

## ***Academic Update for Fall 2004***

The end of the semester is finally here. Let's take some time to reflect on a few important events that have happened this semester...

### ***Professional Development Opportunities***

After beginning with several professional development workshops during faculty retreat, we celebrated the accomplishments of faculty receiving tenure and promotion in September. Since that time we've had two faculty forums, one by Dr. John Snider who talked about his sabbatical, and one by Judy Hembd and Terri Sturm who presented the use of mind mapping in nursing. Our next faculty forum will be in January. Dr. Bill Thackeray will be giving readings from his book, *The River of Milk 'n Honey*.

Unfortunately, attendance at the faculty forums has been light. Hopefully, during Spring Semester 2005, you'll be able to attend all forums not only to enhance your own intellectual curiosity, but to provide support for your colleagues. Please mark your calendars for the last Monday of every month; we try to choose the time of day that best fits the schedule of the presenter.

A couple of weeks ago, a teleconference on "The Foundations of Excellence in the First Year of College" was delivered via NorthNet. Three people attended the teleconference; however, Julie Strobel has the booklet from the conference. If you would like a copy, please let her know.

### ***Accreditation***

During March 2005, the NLNAC (National League of Nursing Accreditation Commission) will be on campus. Both the BSN and the ASN programs are up for review. Mary Pappas and the nursing faculty have been very busy preparing for the visit. Mary must submit over 20 copies of the 300-page self-study report by January 1, 2005.

During September, Drs. Rawn and Sellers attended an update conference in Virginia on NCATE. Our NCATE continuing accreditation visit is scheduled for Fall 2007. The new standards that we'll be expected to meet are data and content driven and will present several new challenges. Although Dr. Sellers resigned as NCATE coordinator in October, we're anxious to hear from her and Dr. Rawn what they learned at the conference at the February faculty forum.

Dr. Curtis Smeby and I attended a one-week training session to serve on the Board of Examiners for NCATE. This training is extensive, lots of work, and all expenses are paid by NCATE. During April, Curtis will be part of an accreditation team for an out-of-state institution. I'll be chairing a state accreditation team.

Larry Strizich was selected to become an evaluator for the Northwest Commission on Colleges and Universities (NWCCU). Also, in case you haven't heard, Larry is now

officially ABD. Yep, he passed all his comprehensive exams...now, it's dissertation time!

The Chancellor has approved funding for a team to attend training in Seattle for our upcoming Northwest accreditation visit during (lucky us!) Fall 2007. Our plan is to send a team this academic year for training, and a second team for training next academic year.

Please remember our all-campus assessment workshop on **Friday, February 4, 2005**. All classes will be cancelled so you can attend this training session.

### ***Grants***

Congratulations to Ligia Arango on her receipt of a Title II grant, *Improving Teacher Quality through Field-Based Learning*. Ligia authored the grant and will serve as project director for the same.

We just received approval for Suzanne Lockwood and Lisa Scheresky-O'Neil to serve as activity coordinators for the last year of the RAINBOW grant. In October, we went through an extensive on-campus, two-day review by HRSA, the Health Resources and Services Administration. Special thanks to Suzanne, Lisa, Mary Pappas, Debbie Kern, Will Rawn and Chris Wendland for assisting with a successful review and taking part in an excellent learning experience. Please note that this was "no small feat;" we had to prepare for this review in slightly less than a three-week time frame.

Unfortunately, Northern will not be eligible to submit a Title III Part A, Strengthening Institutions grant during FY 2005. New applications will only be accepted from tribally controlled institutions and Alaska Native and Native Hawaiian programs.

### ***Enrollment Management***

This fall we formed a small enrollment management team to begin work on interpreting institutional data trends. We've spent many hours ferreting out and interpreting information, but we still have a long way to go.

We have a notebook of data (which you're welcome to review) and our Registrar is trying to post the data on the web in his "spare" time. However, one set of data I'll share with you is a table that shows our enrollment numbers on the Havre campus at the end of Fall Semester since 1999. The table follows:

<b><i>Location</i></b>	<b><i>Fall 1999</i></b>	<b><i>Fall 2000</i></b>	<b><i>Fall 2001</i></b>	<b><i>Fall 2002</i></b>	<b><i>Fall 2003</i></b>	<b><i>Fall 2004</i></b>
Havre	1152.73	1026.92	1019.35	1000.92	978.12	987.47

It's interesting to note that this year we had a slight increase on-campus, but an overall decrease in enrollment. Any enrollment increase prior to fall 2004 were at our off-campus sites. Our next step will be to create an enrollment projection model for the next 10 years.

There is other data that has significant implications on our decision processes. For example, during November I sent a long memo to Dr. Snider that indicated the following:

*In October 2000 – January 2001, Galusha, Higgins and Galusha Critical Data, Inc. conducted an extensive survey of students, faculty, staff, alumni, etc. to provide institutional data for the master planning process. One piece of data that provides us with concern is that 52% of the current students chose to attend Northern because of its location... Now if we extrapolate that information into the geographic areas where we get most of our students, we have additional problems since the majority of our students come from counties where the population is steadily decreasing.*

The good news is that during October, we hired and trained two new recruiters. In addition, support staff in Lewistown and Great Falls attended a training session of the admissions processes. However, please remember that we *never* give all the credit to the Admissions staff when enrollment increases and we *never* give all the blame to the Admission staff when enrollment decreases. So, as we pilot test a variety of new admissions processes this year, we're going to need your assistance. When we ask faculty to visit the schools or make telephone calls to prospective students, please volunteer!

Enrollment management is simply *not* the process of trying to recruit new students. Instead, we're going to ascribe to the following:

- Present a seamless enrollment system to the student.
- Make decisions centered on keeping the best interest of the student in mind.
- Create and implement policies and deadlines that maximize student enrollment.
- Retention of students becomes an institutional priority.
- Enroll students who will graduate and become satisfied alumni.

As we move forward, we are trying to make enrollment management a data-driven process. So, based on historical data we have set the following admission goals for AY 2005:

- Increase prospect pool to 4,500.
- Increase number of new student applications to 700.
- Set yield rate at 65.5% yielding a total of 459 new students registered for fall 2005 by August 31, 2005

In order to increase the number new student applications to 700, we set the following goals and target dates:

- Initiate on-line applications, target date--February 15, 2005. Please note that we are the only four-year institution in the state (public or private) that currently does not use this option.
- Hire and train new full-time recruiters--completed, October 2004.
- Call all new students applicants for Spring Semester 2005 who haven't registered by December 23, 2004. Time frame--Christmas break.

- Hire and train student tele-recruiters. Time frame--January 2005. Goal: Three (3) students working four hours per night with a goal of 10 caller connects per hour.
- Four focus mailings to career and technical instructors – begins January 2005.
- COTS faculty visits to career and technical classes at top 15 feeder schools.
- Launch faculty telephone contacts for prospect pool – begin February 2005 - target: minimum 30% faculty participation.
- Faculty and staff phonathon to follow-up on application pool (goal TBD).

So, as we move forward into spring semester, I hope each of you will be front and center when we make the call for your assistance.

### ***Transfer Audit***

The findings from the legislative transfer audit have been published and will be reviewed in the upcoming legislative session. You can access the findings at <http://leg.state.mt.us/content/audit/download/04p-06.pdf>. In addition, thanks to Bill Lanier and Julie Strobel, we have completed our yearly transfer survey as required by the Office of the Commissioner of Higher Education. Results from the survey will be sent to you in January.

### ***Curriculum***

Many thanks to the General Education Committee (Greg Clouse, chair), the Curriculum Committee (Wane Boysun, chair), and Academic Senate (Janet Trethewey, president) for the review of the general education core. Hopefully, a final package will be ready for a full faculty vote by the end of January.

Please make sure you are continuing work on curriculum modifications. Since we publish a one-year catalog, all curriculum changes for the AY 2006 catalog must be approved by Academic Senate by no later than ***March 1, 2005***.

The certificate program in Welding Technology was approved at the November Board of Regents meeting. Hopefully, we will see *new* student enrollment in this program beginning Fall Semester 2005. Please examine the use of departmental certificate programs. If the certificate meets the demand of today's workplace and provides appropriate licensure, shouldn't it be a Board of Regent's approved certificate rather than a departmental certificate?

In addition to possible changes in curriculum for general education, it is very important that your programs are up-to-date and fully enrolled. We have several programs that do not meet the benchmark of eight (8) graduates per year. It is extremely important that you, as a faculty, continue to examine your curricula. Again, I'll reference excerpts from the memo sent to Dr. Snider:

*We can also look at the number of majors in programs that were in existence since 1999. The programs that show some growth in numbers is limited and includes the secondary education programs in social sciences and industrial*

*technology, elementary education, the associate degree in diesel technology, and the associate degree in nursing. Let's add another figure to the mix – number of graduates by program. If we use the average of the last five years and use the Office of the Commissioner of Higher Education benchmark of 8 graduates per year (on the average) for undergraduate programs, we have 11 programs that reach the benchmark--elementary education, the reading specialist minor, the associate degree in agriculture technology, the associate and bachelors degree in automotive technology, the associate and bachelors in nursing, the associate and bachelors in business technology, the bachelors in computer information systems, the associate and bachelors in diesel technology, and the minor in marketing. So, unfortunately this also means we have 39 undergraduate programs that are undersubscribed.*

On Friday, December 17, the U.S. Department of Education met with the Office of Public Instruction. In order to meet the guidelines of NCLB, the State will probably be looking at significant changes to the licensure requirements for the Social Science and General Science broad fields and elementary education. We will know more after our meeting in January.

One of our new math instructors, Charles Pollington, will be teaching Math 116, Applied Statistics, on-line Spring Semester. The demand for this on-line class was so high, it filled up within the first two days of registration. Charles will be teaching the same class this summer.

### ***Program Review***

We are slightly behind (well, about one year) on the program review schedule developed by the previous Provost. So, for Spring Semester 2005, we will focus program review on the following:

- Liberal studies, B.A.
- Community service, B.A. and minor
- Native American studies, minor
- Education/Social Science Broadfield (5-12 Teaching)
- Agricultural mechanics, operations, and technology (all degrees)
- Computer information systems (all degrees excluding the secondary education minor)
- Business technology (all degrees excluding the secondary education business education major and minor)
- Counselor education, M.Ed.

We are quietly moving some low-enrolled programs into moratorium effective immediately. Program moratorium isn't the same as program deletion. What moratorium does mean, however, is that the program needs significant change, a change of venue, or yes, maybe eventually deletion. Please remember that big public displays of program deletion (or sometimes moratorium) hurt all recruitment efforts and may lead to a decrease in enrollment in all programs.

### *Graduate Programs*

Enrollment in Counselor Education is starting to move upward. Right now, Drs. Foley and Sellers are supervising a large group of interns, so we should see quite a few graduates in Counselor Education this Spring. We've also created a three-year course schedule for the program; this should significantly help students in their course/program planning.

We have concluded three masters cohorts in Learning Development—one in Helena, one in Great Falls, and one in Havre. Two individuals that you know well (Randy Bachmeier and Bruce Patera) are two graduates of the Havre cohort.

Dr. Jonathon Richter has done an excellent job bringing the groups to closure. Also, special thanks to numerous individuals who assisted with correcting comprehensive exams and exit portfolios: Mary Pappas, Curtis Smeby, Stacey Dolezal, Darlene Sellers, Darlene Bricker, Janet Trethewey, Larry Strizich, and Robin Castle. (I hope I didn't miss anyone!)

We will be beginning a new cohort in Browning during Spring Semester 2005; it looks like the cohort will be somewhere between 15 – 19 students. I like to think we've learned a lot from our cohort experiences the last two years. During Spring 2004, our Helena cohort complained very loudly about our lack of organization and program vision (well, just to name a couple of things!). We absolutely need to remember that one of the best marketers of our institution is our students.

Speaking of graduate programs, I taught one of the graduate classes in Helena this fall, and enjoyed being back in the classroom again. However, after I agreed to teach the class I was somewhat surprised when I heard the rumor that the “qualification police elves” had met and were questioning my credentials. Well...after hearing this rumor, I promptly went home, reclined on my couch, put my hand on my forehead, and chanted, “I'm not worthy, I'm not worthy!” But, after a few minutes I got up and decided to make a list (yes, I checked it twice!) as to why I might not be “qualified” to teach the course. My list included:

- 1) I drive a GMC pickup truck.
- 2) I like the Stones (Rolling, that is...).
- 3) I'm too short.
- 4) I'm married to an older man who is also a university administrator.
- 5) I'm an administrator so I couldn't possibly provide theoretical and practical application to a class about systems thinking and leadership.

Now, for many weeks, I was convinced the reasons had to be one or all of numbers 1) through 4). However, after having several e-mails forwarded to me this month, it *finally* dawned on me—“number 5! number 5!”

On a more serious note, every time I read the CBA, I look for the section that states, “certain self-appointed members of the faculty determine, judge, and *police* the

qualifications of existing faculty members.” *Thank goodness* I haven’t found that section!

The benefit of a campus that operates in a collegial manner is enormous. Faculty do not operate in isolation from either their departmental colleagues or from other faculty in related disciplines. You have intellectual discussions, cooperate, compromise, and make decisions in a collegial fashion. Therefore, you do not discredit your colleagues verbally, via memos, or via e-mail (especially using the old cc:). If you have a difference of opinion, go to the person’s office and visit with them. If you can’t agree on the *issue*--agree to disagree.

***In Conclusion...***

Please be sure to send Suzanne Lockwood get well wishes. We are looking forward to having Suzanne back on-campus sometime Spring Semester.

Last, but certainly not least, have a great holiday break...See you in the Spring!

Cheri