Fall 2014
Faculty Meeting
August 20, 2014

William J. Rugg, Ph.D.
Provost and Vice Chancellor
for Academic Affairs
AGENDA

• “Welcome Back!”
• New Faculty and Academic Staff
• College, Department, Division Reports
• Academic Affairs – Updates
• Program Prioritization – Updates
• Our Future
• Q and A
Welcome Back!

• Dr. James Limbaugh, Chancellor

• Dr. William Rugg, Provost and Vice Chancellor for Academic Affairs
New Faculty

Faculty/Administration:

- Dr. Jan Starr-Director, Nursing
  - Arlys Williams, Chair of ASN program
  - Dr. Mary Pappas, Chair of RN to BSN program
- Dr. Chad Spangler-Health Promotion
- Dr. Terri Hildebrand-Biology
- Dr. Arne Sippola-Education
New Faculty (Continued)

• Joey Todd (ABD)-Education
• Margaret Mahoney (ABD)-Criminal Justice
• Kevin Ruby-ATDI
• Carissa Brown-Welding
• Gail Shatkus-Design and Drafting
• Dr. Eleazar Resurrection-Civil Engineering Technology
New Academic Staff

• Matt DeLong – Interim Director of Institutional Research
• Caleb Hutchins – Instructional Designer/LMS Technical Support
• Jennifer Anderson - Admin. Associate II, Education
• Rebecca Nicholson - Library Technician/LSC Assistant
New Academic Staff (cont’d.)

- Kirk Olson - Technical Mathematics Coordinator, TAACCCT Grant
- Melissa Edwards - Curriculum Director, TAACCCT Grant
- Holly Haas - Career Pathways and Perkins Coordinator
College Updates

Greg Kegel, Dean-COTS
• TAACCCT Grant Update
• SWAMMEI Grant

Norton Pease, Chair CEASN
• Challenges and Changes in the college
Building Dual Credit/Dual Enrollment (i.e., High School Students Taking Coursework for College Credit)

- Dual credit is one major component of the Complete College Montana initiative, which is strongly supported by both OCHE and OPI; performance based funding is available based upon our dual enrollments.
Extended University Updates

– Stipends will be made available for MSU-N faculty earning Class 8 licensure through OPI to be able to teach high school students for dual credit online; a consultant will be available to assist

– Stipends will be made available for MSU-N faculty reviewing and supervising high school faculty who are teaching dual credit courses on-site
Extended University Updates

Expanding and Updating Articulation Agreements

– Incentives will be made available for faculty to develop new articulation agreements and review/revise outdated agreements

– Great progress was made over the summer; a tour of tribal colleges will take place later this fall

– Having current articulation agreements is a major factor in recruiting new, upper division students
Extended University Updates

Enhancing Faculty Professional Development for Online Learning

– Coursework leading to nationally recognized Quality Matters certifications will be paid for and made available to all interested faculty

– Online tutorials and monthly “brown bag” training sessions on LMS and third party tools (e.g., integrating live and recorded video) and online pedagogy will be provided to all interested faculty
Extended University Updates

– A second instructional designer/D2L technical support position has been added to assist students and faculty, expand professional development opportunities, and further improve online programs

Justin Mason – Faculty Training Program and Quality Matters®
Quality Matters

Quality in Online Courses
What is Quality Matters?
What is Quality Matters?

• Rubric for Course Design
• Peer Review
• Professional Development & Resources
National Standard for Course Design
# The Rubric

## Standards

<table>
<thead>
<tr>
<th>Course Overview and Introduction</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Instructions make clear how to get started and where to find various course components.</td>
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<tr>
<td>1.2</td>
<td>Learners are introduced to the purpose and structure of the course.</td>
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<td>1.3</td>
<td>Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.</td>
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<td>1.4</td>
<td>Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.</td>
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<tr>
<td>1.5</td>
<td>Minimum technology requirements are clearly stated and instructions for use provided.</td>
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<td>1.6</td>
<td>Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.</td>
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<tr>
<td>1.7</td>
<td>Minimum technical skills expected of the learner are clearly stated.</td>
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<tr>
<td>1.8</td>
<td>The self-introduction by the instructor is appropriate and is available online.</td>
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<tr>
<td>1.9</td>
<td>Learners are asked to introduce themselves to the class.</td>
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<thead>
<tr>
<th>Learning Objectives (Competencies)</th>
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<tr>
<td>2.1</td>
<td>The course learning objectives, or course/program competencies, describe outcomes that are measurable.</td>
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<tr>
<td>2.2</td>
<td>The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.</td>
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<tr>
<td>2.3</td>
<td>All learning objectives or competencies are stated clearly and written from the learner’s perspective.</td>
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<td>2.4</td>
<td>The relationship between learning objectives or competencies and course activities is clearly stated.</td>
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<tr>
<td>2.5</td>
<td>The learning objectives or competencies are suited to the level of the course.</td>
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<tr>
<th>Assessment and Measurement</th>
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<tr>
<td>3.1</td>
<td>The assessments measure the stated learning objectives or competencies.</td>
</tr>
<tr>
<td>3.2</td>
<td>The course grading policy is stated clearly.</td>
</tr>
<tr>
<td>3.3</td>
<td>Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.</td>
</tr>
<tr>
<td>3.4</td>
<td>The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.</td>
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<tr>
<td>3.5</td>
<td>The course provides learners with multiple opportunities to track their learning progress.</td>
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<tr>
<th>Instructional Materials</th>
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<tr>
<td>4.1</td>
<td>The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.</td>
</tr>
<tr>
<td>4.2</td>
<td>Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.</td>
</tr>
</tbody>
</table>
How to get started...

1. “Applying the QM Rubric” f2f workshop
2. “Applying the QM Rubric” online course
3. Self Check
4. View the Rubric
Curious?

www.qualitymatters.org
Or ask this guy...
University Financial Services

Brian Simonson,
Vice Chancellor for Finance and Administration
FY14/15 Budget Report

• MSU-Northern completed FY14 with a balanced budget that carried forward $520K into FY15 to cover expected retirements, program growth, and enrollment shortfalls.
In FY14 we largely met our conservative tuition reserve objectives and had a large number of vacancies that both contributed to our ability to fund increases in personnel and modest increases in operating budgets, despite low enrollment projections for this year. FY14/15 Personnel Additions:

- Faculty – Diesel, HP, CJ, Nursing & Nursing Chairs
- Staff – Library Tech, ITS Tech, Athletic Trainer, Institutional Research, Instructional Designer, Residence Hall Coordinator, Grants Administrator, Grounds Keeper
FY14/15 Funded Facility Projects:
- Metals Building & Gym Renovations
- Sidewalk Repairs & ADA Compliance
- MAT Drainage & Elevator
- Campus Entrance Signs and Landscaping
- SUB and Bookstore Upgrades
FY14/15 Budget Report

• Auxiliaries:
  o FY13 : ($131,412) – FY14 : $275,410
  o Food Service : $107,747 more Profitability
  o Positioned to fund $8M Renovation next Summer
FY15 Operating Budgets

- Instruction: 1,004,324, 30%
- Academic Support: 1,174,000, 35%
- Student Services: 270,900, 8%
- Institutional Support: 505,800, 15%
- O&M of Plant: 142,538, 4%
- Scholarships & Fellowships: 250,641, 8%
FY15 Personnel Budget - $12M

- Instruction: 6,106,156 (51%)
- Academic Support: 1,704,054 (14%)
- Student Services: 2,111,882 (18%)
- Institutional Support: 1,090,195 (9%)
- O&M of Plant: 892,728 (8%)
Budget Growth
Faculty Senate and PBF Updates

Steven Don – President, MSUN Faculty Senate

• Link to Academic Senate page:
  http://msun.edu/provost/senate/index.aspx

• Board of Regents website:
  http://mus.edu/board/default.asp
BREAK!

10 Minutes Please!
Advising Updates

Tracey Jette-Senior Director of Student Success

- [http://msun.edu/admissions/](http://msun.edu/admissions/)

- [http://msun.edu/advising/](http://msun.edu/advising/)
Registrar Updates

Alisha Schroeder-Registrar

http://msun.edu/registrar/
Debra Bradley - Professional Development Opportunities

- [http://www.msun.edu/admin/committees/profdev/](http://www.msun.edu/admin/committees/profdev/)
- [http://www.msun.edu/busserv/forms.aspx](http://www.msun.edu/busserv/forms.aspx)
- [http://www.msun.edu/aboutmsun/mission.aspx](http://www.msun.edu/aboutmsun/mission.aspx)
Library Updates

Vicki Gist - Library Director

- PRIMO Discovery Service: [http://www.msun.edu/](http://www.msun.edu/)

- LibGuides: [http://libguides.msun.edu](http://libguides.msun.edu)
Library Updates

• Library Resource Sessions:
  – Belinda Potter, Instruction & Reference Librarian
  – bpotter@msun.edu; x3038

• Library Hours – Open Saturday, 8AM-5PM

• Questions ???
Learning Success Center Updates

Ligia Arango – Director, Learning Success Center
Also Disability Services and University Testing Center

• http://msun.edu/learningsuccesscenter/

• http://msun.edu/stuaffairs/disabilityserv/
Updates and Enhancements to the Developmental Math Program

Charles Pollington
New Developmental Math Course: M???
Foundations of Mathematical Reasoning

Non-STEM Path

NEW GEN ED Course: Quantitative Reasoning

M???

STAT 216

Math for Liberal Arts "maybe"

M145
STEM PATH

M095 Intermediate Algebra to M121 College Algebra
What does it mean to YOU?

• Currently you may allow students to use M121 or M145 for your program. In the future these courses MAY have different prerequisite courses that could lead to confusion.

• What are other programs at different campuses using for General Education Math courses? Do you need to rethink which course best suits your students?
What is Quantitative Reasoning?

My definition: Use data and/or patterns of numbers to create mathematical/statistical models. These models are used to solve problems or to reach conclusions.

The Texas plan includes:

• The use of technology is a must.
• Active learning is a major component.
• Group activities are used.
It really appears that this going to happen!!!

• We have to plan for the change.
• It would be a good time for your program to rethink the math requirement.
• I can supply more specific outcomes for these courses. These outcomes may facilitate your choice.
• I currently do NOT know the future of M145.
If you have students who have tried M095 multiple times in the last two years and failed, you may want to consider them taking M091.

– All sections of M095 will be taught in a consistent way. That generally means that trying different instructors will not increase the chances of success.

– It may be better for a student to regroup and try M091 first.
Change is coming...

The State of Montana is mandating a new pathway for Mathematics. . . In Fall 2015!

The State wants a NON-STEM pathway. They appear to be following the model that Texas is starting to use.
Celebrate!

- NEW faculty positions in HP, CJ
- Posted a slight increase in fall headcount through aggressive recruitment over last fall, however, FTE is down!
- Summer Session enrollment also had a slight increase
- Expanded the Learning Success Center services and extended the hours of the Library
• IT and classroom upgrades;
• Academic program prioritization review – two programs coming out of moratorium
• Continuation of $1.7M TAACCCT Grant
Academic Affairs – Realities

• Budget
• Staffing
  – Full-time Faculty/Adjunct Faculty
• Class Size and Course Caps
• Building Utilization
• Course Offerings and Formats
Academic Affairs Budget and Staffing

• Total instructional budget for AY 2013-2014 (salary plus benefits and educational materials) is $6.4M
  – $5.3M for FT faculty; $212K for adjunct faculty
• In Spring 2014 there were 62 Full-time Faculty (60%)
• In Spring 2014 there were 41 Adjunct Faculty (40%)
• In Fall 2014 there are 66 Full-time Faculty (68.75%)
• In Fall 2014 there are 30 Adjunct Faculty (31.25%)
Full-Time Faculty (Salary only) $3,928,875.61

- Business: $321,367.34
- Engineering & Design: $328,943.22
- Ag. & Mechanics: $539,767.44
- Trades: $265,605.51
- Arts & Sciences: $1,158,053.82
- Education: $486,984.94
- Grad. Prog.: $181,145.14
- Nursing: $647,008.20
Class Size and Room Utilization

- In Spring 2014 there were 254 on-ground and Hybrid (part classroom use) classes; there were 66 Online classes
- We had 1,221 students, with the largest number of majors in Nursing and Diesel
- There are 59 “true classrooms” on the Havre campus, but the most classrooms used at any given time was 41
• The breakdown of these classrooms shows that the most popular time of day is 10 am and 11 am (40 and 41), followed by 9 am, 1 pm and 2 pm (33, 33, 35); at 5 pm only 10 classrooms were used and at 6 pm only 3 were used; at 7 pm only 5; and at 8 pm only 4. There is VERY limited classroom use on weekends.

• Even more alarming was the number of small classes being offered: 77 of the 254 on-ground classes had 8 or fewer students enrolled; 11 of the 77 online classes had 8 or fewer students enrolled.
Course Offerings and Formats

• Overarching Goal: to increase student retention
• Goal: to increase the number of Afternoon/Evening and Online class offerings
• Goal: to have all on-ground classes become “Hybrid”
• Goal: to reduce the number of Independent Studies
  – 36 were offered last year!
  – Budget Impact: Summer 2013 - $15,000; Fall 2013 - $8,300; Spring 2014 - $4,300; Summer 2014 - $3,300
Independent Study Courses
Fall 2012-Fall 2014
Faculty payment

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Summer 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Summer 2014</th>
<th>Fall 2014</th>
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<tbody>
<tr>
<td>Amount (USD)</td>
<td>$8,000.00</td>
<td>$6,000.00</td>
<td>$18,000.00</td>
<td>$6,000.00</td>
<td>$4,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
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75 minors, certificates, associates’, bachelors’ and graduate degrees were reviewed;
20 programs were recommended for growth;
26 programs were recommended to be maintained;
12 programs were recommended to be integrated or reduced; and
17 programs were recommended to be phased-out.
Program Prioritization - Future Plans

- Secondary Education will be “re-packaged” for Fall 2015; HPE (K-12) and General Science (5-12)
- Social Sciences will be enhanced with the potential addition of faculty in Psychology
- CIS will be reviewed for alignment with Business
- Implement caps and minimum enrollments on courses to maximize faculty efficiency and space utilization
How to Increase Student Retention

A Simple Formula:

Provide the best possible learning experience for our students (including engaged, well-prepared faculty; good equipment and facilities; relevant, up-to-date learning materials; engagement; interaction; timely feedback; and quality advising) and they are pleased and satisfied. Happy, satisfied students return for more (and they tell their family and friends about us), and that equals RETENTION!
QUESTIONS?
COMMENTS?
CONCERNS?