

Year 1 self-study report

Montana State University Northern

Submitted September 15, 2017

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INSTITUTIONAL OVERVIEW

Montana State University Northern in Havre, Montana is located in the north central part of the State and approximately 35 miles south of the Canadian border. The community of Havre has a population of approximately 9,846 people 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 testament 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. Local business people funded the operation of the Normal school in 1927 and again in 1928, 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, known as Northern Montana 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, the first building on campus (remained standing until 1980). Since that time, MSU Northern has focused on service to the Hi-Line region with an emphasis on technical and professional disciplines that meet the needs of Havre and its surrounding communities, as well as the state of Montana.

Currently, MSU Northern offers two master's degree programs, twenty-three bachelor's degree programs, three associate's degree programs, ten associate of applied science's degree programs, and five certificate programs. Also offered at MSU Northern are fourteen subject-area minors. In addition to degree programs offered on the Havre campus, MSU Northern offers courses in Great Falls and Lewistown.

Additionally, MSU Northern delivers five online bachelor's degree programs (Community Leadership, Criminal Justice, Nursing (BSN completion), Trades Management BAS, Business and Business Technology BAS), one master's degree program (Education; Instruction and

Learning) and many individual online courses to meet the needs of students at a distance. Course work in the diesel program is delivered from Wolf Point and televised back to the main campus. Lewistown has added this televised capability to facilitate the nursing students located there and Great Falls added this technology fall 2016 to facilitate the education and business students there. Biodiesel research is taking place on campus which allows students additional learning opportunities. A course sharing arrangement with Fort Peck Community College allows lectures from MSU Northern to be delivered to Wolf Point to complete a CAS in Diesel Technology.

Census Data shows the fall 2016 student headcount was 1232, with a full-time equivalency of 1,062.2. The majority of students at Montana State University Northern come from Montana (83%) and out-of-state students (16%) come from predominately the states of Washington, California, Oregon and Wyoming. Additionally, Montana State University Northern's student body represents 28 states including Montana. International students come from Canada (11). MSU Northern students' average age is 24.9 years with approximately 564 females and 668 males. Over 200 students live in campus housing. Due to declines in Montana high school graduates, MSU Northern is actively recruiting students from the wider region into its unique programs, including a bachelors in Diesel, Health Promotion, and Agricultural Operations.

System and Campus Retention Data show retention rates for first time, full time freshmen returning for a second year in bachelor's degree programs for fall 2012 was 63%; fall 2013 was 60%; fall 2014 was 55%; and cohort returning fall 2016 was 61%. Retention rates for first-time, full-time freshmen returning for a second year in an associate's degree program for fall 2012 was 56%, fall 2013 was 55%, fall 2014 was 63%; and cohort returning fall 2016 was 53%.

Montana State University Northern has 57 full time faculty members and 48 adjunct faculty instructors.

Changes in faculty positions:

- Two math faculty retired, one was replaced and the vacancy savings used to fund embedded tutors in math and writing courses.
- Retirements in nursing and the development of the new statewide curriculum have resulted in a very small number of full time nursing faculty currently on staff. The university anticipates adding at least 2 additional full time nursing faculty for fall 2018.
- The English department hired a new tenure track faculty member to replace a retired professor.
- The University hired two new criminal justice professors to replace the previous two faculty that left their positions. The program enrollment in CJ remains strong.
- A new diesel instructor was hired to manage increasing enrollment.

The campus is being improved with the addition of a new Diesel Technology Center with an expected completion date of March 2018. Construction of the roughly \$10 Million project began in the fall of 2016 with the demolition of an outdated Automotive Technology center. The project will add six state-of-the-art labs for heavy equipment, agriculture equipment and Diesel Engine courses as well as chassis, fuels and drive train equipment. The building was funded with a \$5 Million state appropriation as well as an additional \$5 Million donated from major

industry partners. In addition to the teaching facility a large portion of the campus will receive roadway, parking lot, and landscaping upgrades as a part of the project. The facility is expected to increase the capacity of the Diesel program by over 500 students above current enrollments.

PREFACE

a. Brief update on institutional changes since the institution's last report

Since the Year Seven Self Evaluation Report was submitted (August 30, 2016), Montana State University Northern has seen a number of changes. Those changes are noted below, beginning with leadership changes and moving to institutional changes.

Changes in Leadership:

Provost and Vice Chancellor for Academic Affairs

- Larry Strizich was selected to be Interim Provost and Vice Chancellor of Academic Affairs July 1, 2017.

Director of Nursing

- Dr. Janice Starr was selected to be the director of the nursing program in September 2014. In June of 2016 Dr. Starr resigned her position, but stayed on an additional year in an interim capacity. She officially resigned August 31, 2017. A search is ongoing to fill this position.

Human Resources Manager

- HR Director Kathy Jaynes retired in August of 2016. Kelsey Harding was appointed as Interim HR Manager, and resigned in April of 2017. Suzanne Hunger was then selected to serve as the new HR Manager on June 12, 2017.

In addition to the leadership changes, Montana State University Northern has gone through many institutional changes as listed below:

Institutional changes:

A strategic plan has been formalized into four institutional goals and a number of objectives. "Mini" plans have been developed by each department. Those plans will be uploaded into Taskstream and mapped to the appropriate institutional goal/objective. Those plans will then be assessed on an annual basis to determine how well the institution is progressing toward its goals.

Academic Changes:

- Approved Programs
 - Water Treatment Certificate
 - Water Distribution Certificate
 - Wastewater Treatment Certificate
 - Wastewater Distribution Certificate
 - Psychology Minor
 - Native American Studies Bachelor of Arts
 - Approval to implement a college of Health Sciences
- Terminated Programs
 - No change
- Programs in Moratorium
 - None
- Programs removed from Moratorium
 - Bachelors of Education – Secondary Education Industrial Trades and Technology 5-12
- Distance Delivery approval
 - No Change

Grant activity

- TAACCCT III/RevUp – concluded successfully on December 31, 2016
- TAACCCT IV – to be concluded late fall 2017
- NASNTI – has continued with significant improvements to the Little River Institute with facilities and personnel to enhance the success of Native American students

b. Response to topics previously requested by the Commission (i.e., Addenda)

Introduction

In a letter dated February 10, 2017, the Commission requested that the institution address Recommendation 1 of the fall 2016 Year Seven Mission Fulfillment and Sustainability Evaluation. The next section will address the following standards: 1.A, 1.B, 4.B.1, 5.A.

Recommendation

While the University has identified core themes, objectives, and indicators of achievement, the evaluation committee finds that levels of mission fulfillment have not been defined in a manner that permits evaluation of mission fulfillment. The committee recommends that the University establish meaningful, assessable and verifiable indicators of achievement, and threshold levels of achievement, that can form the basis for evaluation mission fulfillment and accomplishment of the objectives of its core themes. Progress toward mission fulfillment should be regularly assessed, reported and documented. (1.A., 1.B., 4.B.1., 5.A).

Response

In the Year Seven Peer Evaluation Report, Northern reported that the institution needed to clarify its process for reviewing assessments and making data driven decisions. In the fall of 2016, the institution adopted Task Stream to serve as the institution's assessment platform and mechanism for standardizing data collection. Over the past year, the Assessment Committee has worked diligently to train the programs and departments on Northern's campus to utilize Task Stream for data gathering and assessment.

Additionally, the institution has set a campus wide goal of using Task Stream to align each department's goals and objectives with corresponding institutional goals. This process will provide the institution's leadership with specific and measurable performance indicators for each goal, and provide a clear means of evaluating the institution's progress toward mission fulfillment. Reports on each goal and objective will take place throughout the year at monthly Strategic Advancement Team meetings, and a full performance report will be assessed by the Core Leadership team twice a year. Progress reports will be shared by the Chancellor with the campus community and the institution's stakeholders via annual reports and two annual presentations, one during orientation (fall) and the other during the State of the University address (early spring).

The Assessment Committee took as their goal for academic year 2016/17 to evaluate the institution's core themes for relevancy and pertinence in supporting the new mission statement of the institution. The consensus was that the core themes were still valid. The next task was to assign committee members to each of the three core themes and to have them identify measureable goals and outcomes that can be used to assess and evaluate the fulfillment of each of the core themes.

Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 1-3

Eligibility requirement 1: Operational Status

The institution has completed at least one year of its principal education programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration of Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

Montana State University Northern (MSUN) has been continuously accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1932.

Eligibility Requirement 2: Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Montana State University is authorized by the Montana University System (MUS) [Board of Regents](#) (Appendix A) to grant degrees at the undergraduate and graduate levels. The [Montana Constitution](#), Article X, Section 9, pages 13-14 (Appendix B) authorizes the Board of Regents with powers and responsibilities to oversee the operation of the Montana University System, which includes Montana State University and its affiliated campuses of Montana State University – Billings, Montana State University – Northern, and Great Falls College – MSU.

Eligibility Requirement 3: Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The revised MSUN [mission statement](#), core themes, and [vision](#) statement highlight the institution's commitment to providing a supportive, student centered learning environment with a unique make-up of academic programs. MSUN is responsive to workforce needs locally and throughout the State of Montana and values giving students enhanced collaborative learning experiences inside and outside the classroom. The original MSUN [mission statement](#) and core themes were approved by the [Montana Board of Regents](#) at their meeting in Billings, MT on September 22, 2011. The [new mission statement](#) for MSUN was initially approved at the Montana Board of Regents at their meeting in Havre, MT on May 20, 2016.

Standard 1.A *Mission*

1.A.1 The institution has a widely published mission statement – approved by its governing board – that articulated a purpose appropriate for an institution of higher learning, gives direction for its efforts and derives from, and is generally understood by, its community.

A new mission statement was approved in a letter from the Montana Board of Regents dated July 28, 2016.

Montana State University Northern provides higher education to students for professional and technical careers through an institution dedicated to teaching and the pursuit of knowledge.

The University widely publishes our mission statement in the strategic plan, college catalog, academic guide, on the [MSUN website](#), social media, the student handbook, and on the back of administration, faculty and staff business cards.

The mission statement is further defined by the Vision Statement;

Montana State University Northern will be known for its supportive, student centered environment to which a unique mix of academic programs are responsive to local, regional, and state workforce needs, offered in an atmosphere that promotes student success.

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Montana State University Northern, a comprehensive 4 year open enrollment institution, defines its mission by:

- Providing viable academic programs that students value and that meet the workforce needs of the region;
- Creating opportunities for faculty to enhance their teaching;
- Providing a student centered environment conducive to success;
- Promoting a culturally enriched environment;
- Preparing students for careers in their chosen fields;
- Expanding students' opportunities for collaborative or external learning experiences; and;
- Using external partnership input to develop or enhance programs or disciplines.

The University further defines its mission through the establishment of the core themes. The core themes are further divided into objectives for each theme and then further

defined through the establishment of indicators of achievement. These indicators of achievement provide specific measurable outcomes so data concerning indicators can be collected, analyzed and evaluated for decision making purposes. In doing so, the institution demonstrates to the legislature, accrediting agencies, and other constituents that the institution is meeting its mission and has supporting evidence.

Over the years, the University has had difficulty in developing regular and consistent collection, analysis and evaluation of data for use in decision making processes. It was during the tenure of a previous administrator that saw the biggest push for collecting data, analyzing it and using the data to make decisions on programs. Unfortunately, in one or two cases the data analysis showed one thing and the decision made by the previous administrator was in direct opposition to the data. This result undermined the momentum amongst the faculty to provide evidence that the process was legitimate and not a vendetta. The institution has continued to work to reestablish the purpose and usefulness of this process by demonstrating that continuous improvement and mission fulfillment may be accomplished by the University.

Standard 1.B Core Themes

***1.B.1** The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

Montana State University Northern's Core Themes are:

1. Provide liberal arts, professional and technical programs that serve a diverse student population.
2. Promote student centered and culturally enriched environment which fosters student success.
3. Partner with external entities to enhance and expand learning experiences.

***1.B.2** The institution establishes objectives for each of its core themes and identifies meaningful, assessable and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

Montana State University Northern attempts to achieve its mission through the successful integration of its three core themes as part of the justification of everything the institution does.

CORE THEME 1: COMPREHENSIVE PROGRAMS

Core Theme 1 states that MSU Northern will;

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

The objectives of Core Theme 1, are to:

- Provide excellent programs, and
- Cultivate teaching and learning excellence.

The programs that MSU Northern provides for its students mirror the needs and economic development of northern Montana. The region served by MSU Northern includes communities that require teachers, bankers, business owners, agriculture, mechanical technicians, community support agencies, and healthcare providers. Providing programs that put out graduates that have the up-to-date knowledge and skills to fill these positions is what MSU Northern has always done. As the needs of the region shift, program offerings will be reflective of that shift.

As a teaching centered institution, MSU Northern strives to be creative and inventive while engaging students in the learning process. Providing opportunities for faculty to learn and practice new techniques to engage students in the learning process is critical for education to be successful and thus help the students and faculty to realize success in the educational process.

The achievement indicators for MSU Northern's comprehensive programs to be used to assess progress toward meeting the objectives for Core Theme 1 include:

- Retention and Graduation Rates
- Scores on State and National Exams
- Environments Conducive to Learning
- Accredited Programs
- Satisfaction Rates with Academic Areas, Support Services, and Resources

The assessment committee subgroup identified specific metrics that the institution is currently measuring to recommend as indicators of mission fulfillment. These include enrollment numbers which also looks at programs that students are enrolling in. A critical metric is the retention rate of an incoming cohort as it progresses through the program. Currently the retention rate from fall 2015 to fall 2016 undergraduate students is 62%. Improvement in retention rate would have a great impact on the sustainability of the institution. The graduation rates look at the percentage of a cohort of students that graduate in 4 years, 6 years, and 8 years rate.

Several programs require the seniors to take a national exam that can be used for assessment of the program. Business and Nursing are two such programs. The data generated by these assessments validate the quality of the program and the students in that program. In addition it is a goal of the institution to have a majority of the programs have state or national accreditation. The accreditation process provides the peer oversight of the program which validates the quality

of the program.

The institution has invested in the development of the Office of Teaching and Learning which provides professional development opportunities for faculty to improve their teaching techniques whether online or face-to-face. Initially started primarily to work with faculty in the development of online courses, in recent years it has broadened its focus on all aspects of faculty student interactions centered around the learning environment.

Finally, the institution is working to improve the employer surveys that are utilized as part of the assessment process for the program areas. In conjunction with program advisory boards, the employer surveys offer and offer an opportunity for employer input on the quality of the education of their employees that have graduated from MSU Northern.

CORE THEME 2: STUDENT SUCCESS

Brief description of core theme 2

Core theme 2 states that MSU Northern will;

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

In essence, the student population at Montana State University Northern is by its nature culturally diverse. Because the niche programs at Northern attract students from across the nation, the student body includes not only the Montana ‘Farm Kid’ but also students from as far away as Virginia, Illinois, and California. The background of these students may include a mechanical and agriculture base, that serves to attract the student to the technical programs, particularly diesel technology, but the students include those with careers in the arts (our “Ballerina turned Diesel Technician” is an example), as well as people attracted to the region and to the unique programs.

The criminal justice program has had a wide appeal to professionals working in the field but without a college credential as well as people interested in pursuing a career in law enforcement, wildlife management, and parole/probation as well as corrections officers.

These unique programs along with the staples of education and nursing serve the growing need for professionals in these fields. The BSN completion program is an important element in the healthcare industry as nursing moves toward the requirement of a baccalaureate degree as a minimum credential since the program is entirely online, which allows students to continue to work in nursing as they earn the credential.

Several programs provide training and stackable credentials to move into successful careers in the electrical, plumbing, and welding fields. While these disciplines are frequently associated only with an apprenticeship model of education, Northern’s programs provide a significant advantage to graduates by providing both the classroom training required by apprenticeship programs, as well as a head start in completion of the clock hours of working in the trade, by awarding credit for laboratory training time.

Objectives to be achieved by Core Theme 2

Academic programs at MSU Northern will prepare students for careers in their chosen field. This is accomplished with student-centered focus by all program and support areas, and at the same time provide relevant exposure to arts and to other cultures. Our students work in an environment with a large proportion of Native American students and, through our active internship programs; work in places vastly different from Havre, Montana. Students have worked for large businesses from Florida, to Texas, California and Alaska – providing opportunities to work with people and companies that will be part of their future working lives.

Indicators of Success for Core Theme 2

Montana State University Northern evaluates the success of our student-centered approach by using

- Rates of Student Engagement on Campus;
- Graduate and Employer Surveys;
- Quantity and Quality of Event Sponsorships; and
- Scores on State and National Exams

In addition, a number of local initiatives serve to promote the concept of placing the student first. Through a student-supported initiative, a full time counsellor has been approved to enhance services provided through our student health office and to address a number of the issues confronting contemporary higher education, like suicide and emotional distress leading to stop-out and drop-out rates.

The University provides tutoring and mentoring services at the TRIO supported Student Support Services office, at the Learning Success center housed in the Library and most recently using tutor/mentors for our Native American population with the Little River Institute.

Rationale for selection of the indicators of achievement

The indicators are selected to measure the success of the programs instituted on campus and their effects on our graduates as both a direct measure of self-reported graduate opinion, and indirect measures of employer evaluation of our graduates.

Campus events provide an avenue for external participation in our academic programs (see core theme 3), but allow a measure of how well our programs are viewed by industry in the support of preparing future professionals.

Objective evaluation of student engagement help ensure the outcomes justify the effort placed on these programs. The National Survey of Student Satisfaction (NSSE) serve to provide another measurement of effectiveness and to observe the satisfaction students have of their education as they progress from freshmen to seniors.

CORE THEME 3: INCLUSIVE PARTNERSHIPS

Brief description of core theme 3

Core Theme 3 is at the heart of what makes MSU Northern effective particularly in preparation for careers. The phrase “An Education that Works” highlights the need for programs and students to be mindful of the needs and demands of the industry partners that support our programs. From Industry Advisory boards to unique training partnerships, Northern seeks to ensure we teach the relevant theory, skills and habits of mind that our graduates will need as they move into the world of work.

Objectives to be achieved by Core Theme 3

The objectives of Core Theme 3 are to:

- Use external partnership input to develop or enhance programs or disciplines,
- Expand students’ collaborative or external learning experiences, and
- Stimulate economic development of our region.

The development of program advisory boards that include industry leaders, some of whom travel across the country, to participate in board meetings provides important input into the curriculum of the program as well as providing an opportunity for faculty to talk one-on-one with individuals that are on the forefront of the industry. It is a continuing goal of MSU Northern to have a relevant advisory board for each academic program. The intent of the advisory board is to have them advise the program regarding curriculum, what skills to focus the curriculum on, and even which tools of the industry will help students get careers and be successful in them. Many of the skills are not technical, but more and more have tended to be ‘soft skills’ including communications, and critical thinking.

Collaborating with major players in industry is exemplified by a recent collaboration with a major construction company based in Dallas, Texas with jobs throughout the world. Working directly with program faculty, professionals from the Kiewit Corporation provide guest lectures using interactive video, or in some cases travelling great distances to provide lectures in person. The expense involved demonstrates how important this activity is to our partner.

The collaboration takes direct form in the contributions by these companies in bricks and mortar projects like the new Diesel Technology Center, which is funded at fifty percent by contributions from industry.

Indicators of Success for Core Theme 3

Achievement indicators for MSU Northern’s inclusive partnerships include:

- Creation of Advisory Boards
- Collaborative or External Learning Experiences
- Meeting State and National Accreditation Standards
- Seek and Acquire External Research Projects and Funding

Rationale for selection of the indicators of achievement

The above mentioned indicators reflect the goal of having industry participate in all aspects of our programs, and particularly in providing internships and cooperative education opportunities for students in programs. By developing advisory boards for programs, we can ensure that our programs reflect the needs of our industry partners. Part of this collaboration includes the ability of students to work in the industry and in some cases work for the employer they are interested in, to ‘test drive’ the company and of course for the company to ‘test drive’ the student. By increasing the number of students engaged in these learning opportunities, we believe we are strengthening the programs and the quality of our graduates.

We seek external programmatic accreditations to ensure we meet or exceed the industry standards where they exist, and in some cases to establish a standard of excellence for our programs.

Conclusion

Northern has identified specific goals for enrollment growth for the next five year period in the Enrollment Goals report (Appendix D), which identifies the programs identified for growth as well as those that will be scheduled for teach out. Other programs are identified to maintain the enrollment from the 2016/17 academic year. Specific methods of achieving those goals continue to be developed as the academic year progresses. The enrollment goals provide specific benchmarks for programs that will allow them to assess the sustainability and growth potential of each program.

In the process of determining a path forward, the executive team has developed and published the Strategic Plan (Appendix E) that expands and defines the Vision, Mission and Value statements and lays out four goals that will lead to accomplishment of the Core Themes. This Strategic Plan provides the immediate goals of creating financial stability, increasing efficiency in the provision of educational experiences, increasing student and faculty engagement with the University and, a hallmark of MSU Northern's philosophy of success, continuing to expand our collaborations with Industry and Alumni. The enrollment goal report provides assessable information in support of the Strategic Plan.

The University has continued to grow and evolve. The Annual Report (Appendix F) highlights the accomplishments of the last year, and highlights specific indicators of mission fulfillment. The Annual Report is provided to faculty and staff during the orientation meetings that occur each fall. In addition, the Chancellor presents the Annual Report to the Foundation and Alumni Boards, Advisory Boards, Board of Regents, and in community meetings. Montana State University Northern continues to work hard to assess and show that it fulfills its mission.

Appendices:

Appendix A: Authorization by the Montana Board of Regents to grant degrees at the undergraduate and graduate levels.

Appendix B: Excerpt from the Montana Constitution conferring authority to the MT BOR

Appendix C: Approval of the MSU Northern Mission Statement dated 5/20/16

Appendix D: Enrollment Goals Report

Appendix E: Strategic Plan

Appendix F: Annual Report for Montana State University Northern

BOR Policy authorizing Northern to confer degrees

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS

Policy 221 – Authorization to Operate Postsecondary Institution in the State of Montana

Adopted: May 17, 2001; Revised: May 23, 2014

Board Policy

- A. **Authorization Required.** Pursuant to [§20-25-107, MCA](#), no person, corporation, association or institution shall issue any degree or such similar literary honors as are usually granted by universities or colleges without the prior approval of the regents of the adequacy of the course of study. In order to establish an authorization system that meets the minimum level of state oversight required by U.S. Department of Education regulations, the board of regents does not recognize any educational accrediting associations for purposes of §20-25-107(2), MCA.
- B. **Scope of Coverage.** The phrase "degree or such similar literary honors as are usually granted by universities and colleges" as used in §20-25-107 MCA means, certificates of applied science, associate degrees, baccalaureate and bachelor's degrees, master's degrees, doctoral degrees and any degree which the grantor purports to be similar or equivalent regardless of how it is denominated.
- C. **Exemptions from Coverage.** § 20-25-107, MCA does not apply to (1) religious institutions that are owned, controlled, operated and maintained by a religious organization lawfully operating as a non-profit religious corporation and that award only religious degrees or certificates;(2) schools of barbering, cosmetology, electrology, esthetics and manicuring, which are regulated under Title 37, Chapter 31, MCA; and (3) flight schools possessing a valid certificate issued by the Federal Aviation Administration.
- D. **Authorization for Public Institutions.** Public Institutions seeking authorization to operate in Montana must establish, in the manner provided for by the Office of the Commissioner of Higher Education, that they are accredited by one of the following accrediting agencies:
- New England Association of Schools and Colleges
 - Middle States Association of Colleges and Schools
 - North Central Association of Colleges and Schools
 - Northwest Commission on Colleges and Universities
 - Southern Association of Colleges and Schools
 - Western Association of Schools and Colleges
 - Any accrediting agency approved by the Council on Higher Education Accreditation.
 - Any accrediting agency approved by the U.S. Department of Education.

The board of regents reserves the right to withdraw recognition of any of the above listed accrediting agencies at its discretion.

Schools formally accepted as candidates for accreditation by any of the above agencies shall be treated as accredited for as long as they remain in that status.

- E. **Authorization for Private Institutions.** Private Institutions seeking authorization to operate in Montana must meet the following requirements, in the manner provided for by the Office of the Commissioner of Higher Education:
1. **Accreditation by one of the following accrediting agencies:**
 - New England Association of Schools and Colleges
 - Middle States Association of Colleges and Schools
 - North Central Association of Colleges and Schools
 - Northwest Commission on Colleges and Universities
 - Southern Association of Colleges and Schools

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Adopted: May 17, 2001; Revised: May 23, 2014

- Western Association of Schools and Colleges
- Any accrediting agency approved by the Council on Higher Education Accreditation.
- Any accrediting agency approved by the U.S. Department of Education.

The board of regents reserves the right to withdraw recognition of any of the above listed accrediting agencies at its discretion.

Schools formally accepted as candidates for accreditation by any of the above agencies shall be treated as accredited for as long as they remain in that status.

2. **Demonstration of Financial Integrity.** An institution will be deemed to demonstrate financial integrity if:
 - a. The institution has (i) been accredited for at least twenty years by an accrediting agency that is recognized by the U.S. Department of Education; (ii) operated continuously in this state for at least twenty years; and (iii) never filed for bankruptcy protection pursuant to Title 11 of the United States Code;
 - b. The institution maintains a Financial Responsibility Composite Score of at least 1.0, determined by the U.S. Department of Education pursuant to 20 U.S.C. § 1099c; OR
 - c. If the institution cannot establish financial integrity by way of subsection 2.a. or 2.b. above, it must submit a good and sufficient surety bond in an amount to be determined by the Office of the Commissioner of Higher Education. The bond shall be executed by the institution as principal and by a surety company qualified and authorized to do business in this state. The bond shall be conditioned to provide indemnification to any student or enrollee or his or her parent or guardian, determined to have suffered loss of tuition or any fees as a result of any act or practice of the institution.

- F. **Accreditation for Newly Established Institutions.** A newly established institution actively seeking accreditation from one of the above listed agencies can establish that it meets the accreditation requirement provided it enters into a formal affiliation agreement with an institution ("affiliated institution") that is accredited by one of the above listed agencies. Such agreement must include, at a minimum, the following provisions:
 - The affiliate institution is responsible for awarding credits and degrees; and
 - The affiliate institution is responsible for maintaining transcripts.

Until such institution obtains its own independent accreditation by one of the above listed accrediting agencies, it must remain a party to a valid and binding agreement with an affiliated institution in order to be in compliance with § 20-25-107, MCA and this policy.

- G. **Additional Requirement for Institutions Seeking Approval to Participate in the State Authorization Reciprocity Agreement.** Any institution seeking approval to participate in the National State Authorization Reciprocity Agreement through application to the Board of Regents agrees to abide by the terms and conditions of the *Application for Institutional Approval to Participate in SARA*.

- H. **Duly-Authorized Members of the State Authorization Reciprocity Agreement.** With the exception of institutions that meet the definition of physical presence set forth in section 5 of the *State Authorization Reciprocity Agreements: Policies and Standards*, institutions domiciled in states

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS

Policy 221 – Authorization to Operate Postsecondary Institution in the State of Montana

Adopted: May 17, 2001; Revised: May 23, 2014

other than Montana that are duly-authorized members in good-standing of SARA are exempt from meeting the requirements of this policy.

I. **Procedures Applicable to Closure of Institution.**

1. **Notification.** In the event an institution closes and ceases operations, the chief administrative officer is required to provide timely notification, in writing, to the Office of the Commissioner of Higher Education and currently enrolled or recruited students of its intentions. The written notification to the Office of the Commissioner of Higher Education must include:

- Name, mailing address, email address and telephone number of the chief administrative officer (or designee), valid for post-closure communications;
- The date on which the institution will officially close;
- A written plan for access to and preservation of permanent records;
- What actions the institution plans to take in regards to its students;
- A report of the status of all students currently enrolled and those students on leave of absence whose education and training program will not be fully completed by the date of the institution's closure;
- A written statement from the chief administrative officer affirming that all recruitment efforts, program marketing, advertisement, solicitation and enrollment of new students has ceased.

2. **Transcripts.**

- a. Institutions domiciled in the State of Montana. Those institutions physically domiciled in Montana must provide to the Office of the Commissioner of Higher Education all student transcripts in its possession. The Office of the Commissioner of Higher Education shall maintain all such records for a period of twenty years from receipt.
- b. Institutions domiciled in states other than Montana. Those institutions physically domiciled in states other than Montana must provide to the Office of the Commissioner of Higher Education all student transcripts in its possession that relate to residents of the State of Montana. The Office of the Commissioner of Higher Education shall maintain all such records for a period of twenty years from receipt.

J. This policy supplements, rather than displaces, board policy 320.3 ("Recognition; Canadian Public Institutions"). For campuses and programs of the Montana university system and the Montana community colleges, the provisions of board policy 320.2 ("Accreditation; Montana university system units and community colleges") are applicable.

History:

Item 110-105-R0301, Accreditation (New), approved by the Board of Regents on May 17, 2001 as revised by Item 118-104-R0103, approved by the Board of Regents on April 2, 2003; editorial change made April 8, 2004, to change the name "Northwest Association of Schools and Colleges" to "Northwest Commission on Colleges and Universities." Item 150-104-R0311, revised March 4, 2011 for Policy Clarification. Item 161-103-R1113 revised and changed Policy from 320.1 (Accreditation, In Academic Affairs) to 221 (In Governance and Organization, November 22, 2013. Item 163-117-R0514, revised May 23, 2014.

Excerpt from Montana Constitution

Regents' Powers and Duties MCA

20-25-301. Regents' powers and duties. The board of regents of higher education shall serve as regents of the Montana university system, shall use and adopt this style in all its dealings with the university system, and:

(4) shall grant diplomas and degrees to the graduates of the system upon the recommendation of the faculties and have discretion to confer honorary degrees upon persons other than graduates upon the recommendation of the faculty of the institutions;

(14) shall adopt a seal bearing on its face the words "Montana university system", which must be affixed to all diplomas and all other papers, instruments, or documents that may require it;

Excerpt from Minutes of Montana Board of Regents
(<http://mus.edu/board/meetings/2016/July2016/MAYBORMinutes.pdf>)

MINUTES

Montana Board of Regents

May 19-20, 2016 Montana State University - Northern
Vande Bogart Library

Wednesday, May 18, 2016

Regents Present: Paul Tuss, Chair; Bill Johnstone; Casey Lozar; Bob Nystuen, and Asa Hohman were present. Fran Albrecht, Vice Chair; and Martha Sheehy were excused. Ex officio members included: Commissioner of Higher Education Clayton Christian; Ex officio Governor Bullock was represented by Ms. Siri Smillie and Ex officio Superintendent Juneau was represented by Mr. Steve York.

Friday, May 20th

Board Reconvened at 8:23am

Approval of March 3-4, 2016 Minutes

Motion for approval of the minutes from the March 3-4, 2016 Board meeting was made by Regent Nystuen; motion passed 5-0 (Regent Albrecht and Regent Sheehy were excused).

Academic, Research and Student Affairs Committee

ACTION

- a. Revised Mission Statement; MSU Northern ITEM 171-2801-R0516

Provost Bill Rugg, MSU-Northern presented the request for approval of a new mission statement for Montana State University Northern. The revised mission reads as: MSU Northern provides higher

education to students for professional and technical careers through an institution dedicated to teaching and the pursuit of knowledge.

Academic, Research and Student Affairs Committee

ACTION

- a. Revised Mission Statement; MSU Northern ITEM 171-2801-R0516

Motion for approval of action item a. Item 171-2801-R0516 was made by Regent Johnstone; motion passed 5-0 (Regent Albrecht and Regent Sheehy were excused).

Enrollment Goals Report

GOAL	Increase enrollment by 250 full-time students by FY21
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OBJECTIVE 1:	Identify programs for targeted enrollment increases (No additional faculty required)
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	Baseline Fall 16	Headcount Growth Target					Actual Data				
		2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21		
CEASN Programs											
Biology B65	31	5	5	5	5						
Community Leadership B81	14	6	6	6	6						
Elementary Education B53	32	10	10	10	10						
Health Promotion B55	32	6	6	6	6						
Native American Studies	0	5	5	5	5						
CEASN Enrollment Growth		32	32	32	32						

COTS Programs										
Ag Operations Tech B04	30	5	5	5	5					
Business Administration B10	113	10	10	10	10					
Business Technology	0	5	5	5	5					
Civil Engineering B21	31	5	5	5	5					
Diesel Technology B05	60	0	20	25	30					
Design Drafting Tech A14	1	5	7	10	10					
Trades Management	0	5	5	5	5					
COTS Enrollment Growth		35	57	65	70					

COHS Programs										
ASN Cohort	20	40	20							
Nursing Enrollment Growth		40	20	0	0					

ANNUAL ENROLLMENT GROWTH		107	109	97	102					
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COMBINED ENROLLMENT GROWTH			216	313	415			
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OBJECTIVE 2:	Maintain strong enrollment in full programs (No additional faculty required)							
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	Baseline Fall 16	Headcount to Maintain				Actual Data			
		2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21
CEASN Programs									
Criminal Justice 891	96	96	96	96	96				
Health Promotion 855	32	32	32	32	32				
General Education A26	49	49	49	49	49				
Liberal Studies	8	8	8	8	8				
Secondary Education 877, 868, 854, 875	4	4	4	4	4				
Counselor Education & Instruction and Learning G50, G55	19	19	19	19	19				
CEASN Maintained Enrollment		208	208	208	208				

COTS Programs									
Ag Mechanics A06	12	12	12	12	12				
Agriculture Technology A07	22	22	22	22	22				
Applied Science B02	5	5	5	5	5				
Automotive Tech B03	30	30	30	30	30				
Automotive Tech A08, A55	20	20	20	20	20				
Diesel Tech: Equipment Management B92	9	9	9	9	9				
Diesel Tech: Field Maintenance B06	3	3	3	3	3				
Electrical Technology A50	41	41	41	41	41				

Diesel Tech A10	57	57	57	57	57				
Diesel Tech C18	51	51	51	51	51				
Plumbing A40	17	17	17	17	17				
Program of Study, Business A11	36	36	36	36	36				
Welding Tech C17	15	15	15	15	15				
COTS Maintained Enrollment	318	318	318	318	318				

COHS Programs									
EMS									
Nursing BSN									
COHS Maintained Enrollment									
ANNUAL ENROLLMENT	526	526	526	526	526				

OBJECTIVE 3:	Put historically low-enrolled programs in moratorium									
	Baseline Fall 16	Graduates in last 5 years					Students in Teadout			
		2015-16	2014-15	2013-14	2012-13	2017-18	2018-19	2019-20	2020-21	
Graphic Design	7	1	1	5	7					

Strategic Plan



STRATEGIC PLAN
INITIAL FRAMEWORK



2017-2021

VISION STATEMENT

Montana State University-Northern will be known for its supportive, student-centered environment in which a unique mix of academic programs are responsive to local, regional, and state workforce needs, offered in an atmosphere that promotes student success.

MISSION STATEMENT

MSU—Northern provides higher education to students for professional and technical careers through an institution dedicated to teaching and the pursuit of knowledge.

VALUES

We value the natural inclinations of our students to actively engage in their educational experience. As a practical, hands-on institution, we seek to provide a safe environment where students can pursue their academic interests in both technical and professional programs, engage with new ideas and points of view, and explore the world through life-changing experiences. We are proud to provide our students with an asset that no one can take from them: an Education that Works.

ASPIRATIONS

Montana State University—Northern is in a position of leadership on the frontier. As such, we aspire to do the following:

We challenge:

- the assumption that there is only "one track" to success
- our students to define fulfilling careers for themselves
- ourselves to provide innovative educational experiences

We advocate:

- for the pursuit of meaningful work
- for the needs of the "at-risk" student
- for high quality spaces and campus infrastructure for all students

We embrace:

- diverse worldviews and opinions
- a small school experience
- putting education to work and seeing its impact on the world

STRATEGY

Montana State University—Northern will continue to be a vital contributor to the economic stability of the state of Montana and beyond by providing students with the skills and education they need to pursue fulfilling careers. Northern will establish itself as the school of choice for students in the region, as well as attract students from across the country, by strategically promoting our unique programs; giving every student the opportunity to graduate on time; providing an engaging student experience; and facilitating relationships with strategic partners in students' career fields.

GOALS/OBJECTIVES

MSU—Northern will accomplish its strategy by focusing on four key goals and numerous objectives.

PERFORMANCE INDICATORS

Measurable targets for each of the strategic objectives and the departments responsible for achieving them have been identified and are under development in Taskstream.



“The pitcher longs for water to carry and a person for work that is real.”

- Marge Piercy, “To Be of Use”-

*“At Northern,
we know who we are,
we know what winning
looks like, and we know
what we need to do.”*

- Chancellor Gregory Kegel -



GOAL 1: STABILITY.

Establish a new enrollment baseline of 1500 students.

MSU—Northern is engaging in a full-campus Recruitment & Retention effort to provide every prospective and current student with the support he or she needs in order to successfully complete a degree.

OBJECTIVES

1. Develop a campus-wide culture of impeccable customer service, both on-ground and online.
2. Create an engaging online presence for the university.
3. Increase enrollment in each of MSU—Northern’s strategic growth programs.
4. Monitor every student’s progress toward completion and intervene early if/when problems arise.

GOAL 2: EFFICIENCY.

Provide practical, high-quality educational experiences in a timely manner.

MSU—Northern will ensure students can achieve on-time completion of a degree by providing access to the courses they need in well-maintained educational spaces.

OBJECTIVES

1. Optimize enrollment and streamline class scheduling.
2. Develop a four-year schedule for each four-year program.
3. Systematize industry-specific offerings.
4. Restructure general education and remedial offerings.
5. Develop master planning guidelines and consistency across educational spaces.
6. Develop an updated prioritization/needs assessment of state facilities.

GOAL 3: ENGAGEMENT.

Enhance students’ sense of belonging.

MSU—Northern will ensure students feel at home at Northern by increasing student engagement and satisfaction with academic offerings, athletic programs, auxiliary services, and multiculturalism.

OBJECTIVES

1. Develop academic minors that enhance current programs, including equine and drama.
2. Explore new athletic offerings and upgrade/expand facilities.
3. Renovate auxiliary facilities to meet the needs of today’s students.
4. Create spaces that honor the region’s indigenous cultures.


GOAL 4: COLLABORATION.

Expand industry partnerships and strengthen alumni relations.

MSU—Northern will develop strategic relationships with industry and alumni by engaging them with our strategic growth programs.

OBJECTIVES

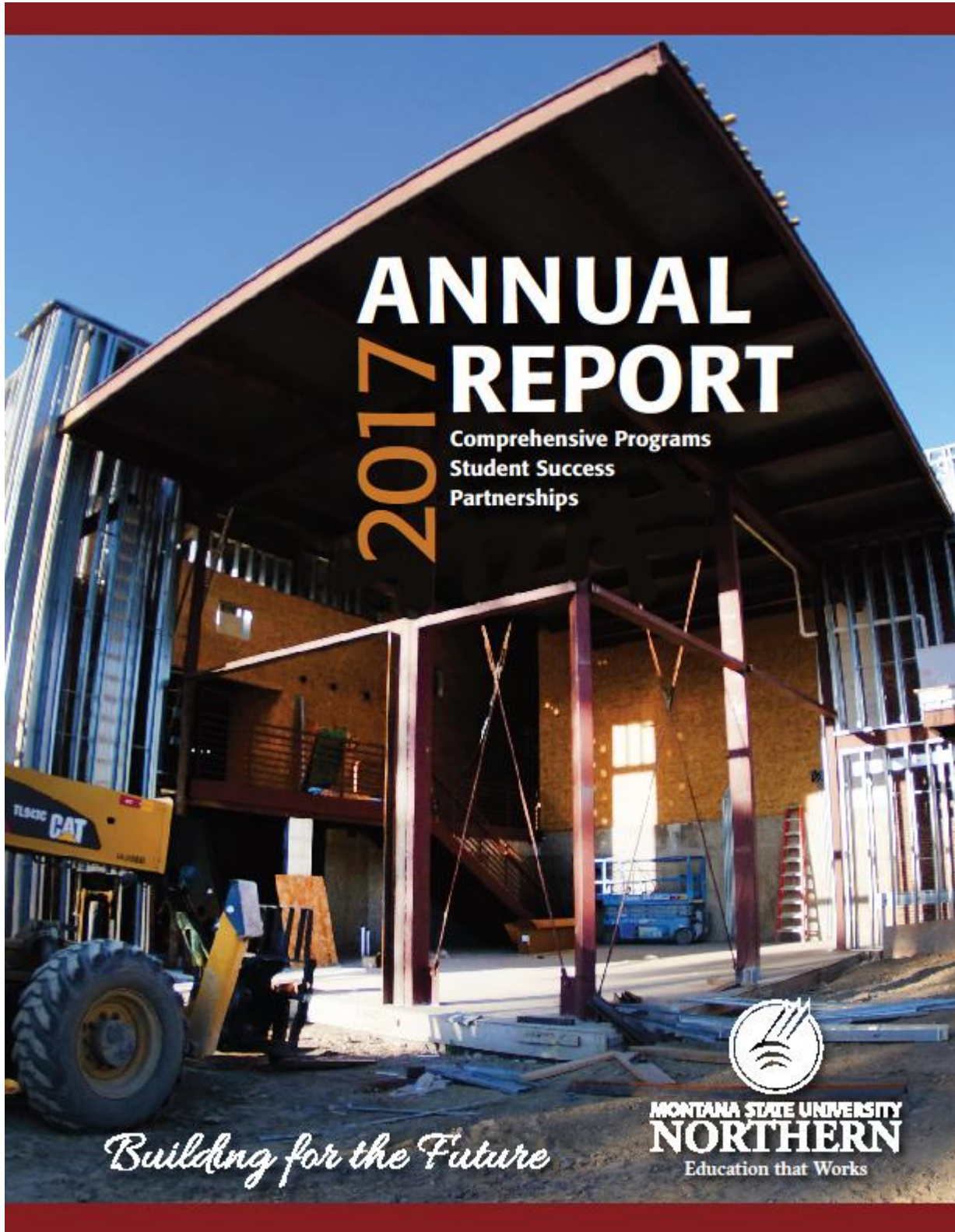
1. Build advisory boards for every growth program.
2. Restructure employer and graduate surveys.
3. Develop more opportunities for engagement on-campus, off campus, and online.



MONTANA STATE UNIVERSITY
NORTHERN
Education that Works

P.O. Box 7751 • 300 13th Street West
Havre, Montana
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Annual Report



CHANCELLOR'S ANNUAL REPORT - 2017

From the Chancellor

I am pleased to report on another outstanding year at Montana State University-Northern. The pages that follow contain example after example of how this University has made a positive impact on individuals and communities throughout Montana and across our nation and world.

We pride ourselves on providing our students with a hands-on experience and the opportunities that launch them into careers with the skills, abilities and knowledge to succeed. The stories shared within this annual report reflect the ambition and passion of our students.

This past year was filled with great achievements. MSU-Northern successfully conducted their seven-year on-site accreditation review with Northwest Commission on Colleges and Universities and were given two commendations and full accreditation status for another 10 years. We also graduated our first Phlebotomy and EMT classes, and started the National Coalition of Certification Center (NC3).

Ryan Zinke, the 52nd United States Secretary of the Interior, delivered the 86th commencement address. Our graduating class consisted of 347 students who received a total of 353 degrees (10 certificates, 112 associate's, 197 bachelor's and 34 master's degrees).

Our success has never been more evident than now. The construction of the new Diesel Technology Center demonstrates our commitment to our students and industries commitment to the success of our programs. Our industry partners support this school because they believe in what we are doing.

This report also reveals an organization that is strategically evolving to reach new heights of excellence. To do that, we established four goals. These goals are defined by four words: Stability, Efficiency, Engagement and Collaboration. Join us, as we work together to reach our goals. We are privileged to provide our student with an "Education That Works."

Sincerely,

Greg Kegel, Chancellor
Montana State University-Northern



MSU-Northern's Mission Statement

MSU-Northern provides higher education to students for professional and technical careers through an institution dedicated to teaching and the pursuit of knowledge.

Vision Statement

Montana State University-Northern will be known for its supportive, student-centered environment in which a unique mix of academic programs are responsive to local, regional, and state workforce needs offered in an atmosphere that promotes student success.

Northern's Core Themes

Comprehensive Programs

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

Student Success

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

Partnerships

Partner with external entities to enhance and expand learning experiences.

VALUES

We value the natural inclinations of our students to actively engage in their educational experience. As a practical, hands-on institution, we seek to provide a safe environment where students can pursue their academic interests in both technical and professional programs, engage with new ideas and points of view, and explore the world through life-changing experiences. We are proud to provide our students with an asset that no one can take from them: an Education that Works.



Chancellor's Annual Report - 2017

New Diesel Technology Center

Building a Strong Future



“This year we have watched the old automotive building come down and the ground sculpted to take the shape of the new Diesel Technology Center. The ground crews worked throughout the cold of winter to form the foundation so the various trades could work their magic this summer. I try to visit the site every day. It is amazing to me how much a group of highly skilled workers can achieve in one day. Several of those workers got their start at Northern.”

– Greg Kegel, Chancellor



Improvements For Our Students



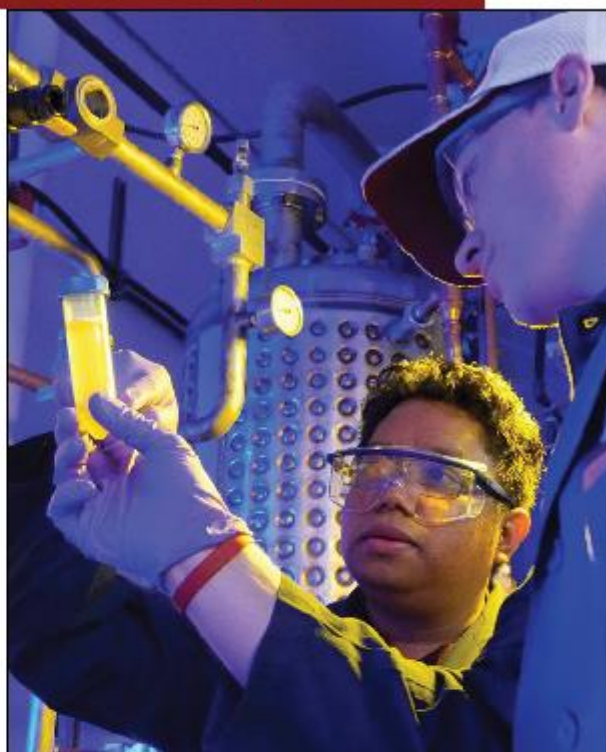
- Morgan Hall renovations include 2 bathrooms, New flooring and paint in the main hallway
- Resided one of the family housing units
- Repaved the south parking lots
- Repaired the brick in front of Cowan Hall
- Built new locker rooms for Wrestling and Cross Country
- Renovated the Cowan Hall Conference Room
- Renovated Hagen Science Center room 103
- Renovated a small locker room in the Gym for the referees
- SUB HVAC improvements - new boilers, building controls, and new kitchen hood exhaust
- Relocated the tool storage room into the Farm Mechanics Building

Biorefinery Approach is Financially Viable

The higher cost of lipid feedstock (i.e. plant oils) compared to petroleum has been an obstacle to the large-scale commercialization of biodiesel and use.

Montana State University-Northern's Advanced Fuels Center recently concluded a collaborative, research project investigating the technical and economic feasibility of a biorefinery using camelina. The project was funded through the Montana Research & Economic Development Initiative. The outcomes of the project include identified that a camelina biorefinery could be profitable, produced high-octane chemicals from camelina, and demonstrated a pelletizing plant for camelina meal.

Scientists at the Advanced Fuels Center are synthesizing catalysts that could be used to reduce the cost of converting camelina to biofuels and chemicals. The process would produce valuable products along with biodiesel that are more valuable than the feedstock. This approach is also known as the biorefinery approach.



Research Poster Wins Awards



Chazley Hullet, a MSU-Northern Biology student and an undergraduate research assistant at the Advanced Fuels Center, won second place in the Industrial Oil Products Division Student Poster Award at the 2017 American Oil Chemists' Society Annual Meeting and Expo for his bio-based aviation gasoline research.



COMPREHENSIVE PROGRAMS

Northern leads the state in apprentice training



Three trades professionals retire for every apprentice that enters the field. MSU—Northern has responded to this shortage by providing an apprenticeship-training program to meet the needs. Apprentices must be supervised by multiple journeymen until they complete the apprenticeship program. A major problem arises when apprentices do not stay on track with their required coursework completion.



Northern currently oversees almost 1,400 course enrollments per year in the Plumbing and Electrical related training programs. Enrollment in both programs sit at around 780 active students. MSU-Northern's Electrical Technology program is the only program in the state to offer an Associate of Applied Science in conjunction with the State of Montana Apprenticeship program. All electricians are required to fulfill an 8,000-hour apprenticeship program, and this degree fulfills up to 3,115 hours of that program.

New Greenhouse Enhances Biology Degree



China Bohn and _____ work on research on for the



James Corner
 Plumbing Co-op Student
 DTC Work Experience Helps Career

My co-op this summer was very rewarding. This was the first time I had worked on a major construction project. At first, things seemed very unorganized and chaotic. I quickly learned this was not the case; all the trades have to work around the other trades so everything can get done safely and on time.

I got lots of hands-on experiences from different aspects of the plumbing trade from laying floor heat to doing drains, waist, and vent piping. I got to see what it takes to do these things in the real world and how sometimes things don't always go the way they were planned.

This on the job training really helped me learn some good problem solving skills. As the summer draws to an end, I am glad I was able to help in the construction of the new Diesel Technology Center. It gave me some valuable life experiences and for that I am grateful.

Northern Grads Help Montana

Survey statistics are based on survey responses from 2016 graduates. There were 284 graduates, with 172 reporting for this survey, for a 61% overall response rate. The numbers reported mean they are employed in a field related to their chosen degree.

SUMMARY STATISTICS

- 100% of master degree graduates
- 93% of bachelor degree graduates
- 84% of associate degree graduates
- 67% of certificate graduates
- 11% of graduates reported they are continuing their education or have joined the military.

IN-STATE vs OUT-OF-STATE EMPLOYMENT

- 73% of MSU-Northern graduates reported they are working in Montana.
- 22% of MSU-Northern graduates reported they are working out-of-state.
- 5% of MSU-Northern graduates reported they joined the military or are continuing education.

COMPREHENSIVE PROGRAMS

First Phlebotomy Class



On April 28, MSU-Northern graduated their first phlebotomy class. Sara Jimison, Delaney Beil, Rachel Bartlett, and Deanna Linquist received a certificate of completion and a pin of phlebotomy. These students completed two semesters of classes online, face-to-face labs, and over 100 clinical hours. The students will take the National Certification Exam and will then hold certificates as Certified Phlebotomists, (PBT/ASCP).

American Indian Youth Leadership Gathering

On November 15, the Little River Institute hosted over 70 regional high school students and their advisors as part of OPI's Department of Indian Education Youth Leadership Initiative. Don Wetzel, Jr., American Indian Youth Development Coordinator with Montana OPI, facilitated the youth gathering centered on the core themes of diversity, bravery, identity, and unity.



International Poetry Reading Night

Presenters spoke in 18 languages, including French: Spanish, Old English, Malayalam, Aaniinen, Assinboine, Filipino, and Mandarin. They presented works from renowned authors as well as personal poetry from Minerva Allen and Lenore Stiffarm.



NC3 Raises the Bar for Students



This year MSU-Northern joined 68 schools from across the nation who are part of the National Coalition of Certified Centers or NC3. This select group of talented instructors, technicians, and students are raising the bar for measurement skills and training across the country. As manufacturing specifications have increased, so has the need for technicians who can read and validate those high standards.

Diesel Student Performs Nutcracker



MSU-Northern Community Orchestra has been delighting audiences for over 10 years as the pit orchestra for the various Montana Actors Theatre musicals. It became an official organization in 2012. This year it joined forces with two local dance studios to present excerpts from the Nutcracker Suite. One of the featured ballerinas was also one of MSU-Northern's diesel students, Emma Faus Ralston.



Emma Faus Ralston
Diesel Student

I'm originally from Wichita, Kansas. I love working on equipment, I love diesel, I love ballet, I love the arts, I love speaking Spanish, I love doing all of those things and when I combine them it's even that much better. Diesel is really a career for me. I love figuring out how I'm going to make the whole system work better and be more efficient.

My favorite thing has honestly been the labs. Whether it's taking a fuel pump on and off, or whether it's measuring the clearances between parts it's just what I love.

I've been all across the U.S. and South America, and I ended up in Washington working on a dairy, but I didn't have a bachelor's and that's something that I really wanted in life I was looking at diesel schools and I didn't even know that you could get a bachelor's in diesel until I found Northern.

Now every single day, I get to work toward the goal of, not only getting a bachelor's, but learning different equipment and preparing myself for the field. Northern makes it all possible.

STUDENT SUCCESS

New All-Time Leading Scorer

On January 26, senior skylights basketball player, Natalee Faupel, became Northern's new All-Time Leading Scorer, breaking Sheila Green's 25-year record of 1566 points. Faupel has received countless honors and has helped lead the Skylights to three straight NAIA National Tournaments. She has won eleven Frontier Player of the Week Awards and has earned Academic All-Conference honors three times. She has also been a First Team All-Frontier selection twice, and was last year's Frontier Conference Most Valuable Player. She was a WBCA and NAIA First Team All-American. She was also a Student Excellence Award Recipient.



Wrestling Team Dominates Nationals

The MSU-Northern Lights Wrestling team competed in the 60th NAIA National Wrestling Championships in Topeka, Kansas. The Lights sent five competitors to this year's tournament, Brandon Weber and Ben Stroh both took national titles. Brandon Weber was also named the NAIA National Championships Outstanding Wrestler. Ben Stroh was named, by the coaches association, the NAIA Wrestler of the Year.



Also during the National Tournament, former coach, David Ray was inducted into the NAIA Hall of Fame with two of his former wrestlers, Turk Lords (4 time NAIA National Champion) and Emmett Willson (3 time NAIA National Champion and 4 time All-American).



4th Highest GPA in the Nation

The Women's Basketball Coaches Association (WBCA), in its annual Academic Top 25 Teams for the 2016-2017 season report, ranked Montana State University-Northern's Skylights Basketball team as the 4th highest grade point average (3.69) among all eligible NAIA Division I and II schools in the nation.

MSU-Northern women's basketball coach Chris Mouat said, "This group was very special in many ways, and one of them was their commitment to the classroom. We had 8 student-athletes earn Daktronics NAIA Scholar-Athlete honors, which was the most we have ever had at MSU-Northern. I'm extremely proud of our team for this accomplishment because I know a lot of hard work went into it."



Natalee Faupel
Health Promotions Student
All-Time Leading Scorer

The athletic scholarship actually introduced me to MSU-Northern. When I came to campus and met my professors and the team. I just really liked it, it felt really natural to be here.

My Health Promotions professors, Peter Hart and Chad Spangler, are really great guys. They know their stuff and they support athletics, so it's really easy for me to compete and still get my work done.

This next year I'm going to Idaho State in Pocatello, Idaho, and I'm going to earn my master's degree in athletic administration, as well as being gratis for the women's basketball program. I ultimately want to be a coach.

I had a thought in mind of what I wanted my college career to be like, and Northern in my career meant everything. That I had hoped for and. Exceeded. My expectations.

STUDENT SUCCESS

Stockgrowers Receives Statewide Recognition



(standing left to right) MSU-Northern Collegiate Stockgrowers members Luke Rech of Big Timber, Barry Francis of Manhattan, and Cooper Merrill of Miles City (kneeling).

The massive 270,000 acre Lodgepole Complex fires were still raging at zero percent contained when Barry Francis, a student at MSU-Northern was already on the phone to ranchers at Sand Springs asking where their Collegiate Stockgrowers organization could provide assistance.

“We knew ranch families needed help,” said Francis, “And while others might be able to donate hay, or money, or feed supplies, we thought the best thing that a bunch of Ag college students could offer was our manpower and our hands-on ranching experience.” With hundreds of miles of fence destroyed, those contributions were sorely needed indeed.

Eleven miles west of Sand Springs, the Brown Ranch lay directly in the path of Bridge Coulee Fire as roared out of the Missouri Breaks and tore south across the prairie of western Garfield County. At the point where it jumped Highway 200 the burn is almost 10 miles wide. “The stretch on our ranch where the fire crossed the highway involved about 12 different pastures of various sizes, and we had cattle or horses in most of those”, explained Travis Brown, owner of the LO Bar Cattle Company. “All we could do was open gates and cut fences, and give them a chance to outrun it.” Most livestock survived the flames, but when a fire burns a quarter million acres of fences and gates, those animals scatter far and wide.

Because Highway 200 is a main East-West corridor across Central Montana, public safety was an immediate concern. Consider the summer tourist season...plus black cattle...on the road at night...on a completely blackened landscape...and you can see why the Browns were pretty happy to hear from some volunteers that knew how to build fence. Miles and miles of wooden posts, braces, and gates were gone; plus there were dozens of places where graders, discs, and pumper trucks had torn gaping holes in fences while trying to cut firebreaks.

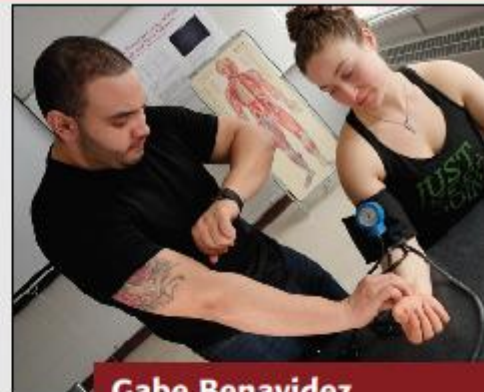


Brooke Trammelle
Diesel Technology Student

I am a senior at MSU-Northern this year, and I have had the opportunity to work as an intern with General Electric (GE) Transportation for the past year. This summer I have been located in Chattanooga, Tennessee. I have become familiar with the differences between the BNSF (the company with which I worked last year) and Norfolk Southern accounts.

Understanding the differences between the companies, and being able to interact with the customer in new ways, gave me a deeper understanding of GE and how we work with our customers. With my assignment leader's help, I have gained a deeper understanding of how to navigate on locomotive monitor screens to accomplish locomotive testing and downloads. I have built a network within GE, while working with another employee, to create a tool that uses latitude and longitude coordinates to map out where, geographically, faults are occurring. I have also become familiar with how to analyze and record railroad "root causes" and forward those to the fleet/program management team to be used and analyzed for sales, modifications, etc.

This internship has taught me a considerable amount about locomotives in general, about the importance of growing and building networks within a company, and about ways to effectively interact with our customers and competitors. I believe that getting experience in the working world has afforded me valuable insights toward deciding what direction to take after college. I have loved learning and working with GE and hope to continue this association in the future.



Gabe Benavidez
Health Promotions Student

I have been accepted into the master's program at Baylor University. I hope to study diabetes and social environmental factors that influence diabetes and how to develop programs to prevent diabetes in special populations.

I'm originally from a small town in California called Woodlake in the San Joaquin Valley. It is kind of an agricultural area. I came to Northern for football. I really did not know much about the Health Promotion program. I just knew I wanted to be a physical therapist. Once I got into the program and I took a community health class, I learned that there are other aspects of health.

I started working more with research and learned more about social environmental factors that influence physical activity and nutrition. I realized I was moving away from physical therapy, which focuses on rehab, and more toward public health which focuses more on prevention.

I did a lot of research projects. The first research project that I did on my own was looking at how certain supplements affect muscles in women. That also represented my first published article. It was in a smaller research journal but it was my first one and it was exciting.

PARTNERSHIPS

Career Fairs Facilitate Partnerships



Each year, the MSU Northern Career Center hosts two career fairs; one in October and one in February. This annual tradition began in 2010 and, since that time, the numbers of employers attending these events has tripled in number.

The fairs are an excellent way for students to connect with perspective employers. Networking is one of the most important parts a student can play in planning for their futures. When students attend the fairs, they are encouraged to talk to all employers about what different aspects of each company can possibly fit into their plans.

The fairs also give the employers a chance to meet all students at Northern. A construction company, for example, may meet a business student and realize that student could be a good fit into their human resources department. Many employers come to a career fair not realizing all of the degrees that the university offers. Through this networking their eyes are opened, just as the student's eyes are opened, to new opportunities.

Many employers stay after the fair is over to interview currently enrolled students and alumni for job prospects. Students and alumni can interview for Coop, as well as full-time, positions with the employers who stay for the interviews.

The fall 2016 career fair was held October 17th and, along with 308 students, thirty-four employers attended the event.

The spring 2017 career fair was held February 9th and, along with over 300 students, forty-eight employers attended the event.

From the first fair in 2010 with thirteen employers, to the last fair in spring 2017 with forty-eight employers, the Career Center at Northern sees only more growth potential to bring students and employers together for important future connections.

Student Gain Experience

The MSU-Northern Career Center oversees all Cooperative Education placement for students and employers. Cooperative Education, or Co-op, is “real world” work experience for college credit related to the student’s major field of study. The co-op experience enhances academic course work by providing a realistic look at a chosen field and adding relevancy to classroom studies. Outcomes include professional skills development, maturity and increased motivation. A successful Co-op experience also greatly increases employment opportunities upon graduation.

Six degrees at Northern require a Co-op: Agricultural Operations Technology, Automotive Technology, Diesel Technology, Criminal Justice, Community Leadership, and Health Promotion. All programs offered at Northern, however, can adjust for Co-op opportunities.

In addition to gaining credits needed to graduate, Co-ops also help students build their professional resumes. Whether the degree seeking requires the Co-op or not, students who take advantage of a Co-op experience are able to show their hands-on work experience on a resume that employers can see in the future. This experience impresses employers who see high work ethic coupled with volunteerism, full-time student status and references from professionals in the industry.

Fall 2016 saw 50 registered Co-ops with students working in fields such as agriculture science and operation technology, automotive technology, criminal justice, business marketing, community leadership, diesel technology, electrical technology, and health promotion.

Spring 2017 saw 61 registered Co-ops with students working in fields such as accounting, agricultural operation technology, automotive technology, general business, business marketing, criminal justice, diesel technology, and health promotion.

Summer 2017 saw 70 registered Co-ops with students working in fields such as ag-management, agricultural operations technology, automotive technology, general business, biology, business marketing, criminal justice, community leadership, diesel technology, health promotion, and plumbing technology.

With 70% of students receiving full-time job offers from the companies they worked a Co-op with, the Cooperative Education experience is one vital tool used to help our graduates find success in their careers.



Chelsea Mavincamp
Biology Student
Becoming A Veterinarian

I just completed my Biology degree. That degree along with the research I was able to do at Northern helped me to get into the veterinary program at the University of Washington. It is one of the top schools in the nation and their program allows me to complete the first 1-2 years in Bozeman.

I came to Northern so I could be close to my parents and save some money while I did my generals. Originally, I planned to transfer to Bozeman but after I was here, I realized that I could get everything, and more, with smaller class sizes, and better interaction with professors, so I decided to stay.

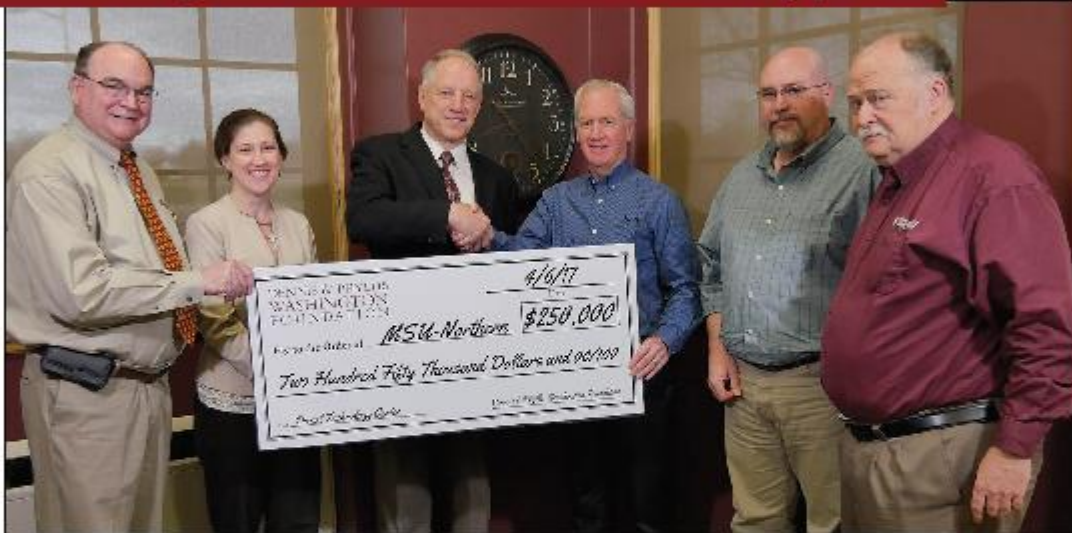
I want to be a veterinarian. However, to get into vet school you often need to have some research in your portfolio. One of my professors, Dr. Terri Hildebrand helped me do a research project which proved that feeding chickens sagebrush supplements actually increased their protein content.

I fed 62 chickens a very defined diet for 12 weeks and then analyzed the results. It was a very time consuming and extensive project, which took 4-5 hours per chicken just to run all of the lab tests. When it was all done, the Provost found the money so I was able to present my findings at a national conference in Savannah Georgia.

PARTNERSHIPS

International Companies, local supporters, and alumni have donated millions to advance educational opportunities at MSU-Northern

Washington Foundation Shows Support



The Dennis and Phyllis Washington Foundation helped build the new Diesel Technology Center. The above donation is the fulfillment of a matching grant issued by the Dennis & Phyllis Washington Foundation in conjunction with Modern Machinery (a Washington Company). The challenge grant matched all new donations toward MSU-Northern’s new Diesel Technology Center project up to \$250,000. This grant is in addition to the \$1 million investment the Washington Foundation has already made to the project.

“We are very pleased to announce that we have raised the funds to fulfill this challenge grant. The matching funds came from a variety of

donors, including cash gifts, pledged funds, and in-kind donations,” said Jim Bennett, Executive Director of the Northern Alumni Foundation.

“We are very thankful for all the support that we have received for this project,” explained Greg Kegel Chancellor of MSU-Northern. “It was great to be able to say to donors that because of this match their \$10,000 gift would become \$20,000,” said Kegel. The Montana Legislature appropriated to MSU-Northern \$5.9 million to help build a new Diesel Technology Center. The legislature approved a \$9.9 million in spending authority and MSU-Northern raised the rest of the funds through corporate and private donations.

Million Dollar Engine for Big Bore Lab



Montana State University-Northern was pleased to accept the generous donation of a big bore diesel engine from Wärtsilä North America. The engine and related tools are valued at \$1.1 million dollars, and will be used in Northern's "Big Bore Lab," which will be housed in the new Diesel Technology Center.

The engine came from the Wärtsilä's training center in Fort Lauderdale, Florida. The 12-cylinder 3000 horsepower engine is primarily used for stand-by/emergency power, generator sets, and some smaller marine vessels.

This engine represents a smaller scale of their larger engines used in freighters and cruise ships. With the basic components being the same in all Wärtsilä engines, this makes this engine an ideal trainer for MSU-Northern's diesel technology students.

In addition to the engine, Wärtsilä is providing manuals, faculty training, and specialized tools designed to work on this engine. Faculty will be able to teach fuel systems, components, component removal, and component installation using correct and safe methods as per Wärtsilä procedures.

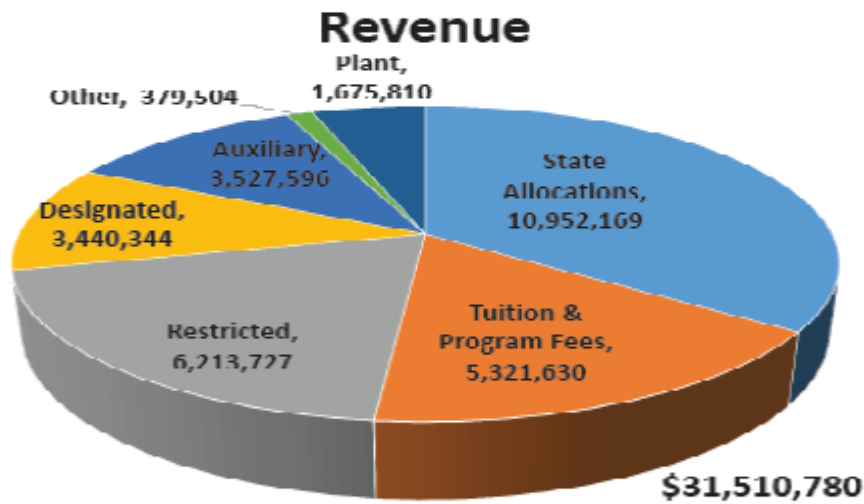


Kealani Sagapolu
Health Promotions

This summer I had the opportunity to intern for GE Transportation. Having no prior experience with this company or in a shop environment, there was a lot to be learned. I had the opportunity to learn many things about the locomotives, how a shop environment works, the business aspect of GE Transportation and its relationship with its customer BNSF, roles and responsibilities of the Technical Advisors, Material Specialists, Quality Leader and Manager of the shop for GE. As the Environmental Health and Safety (EHS) Intern, part of the responsibility that was given to me was to see if there were things that could be improved in the shop that would continue to keep and create an even safer environment. This included safety habits, new ways of performing tasks, reorganization to make the tasks less stressful, and even finding ways to improve the work relationship between the manager and employee to improve communication. During this internship, I was able to implement knowledge that had been learned in classes pertaining to my major to complete tasks and assignments given this summer. I am grateful for the opportunity to have interned for GE Transportation and gain the experience which I have. This internship has given me a better insight into what career path I hope to follow, and what type of company I want to work for.

Chancellor's Annual Report - 2017

Northern by the Numbers



1234
*Student
Enrollment*

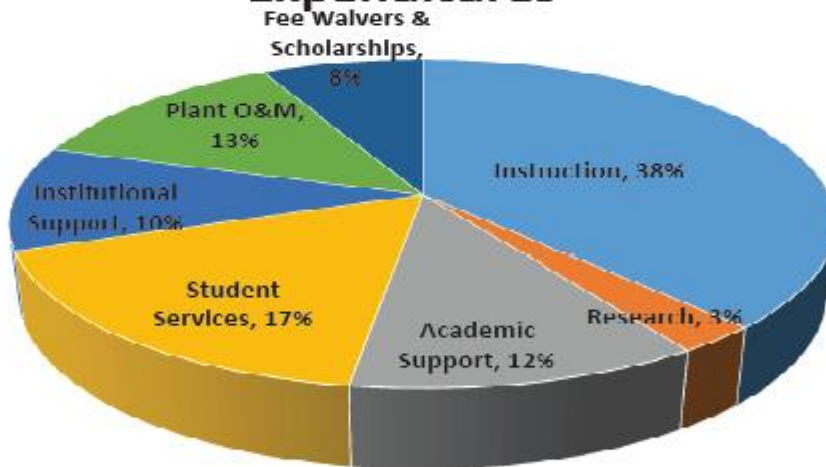
52:48
*Male to
Female Ratio*

16
*Average
Class Size*

94%
*Job
Placement
Rate*



Expenditures



12%
*Native
American
Students*

261
*Graduated
Last Year*

3.33
*Average
GPA of
Graduates*

208
*Student
Athletes*

Bachelor Degrees

Agriculture Operations Technology, BS
 Applied Science, BAS
 Automotive Technology, BS
 Biology, BS
 Business Administration, BS
 Business Technology, BAS
 Civil Engineering Technology, BS
 Community Leadership, BA
 Criminal Justice, BS
 Diesel Technology, BS
 Diesel Technology:
 Equipment Management Option, BS
 Field Maintenance Option, BS
 Elementary Education (K-8), BSEd
 Graphic Design, BA
 Health Promotion, BS
 Liberal Studies, BA
 Native American Studies, BA
 Nursing, RN-BSN Completion
 Secondary Education:
 Broad Field Social Science (5-12), BSEd
 English (5-12), BSEd
 General Science (5-12), BSEd
 Health and Physical Education (K-12), BSEd
 Industrial Technology (5-12), BSEd
 Trades Management, BAS

Graduate Degrees

Counselor Education, MEd
 Instruction and Learning, MS

Certificates

Diesel Tech, CAS
 Wastewater Distribution, CAS
 Wastewater Treatment, CAS
 Water Distribution, CAS
 Water Treatment, CAS
 Welding Technology, CAS

Associate Degrees

Agriculture Mechanics Technology, AAS
 Agriculture Technology, AAS
 Automotive Technology, AAS
 Automotive Technology: Fast Track Option, AAS
 Program of Study in Business, AS
 Design Drafting Technology, AAS
 Diesel Technology, AAS
 Electrical Technology, AAS
 Manufacturing, AAS
 Program of Study in General Education, AA
 Nursing, ASN
 Plumbing, AAS

Degrees in Great Falls

Elementary Education (K-8), BSEd
 Counselor Education, Med
 Business Administration, BA
 Business Technology, BAS

Degrees in Lewistown

Nursing, ASN
 Program of Study in General Education, AA

Minors

Accounting
 Ag Mechanics Technology
 Art (K-12)
 Automotive Technology
 Biology
 Business Technology
 Community Leadership
 Criminal Justice
 Diesel Technology
 Health Promotion
 Marketing: Technical Sales and Service
 Native American Studies
 Psychology
 Reading Specialist (K-12)
 Small Business Management
 Traffic Education (K-12)



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