).

Action Item 6 – Explore the possibility of providing a four-year business degree program in Lewistown supported by a resident faculty member as well as beginning a 2 + 2 degree in Kalispell also supported by a resident faculty member (AY 2007 – 2010).

Action Item 7 – Conduct a feasibility study for creating a BAS degree in construction management (AY 2006 - 2008).

Action Item 8 – Conduct a feasibility study for creating a certificate and/or associate degree in building trades management (AY 2007 - 2009).

Action Item 9 – Conduct a feasibility study for creating an administrative assistant AAS degree with options, initially in the areas of bookkeeping and medical administrative assistant (AY 2007 - 2008).

Action Item 10 – Conduct a feasibility study and based on the state's initiation of licensure, create a minor in instructional technology (AY 2007 - 2009).

### ***Auto/Diesel Technology***

Action Item 1: Ensure facilities and equipment are up-to-date and meet industry standards. Develop a replacement schedule and budget for the same (AY 2005 – 2010).

Action Item 2: Provide opportunities for faculty to achieve appropriate industry certifications (AY 2005 – 2010).

Action Item 3: Continue to work with industry to expand industry assistance with marketing, equipment, and internship (or co-op) placements (AY 2006 – 2010).

Action Item 4: Pursue feasibility of maintaining current industry programs (i.e. Ford MLR, Toyota T-Ten, Case New Holland) and creating future industry programs (AY 2006 - 2010).

Action Item 5: Conduct feasibility studies for complimentary programs, minors or options (such as power generation) demanded by workforce development (AY 2006-2010).

Action Item 6: Continue to develop and implement an aggressive recruiting plan to meet industry workforce needs (AY 2005-2010).

Action Item 7: Identify the necessary resources and the related funding sources needed for the aforementioned action items (AY 2005-2010).

### ***Elementary Education***

Action Item 1: Continue to ensure curriculum is aligned with professional accreditation (NCATE, Board of Public Education) and licensure requirements (OPI) and state and federal mandates including The Higher Education Act and No Child Left Behind (NCLB). This may include the inclusion of content area majors and/or minors within the degree, a middle school endorsement, and content-area exams for licensure (AY 2006 – 2010).

Action Item 2: Explore the creation of minors for the elementary education degree in math, science and social studies (AY 2006 – 2008).

Action Item 3: Continue ongoing revision of handbooks and ensure field experience requirements include well-defined outcomes and assessment plans (AY 2006 – 2008).

Action Item 4: Develop and implement a long-term programmatic electronic assessment system that is based on performance data and is easily queried (AY 2006 - 2010).

Action Item 5: Achieve continuing status of national accreditation and maintain Board of Public Education accreditation (AY 2006-2008).

Action Item 6: Ensure faculty developing, delivering, and leading the degree are terminally credentialed in elementary education or closely related field and/or have exceptional expertise in elementary education (AY 2006 – 2010).

Action Item 7: Continue to ensure the number of faculty delivering the degree meet the curricular and scheduling needs of the program and match the revenue streams of the institution (AY 2006 – 2010).

### ***Nursing***

Action Item 1: Achieve continuing state and national accreditation and continue to provide the necessary faculty, staff, library, and capital resources to achieve the same (AY 2005 – 2010).

Action Item 2: Ensure all sites offering the nursing program have faculty that are masters prepared (AY 2006 - 2010).

Action Item 3: Implement a program fee for all nursing students that will help defray costs for CRRN salaries (AY 2006 – 2010).

Action Item 4: Decrease reliance on use of CRRNs and ensure 100% of the CRRNs employed are bachelor-prepared in nursing (AY 2006 – 2010).

Action Item 5: Ensure the Director of Nursing has a terminal degree (AY 2006 - 2007).

Action Item 6: Provide at least one online course in each of the categories of the general education core to fully support the BSN degree (AY 2006 – 2007).

Action Item 7: Develop and distribute marketing materials for the BSN program (AY 2006 – 2010).

Action Item 8: Ensure capital equipment needed for the program is available. Develop a depreciation and replacement schedule for the same (AY 2006 – 2008).

Action Item 9: Actively pursue grant funding opportunities that support the nursing program (AY 2006 – 2010).

### ***Program Areas Needing Immediate Attention***

There are five academic program areas that require immediate attention. In defining these areas, we anticipate a significant amount of time and resources will need to be allocated to improve these areas.

#### ***General Education Core***

Action Item 1: Fully define the outcomes and assessment strategies that will be used to measure student achievement of the general education core (AY 2006 – 2008).

Action Item 2: Create a course scheduling model (and market to prospective students), the ability to complete MSU-Northern's general education core in one year (AY 2006 – 2008).

Action Item 3: Work closely with the P-20 committee to ensure students attending surrounding communities have the opportunity to enroll in college courses while still attending high school (AY 2006 – 2010).

Action Item 4: Continue to implement transfer policies as defined by the Board of Regents (AY 2006 – 2007).

Action Item 5: Submit to the Board of Regents a proposal for an Associate of Science degree (AY 2006 - 2007).

### ***Graduate Programs***

Action Item 1: Revisit and revise the admissions and exit requirements for each graduate program (AY 2006 - 2007).

Action Item 2: Review and revise program goals, outcomes, assessment plans and handbooks for all graduate degrees including the K-12 Principal Endorsement (AY 2006 - 2007).

Action Item 3: Review and revise the graduate program policies and procedures handbook (AY 2006-2007).

Action Item 4: Explore the feasibility of having graduate council become a standing committee of academic senate (AY 2005-2007).

Action Item 5: Achieve continuing status of national accreditation and maintain Board of Public Education accreditation (AY 2006 – 2009).

Action Item 6: Support faculty development (particularly in the area of scholarship) to enhance graduate programs (AY 2006 - 2010).

Action Item 7: Conduct a review of the masters in Learning Development for consistency with NBTPS standards (AY 2006 – 2007).

Action Item 8: Conduct feasibility study of achieving CACREP accreditation for the counselor education program. Accreditation standards, curriculum, faculty qualifications, and library resources must be carefully analyzed (AY 2006 - 2010).

Action Item 9: Review the feasibility and structure of the masters program in general science. The study should examine a variety of options including (but not limited to) revision of the MS degree to a Masters of Arts in Teaching (MAT) degree that serves science-content graduates who wish to pursue educator licensure and/or current educators who want to pursue OPI licensure in science (AY 2006 – 2009).

Action Item 10: Develop and announce to students two- and three-year course schedules for all graduate programs so students can plan their schedules in advance (AY 2006 - 2008).

Action Item 11: Develop a mechanism(s) for tracking the success of the program's graduates (AY 2006 – 2007).

Action Item 12: Develop and implement mechanisms for identifying and documenting faculty contributions (particularly in the area of scholarship) to graduate programs (AY 2006 - 2009).

### ***Humanities and Liberal Studies***

Programs in the humanities and liberal arts are limited and low-enrolled at Northern. The implementation of new programs in this area must be fully analyzed for academic and economic integrity and viability for attracting new students.

Action Item 1: Complete program review of all BA programs (AY 2005 – 2007).

Action Item 2: Eliminate the major and minor in communication; move faculty and resources into other degree(s). Graduation rates in the communication bachelor's degree and minor has not met the Board of Regents requirement of five graduates per year for over ten years. This program is in moratorium and will be deleted after AY 2008 (AY 2005 – 2008).

Action Item 3: Conduct feasibility studies for offering degrees (two-year, major, minor, bachelors) in areas such as criminal justice (AY 2006 – 2010).

Action Item 4: Review and analyze enrollments in the sciences (water quality, general science, and biology). Program reviews of all science programs will be initiated and different avenues will be explored to either reinvigorate or eliminate these degrees (AY 2006 – 2009).

Action Item 5: Review all content degrees and secondary education majors for possible integration. A non-teaching degree with the option for educator licensure should be explored for all content programs (AY 2006 – 2010).

Action Item 6: Explore a variety of funding opportunities to ensure all science lab facilities are up-to-date. Develop a depreciation and replacement schedule for the same (AY 2006 – 2010).

### ***Secondary Education Majors and Minors***

MSU-Northern has a very low number of secondary content majors and minors. Program reviews of all secondary programs will be initiated to develop, enhance or eliminate these program areas (AY 2006 – 2008).

Action Item 1: The broadfield social science degree does not meet the intent of No Child Left Behind (NCLB). New majors in history and political science (perhaps content majors with a teaching option) will be explored to meet national and eventually state licensure standards (AY 2006 – 2008).

Action Item 2: Increase the number of terminally-degreed history and/or political science faculty members to meet Action Item 1 (AY 2007 – 2010).

Action Item 3: Recognizing a regional shortage of qualified mathematics teachers, explore the introduction of a secondary mathematics education major--or perhaps a non-teaching mathematics major with a teaching option (AY 2006 – 2008).

Action Item 4: Benchmark, update, and develop marketing strategies for the degree in Industrial Technology and ensure the number of faculty teaching in the program are appropriately credentialed and meet the scheduling needs of the program (AY 2006 – 2010).

Action Item 6: Increase the number of terminally-degreed faculty members in Health and Physical Education with K-12 teaching experience to support the further development of the program (AY 2006 - 2008).

### **Academic Issues at the Institutional Level**

The plan also defines six (6) institutional issues that require review. In alphabetical order they are as follows:

#### ***Academic Infrastructure***

The structure of delivery of MSU-Northern's curriculum remains a challenge. Curricular evolution is never-ending and the need to bring the existing curriculum into better alignment with disciplinary and institutional aspirations is a constant.

Action Item 1: Ensure the catalog is published by July of each academic year. In order to accomplish this goal, curriculum processes for the coming academic year must take place during the spring semester and the fall semester preceding the catalog [ex. curriculum revisions for an AY 2007 catalog must take place during spring semester 2005 and fall semester 2005] (AY 2006).

Action Item 2: Develop a seven-year rotation plan for program review as mandated by the Board of Regents. Self-study reports required for national and state accreditations will serve as a full program review (AY 2006 - 2012).

Action Item 3: Analyze the relationship between time taken to complete degrees and other factors, including the number of credits required by the major, course-completion behavior, discipline-specific patterns, age and family status, high-school preparedness, financial aid and other issues as appropriate (AY 2006 – 2010).

Action Item 4: Review/plan for course offerings to keep the number of courses offered with less than 10 students (excluding independent studies and co-op/internship experiences) and the number of courses with enrollments of over 30 students to 10% of the total courses offered (AY 2006 – 2009).

Action Item 5: Work closely with the faculty to develop a three-year summer school plan of offerings that is based on trend data of summer school enrollments over the past three years, meets the needs of the demographics of our current student population, and is economically sustainable (AY 2006 – 2008).

Action Item 6: Create a summer school advisory council that is composed of faculty, students, alumni and staff for ongoing review and input (AY 2006 – 2007).

Action Item 7: Develop an inclusive checklist for approval of off-campus sites and delivery of programs (AY 2006 - 2007).

Action Item 8: Work closely with the residence halls staff to create attractive summer housing options for students attending summer school, especially graduate students (AY 2006 – 2007).

Action Item 10: Develop a database of faculty activities that includes (but is not limited to) service and scholarship activities, courses taught and student credit hour generation (AY 2006 – 2007).

Action Item 11: Eliminate all hard copy postings of grades and syllabi by AY 2007. Provide training for faculty on accessing course information and posting grades via the web. Create a network area for posting syllabi and provide annual training for faculty on the same (AY 2006 – 2010).

Action Item 12: Continue to achieve continuing accreditation from the Northwest Commission on Colleges and Universities and specialized accreditations for programs specified in this plan (AY 2006 – 2010).

Action Item 13: Over the next five (5) years, gradually increase the library's budget until it reaches a minimum of 4% of the total institutional budget (AY 2006 – 2010).

Action Item 14: Continue to implement the Board of Regent's benchmark of five (5) graduates per year (over a five-year period). Programs that do not reach this benchmark will be immediately reviewed for sustainability (AY 2006 – 2010).

### ***Access, Diversity and Internationalization***

We face significant challenges in cultivating a diverse campus community. Progress in attracting and retaining Native American students continues; the recruitment and retention of a diverse faculty and staff remains static.

Action Item 1: Ensure the concept of diversity goes beyond race, ethnicity and gender to include religious diversity, sexual orientation, disabilities, and unique backgrounds or socio-economic challenges (AY 2006 – 2010).

Action Item 2: Update the Diversity Plan for MSU-Northern. Include head counts, but also include longitudinal assessments of student, faculty, and staff diversity and documentation of successes and failures in attracting and retaining a diverse campus population (AY 2006 – 2010).

Action Item 3: Embed the concepts of Indian Education for All into the institution's curriculum (AY 2006 – 2008).

Action Item 4: Enhance partnership agreements with our tribal college partners to review the content of our Native American studies minor. Use tribal college faculty with expertise in this field as adjuncts in delivery of the program (AY 2006 – 2010).

Action Item 6: Enhance recruitment activities in the Canadian market, especially at the two-year Canadian colleges. Increase the number of Canadian students attending MSU-Northern by 2% per year for the next five years (AY 2007 – 2011).

Action Item 8: Embrace international recruitment of students and faculty and promote international exchanges for faculty, staff, and students. Our target will be at least one international exchange for faculty and/or students per year (AY 2007 – 2010).

### ***Capstone and Internship Opportunities***

The assessment of mastery and quality is not a one-time event, but rather, a continuing process that monitors and self-regulates the educational experience. Capstone requirements and internship/co-op opportunities should focus on the measurement and improvement of student learning outcomes, including multiple qualitative and quantitative assessments, as appropriate to the discipline.

Action Item 1: Review and revise capstone experiences to insure the experience(s) appropriately measures the defined outcomes of the program (AY 2006 – 2010).

Action Item 2: Strengthen and fully define internship and co-op experiences to include definition or revision of outcome objectives and evaluation procedures for the same (AY 2006 – 2010).

### ***Distance Delivery and Technology Support of Instruction***

Information technology permits broader access to higher education and alters our learning environments and teaching methods. Up-to-date IT systems can enhance course and program delivery and link MSU-Northern's activities to other institutions and students throughout the world.

Action Item 1: Develop policies and procedures for off-campus sites and delivery of distance programs (AY 2006 - 2007).

Action Item 2: Revisit and evaluate efficiency and effectiveness of NorthNet as a delivery strategy (AY 2006 – 2010).

Action Item 3: Provide annual training sessions and/or classes on developing and facilitating online and hybrid courses (AY 2006 – 2010).

Action Item 4: Move from the e-College platform to the WebCT platform for all online course delivery (AY 2006).

Action Item 5: Fully develop Northern's Online University by providing online student support services, faculty training, approved conversion procedures, peer review of courses, and staff support (AY 2006 – 2008).

Action Item 6: Reactivate an institution-wide technology committee that will develop and monitor an academic technology plan to meet the needs of the institution's programs (AY 2006 – 2010).

### ***New Program Development***

The constraints on faculty and academic programs will continue to be a challenge for MSU-Northern. Therefore, the number of new programs considered for implementation must be of high-quality, high-growth, increase our commitment to interdisciplinary endeavors, and meet the intent of our Master Plan.

Action Item 1: All new program proposals must include a needs assessment and program review documentation required of a Level II BOR submission before they are submitted to the academic senate for curriculum review (AY 2006 – 2010).

Action Item 2: Develop new majors and/or minors in the content areas of math, science, and the social sciences. The majors and minors need to be content-specific (ex. math, biology, history, political science, geography, physical science) and meet the needs of a variety of existing programs such as elementary education and civil engineering technology (AY 2006 – 2010).

Action Item 3: Complete a feasibility study of offering a major/minor in special education (AY 2006 – 2008).

Action Item 4: Conduct a feasibility student of combining the MS in Learning Development and the MS in General Science into an MAT degree with options that 1) provide educator licensure for individuals with content degrees, and 2) advanced pedagogy that leads to NBTPS certification for licensed teachers (AY 2006 – 2010).

Action Item 5: Complete a needs assessment for offering majors/minors in psychology and criminal justice (AY 2006 – 2009).

Action Item 6: Complete needs assessments for certificate programs in pipefitting, CDL, GIS/GPS, and water quality (AY 2006 – 2008).

Action Item 7: Complete a needs assessment for offering a certificate and/or associate degrees in the building trades (AY 2006 – 2008).

Action Item 8: Implement and market the AAS degree in Electrical Technology. Develop the apprenticeship courses for the same (AY 2006 - 2008).

Action Item 9: Work closely with the Board of Nursing and other two-year colleges in the MUS to create a LPN to ASN to BSN program (AY 2007 – 2009).

Action Item 10: Implement an Associate of Science degree (AY 2006 – 2007).

Action Item 11: Explore a variety of strategies that would re-invigorate the undergraduate and graduate degrees in science (AY 2006 – 2007).

Action Item 12: Complete a partnership agreement with the Great Falls College of Technology that will provide offering of the BS degree in Civil Engineering Technology (that meets ABET accreditation standards) in Great Falls (AY 2006 – 2010).

Action Item 13: Explore the possibility of providing a well-defined honors program that meets the needs of MSU-Northern students, is academically sound and economically feasible (AY 2006 – 2008).

Action Item 15: Continue to work with our partners in the health field to provide programs in allied health (AY 2006 – 2010).

Action Item 16: Complete a feasibility study for offering a bachelors degree (in partnership with the Great Falls College of Technology) in respiratory therapy (AY 2007 – 2010).

Action Item 17: Explore the need for offering various professional options within the health promotions degree that would meet the needs of health and wellness professions (AY 2006 – 2010).

Action Item 18: Complete approval process for a degree in Information Systems Engineering Technology with emphases in hardware, software, networking, and information security (AY 2006 – 2007).

### ***Faculty Scholarship***

The quality of faculty performance is of primary importance to quality programming. The overwhelming majority of MSU-Northern's faculty members are accomplished teachers with clear dedication to their disciplines and the institution's mission. However, more attention needs to be put on faculty being actively engaged in creative and scholarly activities in their professions within the state, regionally, nationally, and internationally.

Action Item 1: Provide a minimum of ten on-campus professional development opportunities for faculty per year (AY 2006 – 2010).

Action Item 2: Create a budget line item of \$8,000 (minimum) along with a competitive selection process that provides funding for faculty to present at referred and non-referred conferences (AY 2006 – 2010).

Action Item 3: Create a process for providing release time for faculty to engage in peer-reviewed scholarly activities (maximum 3 credits per semester for a maximum of two

faculty members). The process will be competitive and reviewed by a committee selected by the Academic Senate and the Provost (AY 2006 – 2010).

Action Item 4: On an annual basis, at least one member of the faculty will engage in a professional exchange program (AY 2007 – 2010).

Action Item 5: On an annual basis, a minimum of three (3) faculty members will engage in an external peer-review professional activity (AY 2006 – 2010).

Action Item 6: Reinstitute an Institutional Review Board (AY 2006 – 2010).

Action Item 7: Develop and implement a faculty-led mentorship program for new faculty (AY 2006 – 2010).

### ***Distance Delivery and Technology Support of Instruction***

Information technology permits broader access to higher education and alters our learning environments and teaching methods. Up-to-date IT systems can enhance course and program delivery and link MSU-Northern's activities to other institutions and students throughout the world. However, the need for MSU-Northern to live within a budget constantly tempers our vision of learning anytime, anywhere.

Action Item 1: Develop a process for defining and approving courses and/or programs at off-campus sites (AY 2006 - 2007).

Action Item 2: Provide annual training sessions for faculty using NorthNet on effective teaching strategies for using the medium (AY 2006 – 2010).

Action Item 3: Provide annual training sessions and/or classes on developing and facilitating online and hybrid classes (AY 2006 – 2010).

Action Item 4: Move from the e-College platform to the WebCT platform for all online course delivery (AY 2006).

Action Item 5: Fully develop Northern's Online University by providing online student support services, faculty training, approved conversion procedures, peer review, and staff support (AY 2006 – 2007).

Action Item 6: The IT leadership, in cooperation with Provost's Office, will convene an institution-wide technology committee that will develop an academic technology plan (AY 2006 – 2010).

**APPENDIX A**  
***Educational Master Plan Progress***  
***(reviewed academic year 2005)***

**Co-chair: Will Rawn & Greg Kegel**

**Membership: Jim Potter, Kevin Carlson, Darryll Thackeray, Curtis Smeby, Gail Reynolds, Darlene Sellers, Jonathon Richter, Roger Stone, Greg Kegel**

*Attending Progress Review March 10: Roger Stone, Darlene Sellers*

**Facilitator: Curtis Smeby**

**Reviewed and updated by Provost's Council: May 2005**

**Students: Increasing the number of students enrolling & graduating from Northern**

*Accomplishments*

- Enrollment Management team is established; meets regularly and continues to work toward implementing a data-driven system
- Enrollment and graduation data are posted on the web
- Hired two new recruiters and trained support staff at Great Falls and Lewistown in recruitment
- On-line admissions application is implemented
- Measurable recruiting goals are set for AY '05
- Pilot testing new marketing and recruiting strategies during AY '05 and '06

*Concerns and recommendations*

- No measurable goals were set in the Master Plan, so goals are difficult to measure
- Retention data needs to be analyzed before goals can be set
- Continue to explore ways to create a "Northern niche" to help stem enrollment declines brought about by changing demographics of the hi-line
- Develop sustainable enrollment targets that may or may not fit the state's current growth model

**Quality: Increasing the quality of educational programs**

*Accomplishments*

- Program review is a continual process—reviews to date include the AAS degrees in auto body, electronics engineering, railroad maintenance and the BS degrees in civil engineering technology, computer information systems, computer engineering technology, health and physical education and nursing
- New structure for academic programs is implemented to increase communication, interdisciplinary cooperation, and bring in-line with academic structures at other institutions of higher education
- Plan with short-term and long-term objectives is developed to meet the recommendations of the external evaluator for the nursing program
- New general education program has been developed in response to planning committee recommendation to align education with core educational values
- Part-time Interim Director of Assessment is hired
- Training session is provided for faculty on defining program outcomes and assessment for same
- Part of the assessment committee members attend Northwest Accreditation self-study training
- One faculty is attends training to be an ABET accreditation examiner; three individuals (faculty and staff) attend NCATE Board of Examiners training

- Handbook for the Learning Development degree is implemented to enhance communication with students
- Over \$1 million is secured through grants and private funding to update equipment used for career and technical education programs

*Concerns and recommendations*

- Program review has continued, but initial scorecard is not the ideal instrument
- Program review is for program change, enhancement or deletion
- No attention was paid in the Master Plan to provide baseline information from which to establish criteria for measurement
- A coordinated strategy to react to program requests needs development

**Innovation and Uniqueness: Increasing the ways in which Northern's academic programs are innovative and unique**

*Accomplishments*

- New AAS degree in plumbing is implemented; Northern is first institution to have an apprentice plumbing program in the state
- New BOR-approved certificate degree is approved in welding technology.
- New master's cohort in Learning Development is implemented in Browning
- New general education core is implemented
- Three-year plan for offering courses in a weekend and summer format is implemented for Counselor Education
- Internship for K-12 principal endorsement program is defined and pilot-tested
- Exploring collaborative partnership with the Great Falls College of Technology for offering the bachelor's degree in Civil Engineering Technology in Great Falls
- Training for faculty on developing on-line courses and enhancements begins June 2005

*Concerns and recommendations*

- No direction or goal was provided in the Master Plan to measure this effort
- Academic plan with measurable objectives needs to be developed per new BOR policy
- Program review process has little regard to innovation, uniqueness or definition of quality
- Consider exploring dual enrollment course opportunities with the high school
- Offer more upper division courses or programs in Great Falls
- Consider offering general education courses in smaller communities, ex. Shelby, Conrad, Choteau, Malta, and Glasgow
- Expand tribal college activities
- Define and implement intent of *Indian Education for All* for MSU-N curricula
- Continue to look at new program offerings in psychology, allied health, social services and technical areas

**Placement & Industry Demand: Increasing Northern's responsiveness to industry demands and the rate at which Northern's Students are placed in related employment**

*Accomplishments*

- K-12 principal endorsement program is implemented
- Business program delivered to FPCC
- AAS degree in Plumbing and certificate program in welding technology is implemented; AAS degree in Electrical Technology is submitted for BOR review
- Sustainability monies are transferred into the nursing program to help meet the recommendations of the external evaluator
- COTS competes for *Think Big* initiative

*Concerns and recommendations*

- Faculty believe initiative at FPCC has received limited financial support
- Sustainability monies were transferred to the nursing program; tribal college and graduate program initiatives were abandoned
- Successful in isolated incidents but without systematic progress, i.e. plumbing, Indian education grant initiatives, administrative endorsement
- Innovation and sustainability of graduate initiatives appear marginal

**Resources: Increasing the efficient use of academic resources**

*Accomplishments*

- After program review, the electronics and computer systems programs are merged
- Change in academic structure to include two full-time deans
- One-year catalog and student handbook is implemented
- Low enrolled programs are put into moratorium
- Course enrollments are closely monitored to determine course scheduling needs
- One year course schedule for AY 06 is developed
- Student credit hours per semester (SCHS) generated is used to help determine need for faculty lines
- Program fee for nursing is approved by the Regents

*Concerns and recommendations*

- Continue to examine efficiency of off-site course and program delivery
- How do we define need and sustainability for an academic program?
- Faculty believe there is little or no financial support for faculty development
- Some faculty believe lack of communication has inhibited the use of faculty input for some academic decisions

**Relationship to Mission: Increasing the alignment of academic programs with Northern's mission and educational master plan.**

*Accomplishments*

- Restructuring took place but needs to be assessed for success

*Concerns and recommendations*

- Mission statement is cumbersome and too long; provides minimal direction for academic units
- Program review and moratorium process needs some work; continue to review and update process
- The Board of Regents adopts a 7-year program review cycle; Northern must submit a five-year academic plan for new programs to be considered for implementation