

PROGRESS REPORT

from

Montana State University-Northern

**Submitted to
The Northwest Commission on
Colleges and Universities**

In

October, 2010

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Introduction

As a result of Montana State University – Northern’s Fall 2009 Focused Interim Evaluation Report by the Northwest Commission on Colleges and Universities (NWCCU), the report below outlines progress toward the creation and/or implementation of a comprehensive enrollment management plan (Recommendation 1) and an institutional assessment plan (Recommendation 2).

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

Progress for Recommendation 1

Montana State University – Northern has a new senior executive team (CEO, CAO, CFO and CSAO) who have spent the past three months or more examining past strategic plans and reports laying out a historical perspective of the University’s successes and challenges. A day-long retreat (September 27, 2010) allowed the team to discuss and develop draft vision/mission statements and a tentative set goals (Appendix A) which have been shared with the University Cabinet, Academic Senate, Academic Affairs, and Provost Council. Much discussion, input and revision will need to be completed prior to final approval from the Board of Regents.

Due to past declines in student enrollment numbers, enrollment management has become a foremost focal point at Montana State University – Northern. A collaborative strategic enrollment management process has been established to help stabilize enrollment, optimize resources, and improve student services. The new administration has moved beyond a sole focus of student recruitment and broadened its view to include student retention and success. Current retention and graduation statistics are unacceptable and leave much room for improvement. (Appendix B) To combat this problem, the administration has put the following retention and student success strategies in place; while, at the same time, initiating the enrollment management planning process.

Admissions Standards

New admissions standards were approved by the Montana Board of Regents in September 2010 (BOR Policy [301.1](#)). The new standards raised the requirements for students entering a four-year program. All students must now complete a vigorous

college prep curriculum and meet high test scores in English and math. Students who do not meet the test score requirements may take placement tests to prove proficiency or be admitted into a two-year program until proficiency is established or a degree is earned. This will ensure both access and that students are well prepared for their academic degree program.

Transferability

The State of Montana started a transferability initiative called “Faculty Learning Outcomes Council” (FLOC) in 2008 to create a common course numbering system throughout the state institutions. Approximately 65% of all undergraduate courses have gone through this FLOC process within the Montana University System. Approximately 7,000 academic courses across eight institutions have been consolidated down to 3,500 common courses (MacGregor, 2010). The FLOC process not only creates common learning outcomes, but also creates common course numbering and course placement standards to aid in course transferability. Through the use of common course numbering, a student is able to identify courses that will effectively transfer directly into the student’s academic degree program. This will reduce the number of unused electives and credits toward a degree.

Transmittal Form

Students are commonly attending more than one institution and transferring between multiple institutions during their college career. To ease this transition, the state of Montana has created a Transmittal Form. This Transmittal Form has three purposes 1) serves as a transfer admissions form for any institution within the state; 2) waives the \$30 admission fee; 3) requests for all pertinent admissions information be forwarded to the student’s requested institution. The student will no longer have to gather all admission materials for the new institution. Although the transfer process is not seamless for a student, we have made great strides to simplify the process.

First Year Experience

During a recent strategic planning process, the need for an expanded First Year Experience was identified. A task force of faculty, staff, and students has been formed to identify campus needs and develop appropriate curriculum. Initial discussions have included an expanded orientation, a credit-bearing freshman success course, a common reader, and freshman service-learning opportunities. The students on this task force have been instrumental to guiding initiatives. At the request of our students, this experience will include both alcohol and tobacco education. Although this process is still in its infancy, steps have already been taken to expand orientation to better serve our students.

Advising

Student academic advising has become a more formalized process at Montana State University – Northern. All new undergraduate students are advised in the Advising Center. These initial advising sessions help prepare students to be better equipped for meeting with their departmental faculty academic advisor in the future. Faculty advisors are periodically trained by Advising Center staff and serve students during subsequent semesters. This ensures that students make a firm connection with the faculty in their discipline. Each semester, students are required to attend an advising session with their academic advisor prior to registering. In the event that a student changes majors, the student must meet with his/her new faculty advisor and discuss how this change will affect the student's course of study or time to degree.

Academic Guide

Montana State University - Northern debuted the first annual Academic Guide during Fall 2010. The Academic Guide is a supplement to the Academic Catalog. (See hardcopy) The Guide established a four year academic plan for each degree program and a course offering rotation. This information can help students map out the sequence of their degree and further assists in quality academic advising.

Course Projections

After analysis by the Provost, course offerings at Montana State University – Northern (MSUN) have not varied in response to enrollment trends. The course schedule must be dynamic and swift to respond to changing student needs while also emphasizing efficient use of faculty resources. Academic chairs now have the ability to quickly perform a course enrollment audit to review trends in course enrollment. With these new tools and emphasis on meeting student needs, the academic chair may make appropriate adjustments to the academic schedule and better fulfill student scheduling needs.

Wait-listing

To more efficiently gauge course offering demands, a new wait-listing process has been established for Spring 2011. This removes anecdotal systems of student offering needs and establishes a systematic approach to meeting student needs. It also assists the administration to use academic funding more efficiently.

Early Warning System

An early warning system has long been in place for students served by the TRIO supported Student Support Services. However, during Fall 2009 this system expanded to include all students. This system utilizes faculty reporting for all students in all classes who are not performing well. During the fifth week of classes, faculty are encouraged to submit student names to the Advising Center. The Advising Center then

works with the student to seek additional assistance or withdraw from the course prior to the deadline. This early warning system can help identify students at-risk and help them connect with the resources available to them.

Withdrawal Data

The student withdrawal process has been improved to more effectively gather student data on reasons for leaving the University. Withdrawal reasons will be collected during the withdrawal process and tracked within the student database. This will allow for easier reporting and analysis of student attrition.

Graduation

A new initiative has recently been identified to encourage students who were previously denied graduation to return to Montana State University – Northern and complete a degree. Enthusiastic faculty advisors have been identified to work with these students to welcome them back and work through road blocks.

Graduate Placement

Montana State University - Northern prides itself on superior graduate placement rates. 95% of our graduates are either continuing their education or already employed. Even more impressive, 80.5% of our graduates are employed within the state of Montana. (Appendix C) Montana State University - Northern strives to continue this tradition, effectively prepare our students for employment, and maintain strong relationships with employers.

Enrollment Management Committee

The Enrollment Management Committee continues to meet and support these retention and student success endeavors. During Fall 2010 the committee was expanded to include additional faculty and staff. As additional student success difficulties arise, the committee will work to address the issues and suggest resolutions.

These various strategies will help to establish a campus culture of service to students and responsibility of student retention. An enrollment goal of 1,500 students, 65% freshman retention, and 40% six year graduation rate have been established for Montana State University – Northern with the completion date of 2015. Throughout the enrollment management process, Montana State University – Northern must maintain a strong focus upon its vision of providing a quality education and preparing students for the workforce. Through this focus and student success strategies, MSUN will grow in enrollment and develop highly successful graduates.

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

Montana State University – Northern’s assessment plan is becoming institutionalized. The faculty, administration and staff adopted the assessment plan on 4/17/07 due to a concern for institutional quality and accountability. More importantly, they believe that a fully implemented, ongoing assessment plan will provide institutional effectiveness data for its stakeholders. The results of this information will motivate continuous improvement in both the academic and student services areas. In other words, this assessment process, once fully implemented, will develop a culture of assessment and continuous improvement throughout the campus. Below, a concise assessment plan progress report will be shared in two parts: first, a summary on the original four goals noted in Appendix – C Draft 2009 Assessment Plan (Appendix D) will be discussed and second, next steps in implementing and developing a fully integrated Institutional Assessment Plan (IAP) will be shared, with an accompanying schematic shown on page 27.

Progress for Recommendation 2

The Assessment Committee met in the Fall 2009 Semester to examine and discuss the Focused Interim Evaluation Report, dated October 16, 2009. The Assessment Committee met in the Spring 2010 Semester to discuss the status of the IAP and progress report to be submitted to the Chancellor. The Provost has met with the Chair of the Assessment Committee on numerous occasions to ask questions and share information about the IAP. The Assessment Committee met on October 1, 2010 to share the status of the IAP and make suggestions for further implementation (Appendix E). The Assessment Committee has a renewed focus on their charge to monitor progress of assessment activities throughout the campus and developing an annual report to share with the Chancellor and publish for university, local, and state communities. The Assessment Committee’s work had four areas of focus: 1) to establish an assessment system where decisions were data driven, 2) give direction and guidance to the General Education Committee, as they continued to develop and implement a plan to improve and assess General Education, 3) create a system to assess student satisfaction and job placement, and 4) increase transparency and communication to constituents.

Student data is used to determine **placement, admissions, advising, and student progress**. For placement and admissions of all undergraduate students, MSUN adheres to Board of Regents (BOR) Policy [301](#) Admission Requirements and [301.1](#) Admission Requirements for Undergraduates into Four-year University Programs. These admission and placement requirements are published in MSUN catalogs. (See [2009-2010 Catalog](#), page 6.) The Advising Center Staff advise all incoming freshmen or transfer students follow BOR Policy [301](#), Policy [301.1](#), and MSUN individual program requirements. In addition, students who qualify can utilize Northern's Student Support Services' program which provides tutoring, counseling, and career guidance. See following link <http://msun.edu/stuaffairs/sss/index.htm> for more information. Also, the Learning Center located in the library is available to tutor all students who may need help.

Students, who do not meet the General Education Course Placement criteria, (listed in MSUN 2009-2010 Annual Catalog, pages 12 - 16) are automatically placed into developmental courses. All developmental courses at MSUN are guided by Board of Regents Policy [301.18](#) Developmental Education (Effective Fall 2010), Policy 301.15 Mathematics (under revision), and Policy [301.17](#) Composition. Also, students, who may not be fully prepared for university level work, can take advantage of the Educational Opportunities Center and its services such as obtaining a GED, developing a resume, learning interviewing skills, testing skills, etc. See link <http://msun.edu/grants/eoc/index.htm> to learn more.

To fulfill their second goal, the Assessment Committee provided input and suggestions, as the General Education Committee developed and published the MSUN Assessment Plan for General Education on April 2008. Since this time, the General Education Committee has met regularly to update the existing curriculum (See General Education Assessment Report, 2009-2010 in Appendix F). Also the General Education committee is working on MSUN adopting the Montana University System Core Curriculum described in Policy [301.10](#). With this policy, there is agreement among all public universities/colleges, tribal and community colleges to have a smooth transition of 30 semester credit hours of natural science, social sciences, mathematics, communication, humanities/fine arts and cultural diversity. This will allow Montana students to transfer their general education course work into any post-secondary institution in the State.

Next, members of Assessment Committee and General Education Committee and other faculty members on MSUN's campus have been involved in a state-wide transferability project involving two councils and a point person on each college campus. The Faculty Learning Outcomes Council (FLOC), Transfer Initiative Coordinating Council (TICC), and a campus Single Point of Contact (SPOC) review and approve a common course numbering (CCN) system and learning objectives for all equivalent courses in higher education in Montana. This project began in 2008 with a project completion date of June 30, 2011.

The Assessment Committee's third goal was to influence the development of surveys to assess student satisfaction of MSUN and workforce placement of its graduates. To report satisfaction, students complete the Student Satisfaction Inventory every three years. Assessment Committee members (October 1, 2010) indicated that improvement, in satisfaction (although small) had occurred in almost all test subscales when comparing data results of the SSI for 2007 and 2010. These data results have motivated discussions during the Senior Executive Staff and University Cabinet meetings which have led to decisions to improve health, safety, living conditions, and increase activities for students. Most recently, these meetings have resulted in the following improvements:

Improvements for MSUN Students

| Date | Improvement |
|-------------|---|
| Fall 2009 | Partnered with the North Montana Transit System to provide free transportation for students |
| Fall 2009 | Installed new coin operated laundry machines |
| Fall 2009 | Upgraded furniture in selected classrooms and dorm rooms |
| Fall 2009 | Installed more lighting on campus |
| Spring 2010 | Installed a new ATM machine in Student Union |
| Spring 2010 | Created a free DVD/gaming check out system in Student Union |
| Spring 2010 | Created a new snack shack in the Student Union |
| Spring 2010 | Installed new flat screen TVs in Student Union |
| Fall 2010 | Created a Fitness Center |
| Fall 2010 | Installed new flat screen TVs in common areas of residence halls |

Most recently, at a working lunch of administration, recruitment personnel and athletic coaches (October 8, 2010), data results were used as discussion points for brainstorming ways to improve campus life, recruitment and retention of students, especially athletes. More specifically, topics of interest were lack of advising and campus life. Shortly after this meeting it was determined to hire an individual to do advising and run tutoring sessions for all Northern athletes. Improvements to campus life are still being planned.

A final task of the Assessment Committee was to increase transparency for MSUN constituents. The development of a dashboard for enrollment data was started and then stopped when the previous Registrar retired in July 2010. An institutional assessment website is being designed and once live will be used to share data. Additionally, to assist with advising and report writing, faculty and staff will have more access to data reports on Banner. Finally, to make important comparable data available

to prospective students and their families, Campus Portrait will be added to the MSUN website, this spring.

The Assessment Committee, with help from the General Education Committee, Academic Senate, and administration has accomplished many of their IAP goals. Next steps will include broadening the scope of the IAP to include total campus contributions to the assessment plan, showing clear evidence of improvement in student learning based on data, and developing a culture of assessment and continuous improvement. The following section highlights the work started in implementing and developing a broader, fully integrated IAP, with an accompanying assessment organizational chart shown on page 27.

The Assessment Plan for Institutional Goals is the central focus of MSUN's assessment plan. All student services, academic, and administrative units are connected to the institutional assessment plan and have a commitment to move Northern's institutional goals forward (Appendix A). More specifically, the work of the executive staff, academic affairs, institutional assessment, colleges, student services, assessment committee, general education committee, and academic senate are integrated and vital to the success of MSUN's multifaceted assessment plan. Each area's contribution to the IAP is highlighted below.

Institutional Assessment

The Director of Institutional Assessment is a new position that will be filled with an existing faculty member. Currently the position is being advertised, with the interview process taking place shortly. This faculty member will be given reassigned time of .5 FTE to promote and support best practices in assessment of student learning at the program and institutional levels. The Director of Institutional Assessment's main contribution the IAP will be to operate a multifaceted assessment plan, use national and local measures, encourage faculty participation in assessment, use data for continuous improvement and accountability, and promote a culture of assessment throughout the campus. This individual will work closely with the Assessment Committee and the Provost.

Assessment Committee

The Assessment Committee will continue to plan a vital role in creating a culture of assessment for MSUN. The Chair of the Assessment Committee has shared with the Academic Senate two surveys that will be distributed this spring: the National Student Survey of Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE). These surveys will assess how well students are being engaged in their learning environments. Assessment Committee members will take an active role in providing faculty members professional development in best practices in assessment of student learning at the course, program, and institutional levels resulting in continuous improvement in teaching and learning. Additionally, this committee will oversee the continued development of the dashboard, as well as a creation of an assessment

website. The Assessment Committee working with the Director of Institutional Assessment will create an assessment timeline with projected due dates and assigned responsibilities.

General Education Committee

The General Education Committee will continue to work closely with the university level Assessment Committee to move the General Education Assessment Plan forward, and report progress annually. See General Education Assessment Report, 2009 – 2010 in Appendix F. Another responsibility of this committee is reviewing and approving any changes to the general education curriculum. This is an ongoing task, as faculty members redesign their programs/courses from emphasizing program outcomes to accentuating learning outcomes.

Academic Senate

All curricular changes will be sent to the Academic Senate and appropriate subcommittees for review and approval. The Academic Senate will be asked for input and kept informed on matters that pertain to faculty members. With Senate and faculty support, the program review reports will be reviewed and approved by the Curriculum or Graduate Programs, with an approval coming the Academic Senate. This type of review process will provide the programs and its faculty with information regarding institutional effectiveness.

Academic Affairs

The Provost/Vice Chancellor for Academic Affairs working closely with the Director of Institutional Assessment and the Assessment Committee will have oversight of Northern's IAP. More specifically, the provost working with the faculty will improve the quality of academic programs based on results coming from assessment measures.

Colleges

The College of Education, Art and Sciences, and Nursing and the College of Technical Sciences will continue to align their programs to state and national standards. Additionally, college faculty will prepare their programs for review by the University every five years and the Board of Regents every seven years. The Office Public Instruction currently is realigning state standards and will require teacher certification programs to do the same. The Montana Board of Regents has approved new admission standards and program alignment will need to be done.

Senior Executive Officers

The senior executive officers (CEO, CAO, CFO, CSAO) continue to work on implementing strategic goals based on assessment results from institutional surveys, student services and academic affair areas. A close review of results from the Master

Plan (2002) and Noel-Levitz Institutional Priorities Survey (2007) stirred the executive team to revise the university mission and vision and develop a set of tentative goals. (Appendix A).

Student Affairs

As way of contribution to the IAP, the Student Affairs/Registrar's Office will be responsible for organizing the distribution of the SSI, NSSE and FSSE surveys. The Registrar/Dean of Students will lead the redesign and implementation of the Enrollment Management Plan. Student Affairs will work closely with Academic Affairs and Business Services, Facilities Planning to strategically upgrade the facilities and programs to improve student retention.

Auxiliary Services

Auxiliary Services will examine results of data from SSI, NSSE, and FSSE for insight into the needs of students and create plans of action with Facilities Planning Committee, Student Services, Academic Affairs. As part of Auxiliary Services, the Bookstore will design a satisfaction survey to assess if improvements are needed. These actions will lead to increased student retention and enrollment.

Athletics

The Athletic Unit is important to the vision, mission and goals of the University. As high interest activities, sports links MSUN to the local community and state constituents and is vital to the success of the University. To ensure team players succeed and can graduate, retention and recruitment will be a main focus of all units on campus. Monitoring available data, Academic and Student Affairs will work closely with Athletics so students are provided every opportunity to succeed.

Conclusion

This Progress Report outlines progress toward the creation and/or implementation of a comprehensive enrollment management plan (Recommendation 1) and an institutional assessment plan (IAP) (Recommendation 2). The Enrollment Management Plan progress evidenced in this report includes the creation of value, mission and goal statements. Although in draft form, these statements will help define and determine the framework for enrollment and its related challenges. Noting that current retention and graduation statistics are poor, a set of retention and student success strategies were highlighted—from a dynamic first year experience and ending with a successful graduation.

Next, the implementation of the Institutional Assessment Plan was shared. Original goals of the MSUN Assessment Plan were reviewed and accomplished progress described, as follows: 1) decisions on placement, admissions, advising, and student progress is data driven, 2) General Education committee has an assessment system

and are making progress with university and state initiatives, 3) students satisfaction is being surveyed and results are being used to make improvements in services, and 4) the assessment process has become more transparent. This is not to say further improvement is not needed. Next, a campus-wide IAP was discussed with an attached diagram. Noteworthy is that the IAP is faculty driven with the Assessment Committee, General Education Committee, Academic Senate and Director of Institutional Assessment leading the initiative. Also, once fully implemented, the IAP will be catalyst to bring all units on campus together to provide students with many opportunities to learn and become skilled.

Montana State University – Northern has an administrative team that has the commitment and skills to lead it to become a recognized leader in the State and nation. Equally important, MSUNs faculty and staff are skilled and experts in many disciplines. All faculty and staff wear many hats and work many hours but most impressive is their commitment to helping students succeed. Many students are first generation and have overcome hardships to attend Montana State University - Northern. MSUN is proud to have them as students.

Reference

MacGregor, William. (2010). Comment stated at Montana Association of Collegiate Registrar and Admissions Officers Fall Meeting.

APPENDIX A

DRAFT STRATEGIC PLAN – SEPTEMBER 2010

Vision Statement

As a globally driven institution, MSUN will provide an accessible, quality education for a diverse population. Our well prepared graduates will be highly successful and make positive contributions to society.

Mission

Montana State University-Northern offers career-focused programs emphasizing discipline mastery, critical inquiry, and social responsibility in academic, professional, and technological fields for a diverse and global student population. Northern prepares well-educated students who are capable of decisive action, effective communication, problem solving, and application of new ideas in a global economy. To achieve this purpose the institution offers integrative curricula at the certificate, associate, bachelor, and master's levels.

MSU-Northern provides individualized attention to its students creating a culturally rich and intellectually stimulating environment. As a collaborative education partner with communities, businesses, industries, and government through applied research and joint ventures, Northern offers opportunities for experiential learning.

Goals

1. Design, implement and continually evaluate an enrollment management plan that develops specific goals for recruitment and retention.
2. Identify, develop and secure BOR approval for new program offerings and review existing programs.
3. Define, develop and refine partnerships with business, industry and community both locally and globally.
4. Create and fund a professional development center for both faculty and staff to enhance their professional interests and skills.
5. Update a master plan and invest in facilities, student and academic affairs.

APPENDIX B

New Student Retention & 6 Year Graduation Rates

10/11/2010

| | | # | % | # | % | # | % | |
|------|--------|------------------|------------------|------------------|------------------|-------------------|-------------------|--------|
| | Cohort | Retained Yr 1 | Retained Yr 1 | Retained Yr 2 | Retained Yr 2 | Graduated Yr 6 | Graduated Yr 6 | |
| Fall | 2000 | 108 | 75 | 69.44% | 56 | 51.85% | 39 | 36.11% |
| Fall | 2001 | 67 | 44 | 65.67% | 30 | 44.78% | 24 | 35.82% |
| Fall | 2002 | 74 | 56 | 75.68% | 41 | 55.41% | 34 | 45.95% |
| Fall | 2003 | 80 | 56 | 70.00% | 39 | 48.75% | 42 | 52.50% |
| Fall | 2004 | 75 | 45 | 60.00% | 33 | 44.00% | 28 | 37.33% |
| Fall | 2005 | 53 | 36 | 67.92% | 25 | 47.17% | 16 | 30.19% |
| Fall | 2006 | 54 | 36 | 66.67% | 26 | 48.15% | 8 | 14.81% |
| Fall | 2007 | 81 | 62 | 76.54% | 46 | 56.79% | 1 | 1.23% |
| Fall | 2008 | 87 | 50 | 57.47% | 31 | 35.63% | 0 | 0.00% |
| Fall | 2009 | 109 | 68 | 62.39% | | | | |
| Fall | 2010 | 92 | | | | | | |

First time, full-time bachelor's degree seeking students. Extracted from the Data Warehouse.

APPENDIX C

2009 Graduate Survey Data

| | | |
|--|----------|---|
| 169 of 178 responses are placed | 94.94% | |
| 154 of 178 responses are employed | 86.50% | Placed is defined as Continuing Education, Not Seeking Employment or Employed Full or Part-time |
| 124 of the 154 are employed in Montana | 80.50% | |
| Average Salary of all who responded to salary question | \$31,914 | |

| Degree Received | Placed | In State |
|---------------------------------------|--------|----------|
| A07 - Ag Technology AAS | 100% | 66% |
| A08 - Auto Technology AAS | 100% | 100% |
| A10 - Diesel Tech AAS | 100% | 75% |
| A40 - Plumbing AAS | 100% | 100% |
| A50 - Electrical Tech AAS | 80% | 100% |
| B03 - Auto Technology BS | 100% | 67% |
| B04 - Ag Operations Tech BS | 100% | 67% |
| B05 - Diesel Tech BS | 100% | 50% |
| B11 - Business Tech BS | 100% | 92% |
| B20 - Computer Info Systems BS | 100% | 86% |
| B21 - Civil Engineer Tech BS | 100% | 0% |
| B23 - Design Drafting Tech BS | 100% | 0% |
| B53 - Elementary Ed (K-8) BS | 96% | 80% |
| B77 - Sec Ed: Social Sci Bf (5-12) BS | 89% | 75% |
| B55 - Health Promotion BS | 100% | 75% |
| B61 - Nursing BSN | 100% | 86% |
| B65 - Biology BS | 100% | 100% |
| B80 - Community Service BA | 100% | 100% |
| G50 - Counselor Education MED | 100% | 100% |
| G55 - Learning Development MSED | 100% | 100% |

| Degree Received | Average Salary of those who responded to salary question | |
|--------------------------------|--|--|
| A08 - Auto Technology AAS | 27,500 | |
| A61 - Nursing ASN | 37,500 | |
| B03 - Auto Technology BS | 27,500 | |
| B05 - Diesel Tech BS | 40,833 | |
| B10 - Business Admin BS | 35,938 | |
| B20 - Computer Info Systems BS | 31,250 | |
| B21 - Civil Engineer Tech BS | 45,000 | |
| B23 - Design Drafting Tech BS | 45,000 | |
| B53 - Elementary Ed (K-8) BS | 23,333 | PT (75%) = 19,167 FT (25%) = 35,833 |
| B55 - Health Promotion BS | 19,167 | PT |
| B61 - Nursing BSN | 33,750 | PT (50%) = 27,500 FT (50%) = 40,000 |
| B65 - Biology BS | 24,167 | In Degree = \$37,500 |
| G50 - Counselor Education MED | 33,750 | |

Employers (more than 100 different employers)

24 Hour Fitness
Abercrombie & Fitch
Ag Station

Amtrak
Anderson Elementary/Anderson Air Force Base
Belgrade Public Schools
Benefis Healthcare
Bergren Transmission & Auto Care
Big Sandy Public Schools
Big Sky Plumbing
Bioenergy & Innovation Testing Center
BLM
Helena Boat Center
Box Elder Schools
Boys & Girls Club of the Hi-Line
Browning Public Schools
Buckskin Mine
Butte School District #1
C.M. Russell High School
Cascade County Extension Service
Case New Holland
Centene Corporation
Centerville Public Schools
Cherrywood Nursing Center
Chester Joplin Inverness Schools
Chippewa Cree Tribe Child Support Program
Choteau Public Schools
Clyde Brandt, CPA
Community Medical Center
Country Market Restaurant - Flying J
Crow Creek Tribal Schools
Cut Bank Plumbing
D & G Sports & Western
Diesel Doctor
Duty Free Shop
Elliston Elementary School
Everything Electric
Family Farm
Fort Belknap College
Fort Knox Mine
Frances Mahon Deaconess Hospital
Granite Construction Company
Great Falls Clinic
Great Falls Immediate Care
Great Falls Nursing Home
Great Falls Public Schools

Schools where students are continuing education

Creighton University
Texas Law School
MSU-Bozeman
MSU-
Billings
MSU-Northern

Havre Ford
Havre Public Schools
Great Falls Head Start
Heberly Engineering
St. Peter's Hospital
Helena Public Schools
Hellgate Conoco
Hill County
Hoven Equipment
Independence Bank
Indian Health Services
Interstate Truck Center
Las Vegas Public Schools
Lewis & Clark School/Great Falls Public Schools
MAFB
Magic Diamond Casino
Malta Public Schools
Meldisco
Mike Nault Plumbing
Missoula Motor Parts
Missouri River Manor
MMHNCC
Montana Fish, Wildlife & Parks
Mountain View Home
MSU-Great Falls College of Technology
MSU-Northern
Nexus Treatment Center
Northern Ag Research Center
Northern Montana Care Center
Northern Montana Healthcare
Northrup Grumman
PJ's Plumbing
Pleninger Plumbing
Pole Trail Ranch
Power Auto Center
Rathert Fox Ford
RCTS Canada R & D
Rocky Boy Public Schools
Shelby Public Schools
State Farm Insurance
Sun River Valley Schools
Technical Services
The Computer Center
Torgerson's LLC
U. S. Department of Interior (Bureau of Land Management)
University of Montana Western
University of New Mexico Hospital
USBP Havre Sector
Valle Vista
Walmart

Wartsila
Western Federal Lands & Highway Division
Wolf Point School District
Wyoming Machinery
Youth Build MSU-Northern

APPENDIX D

**Taken from the Interim Progress Report
Appendix C – Draft 2009 Assessment Plan
Montana State University - Northern (MSUN) Assessment Plan 2009
Draft
1-21-09**

Introduction

A major premise of the Assessment Plan is that the assessment of student learning can utilize data to support efforts for documenting institutional effectiveness. The landscape of higher education continues to change as a result of rapidly rising costs, more diverse student populations, low retention and graduation rates, and diminished funding. However, the call from society as a whole continues to ask for more accountability for assessing value-added student learning and measuring institutional effectiveness through areas such as graduation rates, retention, job placement, number and effectiveness of student services, management and administrative structure, and physical infrastructure. The recommendations in this assessment plan incorporate these measures and integrate the measurements of student learning and development critical to support continuous improvement efforts.

Goals and Recommendations

Goal I (One): Assessment Committee

The campus Assessment and Accreditation committee is well established. Continued effort should be made to ensure that the committee continues to meet and monitor progress of assessment and accreditation activities.

Goal II (Two): A standard policy for analysis of student data for determination of placement, admissions, advising, and student progress has been established. Efforts to published and assess these activities should continue.

Recommendation II-1

All students exiting developmental courses shall be evaluated in order to discover whether they have attained college-entry level skills.

Guidelines for Implementation of this Recommendation

The Assessment Committee will review aggregated information supplied by departments offering developmental courses. Upon receipt and review of the departments' report, the Assessment Committee shall submit recommendations as appropriate to the Academic Senate and Provost.

Recommendation II-3

Students shall be expected to participate in midpoint assessment to determine whether they have attained desired objectives in general education and other undergraduate course work.

Guidelines for Implementation of this Recommendation

During academic year 2008, programs will implement midpoint assessments that will be pilot-tested and drawn from multiple measures which reflect students' performance. Multiple measures may include (but are not limited to), portfolios, reflective essays, course papers, standardized exams, and interviews. During academic year 2009, data from the pilot test will be analyzed by the program faculty and implementation of this assessment will be implemented

during academic year 2010. The assessment shall be handled in a manner that protects students' confidentiality.

Recommendation II-4

A comprehensive assessment plan for General Education must be developed and implemented.

Goal III (Three): As part of overall campus assessment, procedures will be established to systematically assess the quality of institutional support.

Recommendation III-1

Conduct a yearly graduate survey of 1-year and 3-year graduates based on the graduate survey instruments used by Montana State University.

Guidelines for Implementation of this Recommendation

Currently, the Office of Career Services conducts surveys on our first-year graduates. However, many of our accrediting agencies require graduate survey data on 1-year and 3-year graduates. The Office of Institutional Research at Montana State University has agreed to provide technical assistance in development of a survey and survey techniques. The development of the survey instrument will begin academic year 2008 with implementation scheduled for summer 2008.

Recommendation III-2

Student satisfaction is a core element of any comprehensive institutional assessment plan and serves as a form of assessment. Satisfaction assessment will enable us to strategically and tactically target areas most in need of immediate improvement.

Guidelines for Implementation

During spring semester 2007, the Student Satisfaction Inventory (SSI) will be administered to all full-time Havre campus students. The pilot test of the survey results will be examined during fall 2007. The survey will be conducted on an every other year basis (even years) and data will be carefully reviewed for changes.

Recommendation III-3

The survey for faculty, staff, and administration that closely parallels the SSI is the Institutional Priorities Survey (IPS). This survey will allow the institution to make comparisons between student and staff perceptions, identify and eliminate roadblocks and build consensus.

Guidelines for Implementation

During spring 2007, the Institutional Profiles Survey (IPS) will be administered to faculty and staff. The pilot test of the survey results will be examined during fall 2007. The survey will be conducted on an every other year basis (even years) and data will be carefully reviewed for changes.

Recommendation III-4

Our population of adult learners (over aged 25) continues to grow. In addition to the SSI, the Adult Student Priorities Survey (ASPS) includes questions that assess issues and concerns more pertinent to adult students, such as work and family. The survey is also an appropriate tool for weekend, evening, masters and continuing education programs.

Guidelines for Implementation

Beginning fall semester 2007, the ASPS will be administered to our off-campus students over aged 25. Results will be closely examined by the Assessment Committee who will make any

recommendations for change during the spring. The survey will be conducted on an every other year basis (odd years) and data will be carefully examined for changes.

Recommendation III-5

As we continue to develop our online university, we have to be cognizant of the different needs, expectations and priorities of online learners. The Priorities Survey for Online Learners (PSOL) is designed specifically for online students and shows how satisfied our students are and what issues are really important to them.

Guidelines for Implementation of this Recommendation

Beginning fall semester 2007, the PSOL will be administered to students enrolled in a on-line class. Survey results will be examined in the following spring by the Assessment Committee who will make any recommendations for change during the spring. The survey will be conducted on an every other year basis (odd years) and data will be carefully reviewed for changes.

Goal IV (Four): Increase transparency and use of internal and external data for decision-making.

Recommendation IV-1

The University should study and begin participation in the Campus Portrait project as presented by MSU, UM and MSUB to the board of regents.

Recommendation IV-3

Develop an institutional scorecard (dashboard) that focuses on the concepts of continuous quality improvement and provides a useful visual of the data collected from the other recommendations.

Guidelines for Implementation of this Recommendation

During academic year 2008, the senior management team will explore a variety of dashboard options and design the dashboard during the summer 2008. The dashboard will be pilot tested during academic year 2009. The dashboard will be fully implemented during academic year 2010.

APPENDIX E

Assessment Committee Meeting Minutes October 1, 2010

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

Discuss progress made in our assessment plan.

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

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

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

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

-The 2009 Graduation survey shows excellent placement rates.

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

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

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

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

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

-Add the College Portrait to our website.

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

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

-Need to create/update our IR web information.

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

APPENDIX F

General Education Assessment Report Fall 09-Spring 10

The information reported below is taken from the timeline on page 3 of the General Education Assessment Plan that was developed in April of 2008 and revised February of 2010.

General Education did a major revision of the Assessment Plan this year. We updated the timeline. We combined some tasks and eliminated others. We failed to complete two tasks (seventh and ninth) that were supposed to be reviewed this academic year. We do feel that we have made a strong effort at following the tasks of the timeline and that some tasks, such as the 7th and 9th need collaboration from other areas that we have not been able to receive. We will need to continue work on the 5th task even though it is not scheduled for the next year. The problems that we have found in this area are so large that they affect all of the other tasks.

The first assessment task that is included on the timeline is: General Education Committee (GEC) will review the catalog's GE **philosophy and purpose** statement and edits. The committee reviewed the philosophy and purpose statement in the catalog and it was agreed that it should stay as is.

The second assessment task (GEC review **category outcomes** & submits recommendation to Academic Senate. This is not scheduled for this reporting period.

The third assessment task (GEC reviews compatibility with **MUS GE Requirements**). This is not scheduled for this reporting period.

The fourth assessment task (GEC compares **GE core requirements** with MUS and peer institutions). This is not scheduled for this reporting period.

The fifth assessment task that is included on the timeline is: GEC Committee reviews appropriateness of **GE courses** listed in the GE main categories and reviews course outcomes/objectives. This assessment task has caused some heartache. What we have done to work on this task was to ask for members of the other Senate sub-committees to attend our meeting. We then explained that the changes in structure have caused issues. (With the combining of the 10 general education requirements into 7 on our campus it has confused the category outcomes that have previously been listed in the catalog. The GEC recommended to the Academic Senate against the "lumping together" of the general education course. The Academic Senate overruled this recommendation. Last year the 9 categories were combined into 7 categories. The category outcomes were also combined, which makes it almost impossible to reach 80% as directed). We then requested that these members take this information back to their committees and discuss the situation and provide us with feedback or suggestions on what to do or how to proceed. We have not heard back from the other committees.

The sixth assessment task (standardize **GE class objectives** for GE classes taught by multiple instructors).

This is not scheduled for this reporting period.

The seventh assessment task that is included on the timeline is: Registrar compares **GE Math and English course placement** with student success (grades) in completed placed courses. This was not completed.

The eighth assessment task that is included on the timeline is: **Graduate proficiencies** measured by graduate exit survey and a 1 year on-line employer follow-up surveys.

This year we added two questions to the graduate survey. We will ask for the results from career services in the fall.

The ninth assessment task that is included on the timeline is: **GE University support** evaluated via faculty and staff on-line survey (Administration completes). This was not completed.

MONTANA STATE UNIVERSITY – NORTHERN
ASSESSMENT PLAN FOR INSTITUTIONAL GOALS



