

Faculty Senate Minutes

11/13/17

3 p.m.– 5:30

Kelley / Steward – SUB

Attendance: Vickie Petriz, Tony Patrick, Atish Mitra, Micah Gjeltema, Dawn Atkinson, Abhishek Choudhury, Scott Risser, Charie Faught, Rita Spear, Andrew Thomas, Brian Kukay, Dan Autenrieth, Katherine Zodrow , Diane Wolfgram, Ron White, Miriam Young, Karen Wesenberg-Ward, Courtney Young, Stella Capoccia, Dave Gurchieck, Glen Southergill, Carrie Vath, Doug Abbott, Matt Egloff, ASMT Reps

I. Welcome and Minutes

- a. Draft Minutes found here: <http://www.mtech.edu/about/facultysenate/minutes/index.htm>
- b. Minutes passed without comment

Action Items

II. Recommendations from the CRC

- a. Creation of a Behavioral/Mental Health Tech Certificate
- b. Add associated courses to catalog
  - i. Question was asked about needs assessment done before this was provided. Question was asked regarding if conflicts with Missoula or other programs, suggested that it may not be an issue since there is a need at Montana State Hospital (which may be the driving). Question was asked regarding what they are trained, with answer on how you communicate to mentally ill, monitor units for safety, de-escalation techniques. Andrew Thomas indicated it will be a required component of a future criminal justice program. Not considered a licensed professional. Miriam Young stated that currently many behavioral health techs have a CNA background and learn on the job. Question asked regarding on staffing (adding an FTE). Comment that one instructor appears to be listed. Comment about approval by CRC with motion to approve and second for both certificate and adding courses to the catalog. Comment for WIRE about how program will fit into special focus (fits into Health focus). Motion passes.

Informational Items

III. Informational- Complete College America

- a. Presented by Dr. Carrie Vath. Had a session last semester on this topic. All MUS system (perhaps not all tribal colleges) have signed off on the program.

Challenges include a significant labor shortage in the State of Montana at the same time the number of students graduating from high school is declining.

Review of retention and completion rates, with goals to improve, such as completing enough credits each semester, would need to have credits available to complete. Also includes corequisite and remediation, with only 9% going on to earn a degree. Students who are placed into college algebra with a lab perform better than those without. Math pathways is included based on degree needs. Also curriculum roadmaps and “meta majors”, proactive advising, structured schedules (block scheduling), critical path courses (also called gateway course). Overall, some are in progress, but with a timeline for each task.

Concern regarding classes that students do not get into (like Physics for Biology students). Also comment about support for summer or intercession courses. For instance, faculty often advertise summer courses themselves, for instance. Currently at Tech, summer is considered optional, using methods to promote completion in the year such as advising. An example is to give departments an incentive for offering summer classes. Concern about financial aid over the summer (students need to plan in advance to cover summer courses). Course selection and block scheduling should address these issues. Financial aid for summer spread over three semesters instead of two. Consider Tech for helping with financial aid aspect.

Numbers for rough estimates are for first time freshman, rather than transfers. The estimate did not account for high school AP credit. Tech has not investigated in the trend of math remedial scores and completion. Gives Tech access to information, database, promotional materials, and other resources. Complete College America would like to review number of credits for degree programs (such as 60 for an associates).

Request to communicate to departments (potentially via college/dean). More information from OCHE will be happening in the next few weeks. Part of the plan/agenda is to discourage part time students (as they are not as successful). Part of the advising is to encourage completion. Comment that goals are what we are already doing, but perhaps we need a deeper picture of how we are performing.

- IV. Update from the Student Evaluations Sub-Committee from Dr. Glen Southergill, Senator for PTC/Writing
  - a. From Brian Kukay- student anonymous survey sent out. Scheduled to meet with Dean's Council November 22. ASMT invited to participate. Dr. Kukay requested that questions be directed to Dr. Southergill.

#### Discussion Items

- V. Recommendations for Changes to the Faculty / Staff Handbook- need to be sent forth by the full faculty with the Chancellor being able to make the final decision.
  - a. Add Professors of Practice to recognized ranks

Discussion a few years ago, with the decision not to have them as tenure track. The information does exist within department standards, but not in the handbook. Comment that it should be added, potentially to be pursued by departments who have the title to draft the language. Dr. Kukay willing to provide his department standards to have a place to start. Question about whether the language impacts department standards, with the response that the department standards are not within the purview of the Faculty Senate. Dr. Risser to contact the departments with the PoP to provide language.

- b. Clarify role of Unit/Departmental Performance Standards in evaluation process- only one department that is outstanding in developing standards.

Concern given about handbook being a part of the department standards. Another concern raised about the collective bargaining agreement and standards. Comment about the current contract not agreed at this date. No motion provided.

- c. Specify processes of evaluating Department Heads, Deans, and Vice Chancellors

Adding language on who initiates and dates, with a new section for the Vice Chancellors. Observation that the dates changes the initiative on the person evaluating rather than the one being evaluated. Changes potentially will clarify requirements. Comment on evaluations should be measurable with a specific purpose. Comment regarding using evaluations to help influence improvement, is considered a contract (especially for those not in the collective bargaining unit). Comment to bring forward to colleges and to review other schools to see what is currently done. No motion provided.

## VI. Proposal from ASMT on Common Hours

See Draft language below. Amending to 12:30-1:30 Comment that Montana listed as least happy college students in the United States. Direct correlation with Princeton review of application level and presence on the list. Asking to form a subcommittee to review the proposal. Would impact 62 and 64 classes (spring and fall). ASMT prepared to have more giveaways for attendance to increase participation, which can include communication on surveys.

Comment that ASMT being proactive with student concerns. Question about how this impacts athletics, which tends to be at the end of the day. The hour does not conflict with sports, but does have classes an hour later. Comment that most students do not feel like they are a part of campus, people do not socialize, library closes earlier than others in the state. Hoping to keep people on campus, make more friends, improve student performance. Concern that no communication with Highlands College to support all students. Comment on the low satisfaction rates being a concern, but not sure if the proposal is feasible. Had positive feedback from department heads to have a common hour. Comment that the time block was part of union negotiations in the past, with 55 classes need to be moved (when it was a Friday block). Originally wanted one hour, but alters other dates. Comment on the SUB being closed early (MSU sub open 24 hours, with food available). May potentially improve food service income. Giveaways have been declining, but paid for by student fees. Interested faculty should contact ASMT to participate.

## VII. Other Items

Board of Regents meeting later this week (Thursday morning breakfast), should forward concerns to Scott Risser so that can be presented.

No other items presented.

Meeting adjourned at 4:30

## **ASMT Proposal for Common Hours**

### *Common Hours*

We are proposing and looking to discuss instituting a common hour on campus. Our idea is to hold these on Tuesdays and Thursdays from 12-1pm. The first Tuesday of the month would be reserved for department meetings. Each following Tuesday would be for club meetings. Thursdays would be reserved for a social event campus wide. No meetings would be able to be scheduled at this time. The first Thursday would be reserved for a campus wide "Town Hall" open Q&A. The second Thursday of the month would be a campus wide State of Tech address to include students hosted by ASMT. The 3rd Thursday would be reserved for a speaker or presentation. The last Thursday of every month would be an open social event where lunch is provided.

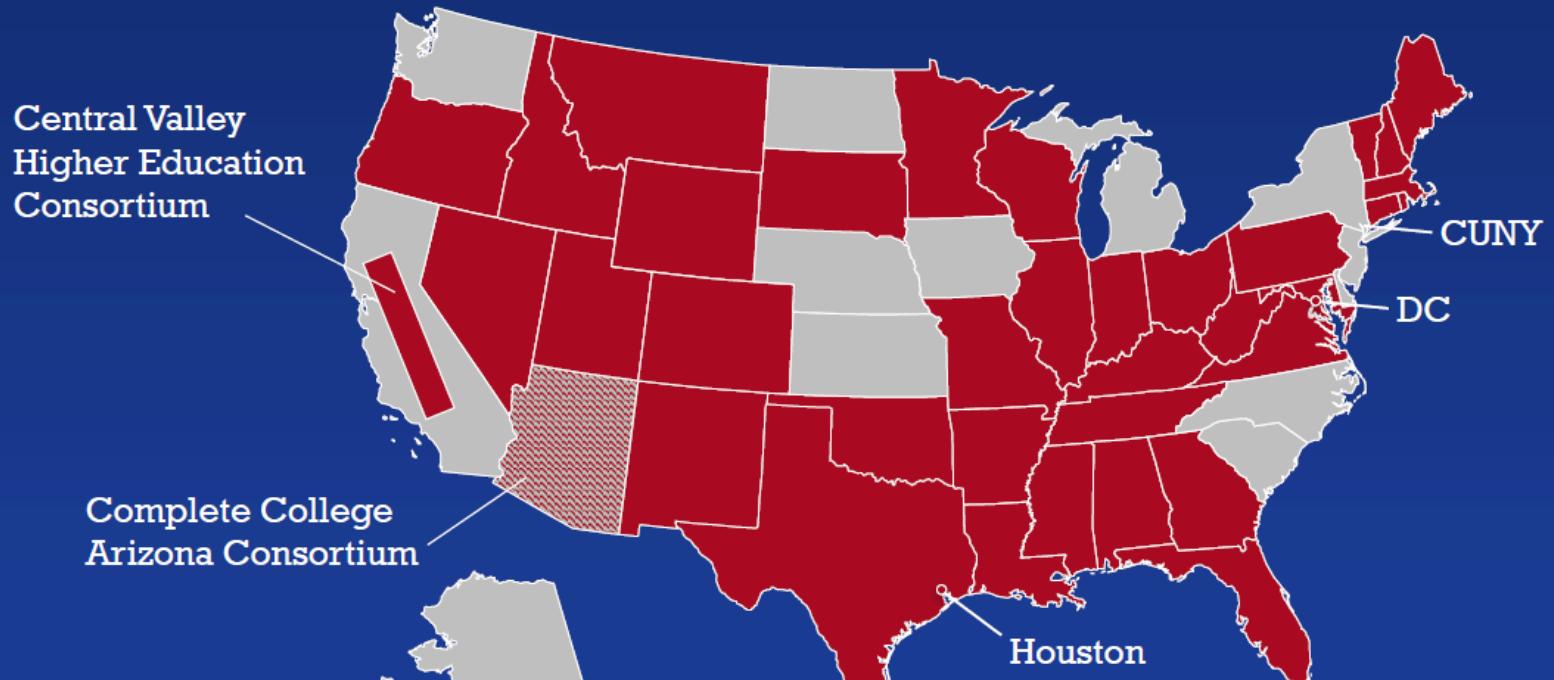
**COMPLETE  
COLLEGE  
AMERICA**



COMPLETE COLLEGE AMERICA

# The Alliance

44



- Commonwealth of Northern Mariana Islands
- Puerto Rico
- Thurgood Marshall College Fund Consortium

## Students are ...



Taking too much time



Taking too many credits



Spending too much money



Not graduating



# EQUITY METRICS & EVIDENCE

## POLICY

## COMMUNICATIONS

- Empower data experts to be leaders in the movement
- Give voice to the silent through data
- Support implementation at scale
- Support communication to drive momentum

## IMPLEMENTATION

# The Complete College Montana Story

Montana will face substantial challenges over the next 10 years...

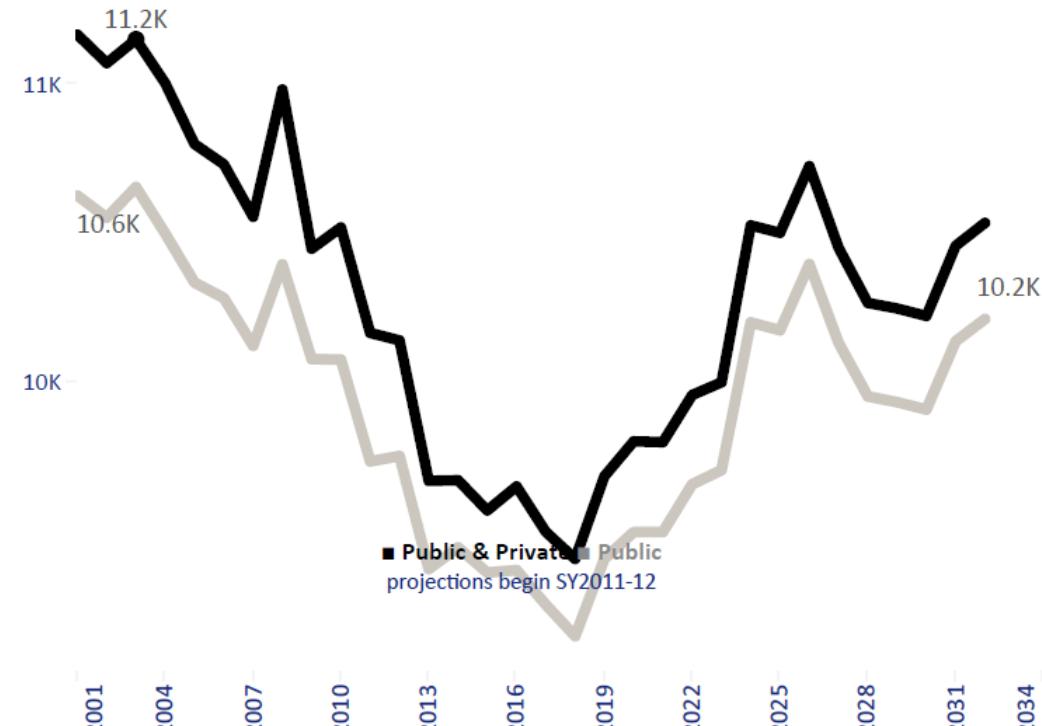
State Profile for  
Montana

Montana



KNOCKING  
AT THE COLLEGE DOOR

Overall High School Graduate Trends



- 10,000 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.

- The total number of graduates is projected to increase by 5.8% between 2011-12 and 2025-26, the next highest year for Montana.

- Montana generates about 1.3% of the West's total, on average



West

Public School Trends

Only 6 out of 10 Montana high school graduates go on to college and roughly 4 out of 10 enroll in a public Montana institution.

We need more to stay in state.

# There is room for improvement in the MUS...

- 4-year Retention is 75%
- 4-year Completion is 53%
- 2-year college Retention is 49%
- 2-year college Completion is 20%

# The Game Changers

Are states implementing  
the best reforms to get more  
college graduates?



# 15 to Finish



First-Time, Full-time Freshman (Fall 2016 data) **THESE ARE ROUGH PERCENTAGES**

|                              | 30+ | 34+ |
|------------------------------|-----|-----|
| Engineering                  | 51% | 15% |
| Non-Engineering              | 42% | N/A |
| Highlands (Lineman Excluded) | 25% | N/A |

# 15 to Finish



$$\begin{array}{rcl} \text{Fall} & + & \text{Spring} + \text{Summer} = 34 \\ (14) & & (14) & (6) \end{array}$$

$$\begin{array}{rcl} \text{Fall} & + & \text{Spring} + \text{Summer} = 30 \\ (12) & & (12) & (6) \end{array}$$

$$\begin{array}{rcl} \text{Fall} & + & \text{Spring} + \text{Summer} = 34 \\ (17) & & (17) & (0) \end{array}$$

$$\begin{array}{rcl} \text{Fall} & + & \text{Spring} + \text{Summer} = 30 \\ (15) & & (15) & (0) \end{array}$$

# 15 to Finish



## MYTH BUSTING

**Ask these questions to separate fact from fiction:**

- What do you currently do to make sure students know what it takes to graduate on time?
- What is the current on-time graduation rate for full-time students?
- What are the on-time graduation rates for low-income students and minorities?
- What percentage of the student population is ages 18–24 and attending full time? Do they graduate on time?
- How many years can a student get state financial aid?
- What do students do when they run out of financial aid before graduation?
- What percentage of degree programs require more than 60 credits for an associate degree or 120 credits for a bachelor's?
- How much money would students save in tuition if credit caps were in place?

# Corequisite Remediation



Progress of Students enrolled in M095, 096, 097, 098 from Fall 2009 to Spring 2015

Remedial

100.0%

College Level

39.8%

Earned a Degree

9.4%

# Corequisite Remediation



|            | Exam 1<br>Average | Exam 2<br>Average |
|------------|-------------------|-------------------|
| In lab     | 80.8529412        | 80.3970588        |
| Not in lab | 71.9              | 71.92             |



## MYTH BUSTING

**Ask these questions to separate fact from fiction:**

- What percentage of your remedial students stay enrolled past the first semester?
- What percentage of your remedial students graduate?
- How many students take stand-alone remediation each year?
- What is the total cost to these students?
- Have you seen the data from the six states that scaled Corequisite Remediation?
- Can our state match the tremendous success of states that have doubled or tripled the success of underprepared students by using Corequisite Remediation?

# Math Pathways



Health Sciences  
Social Sciences  
Liberal Arts  
Education  
Business

Quantitative Reasoning/  
Statistics

Degree

4-Year Transfer

Certificate

License

STEM

College Algebra/  
Precalculus

Degree

4-Year Transfer

Certificate

License

# Math Pathways



## MYTH BUSTING

**Ask these questions to separate fact from fiction:**

- What do your math faculty members say is the purpose of College Algebra?
- What percentage of students who take College Algebra end up retaking it because they withdrew or failed?
- What percentage of those who pass College Algebra go on to take Calculus?
- Why are students advised to take College Algebra when their programs do not include Calculus?

# Guided Pathways to Success



| Computer Science   |           |            |       |        |
|--|-----------|------------|-------|--------|
| Freshman   |           |            |       |        |
| Fall Semester  |           |            |       |        |
| Course Name  | Credits   | Term Taken | Grade | Gen Ed |
| CSCI 194 - Seminar   | 1 credit  |            |       |        |
| CSCI 135 - Fundamentals Of Computer Science I                                  | 3 credits |            |       |        |
| WRIT 121 - Introduction To Technical Writing **                                | 3 credits |            |       |        |
| M 171 - Calculus I   | 3 credits |            |       |        |
| Humanities & Fine Arts Elective 3 credits<br>Social Science Elective 3 credits |           |            |       |        |
| Total: 16  |           |            |       |        |
| Spring Semester  |           |            |       |        |
| Course Name  | Credits   | Term Taken | Grade | Gen Ed |
| CSCI 136 - Fundamentals Of Computer Science II                                 | 3 credits |            |       |        |
| COMX 230 - Presenting Technical Information **                                 | 3 credits |            |       |        |
| M 172 - Calculus II  | 3 credits |            |       |        |
| Social Science Elective 3 credits<br>Science Elective 3 credits *              |           |            |       |        |
| Total: 15  |           |            |       |        |

# Guided Pathways to Success



Begin



with the End in Mind

Determine an Area of Interest



Arts & Humanities



Business



Education



Health Science



Manufacturing



Public Safety



Science & Technology



Social Science



Why Should YOU Identify an Area of Interest?

- Minimize time spent earning your degree
- Lower your student debt
- Increase the likelihood of your graduation

“Undeclared”  
Major

STEM

Non-STEM

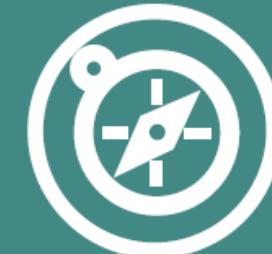
Freshman Eng.

OSH

ENG

Business

# Guided Pathways to Success



## Proactive Advising Involves

- deliberate interventions to enhance student motivation,
- using strategies to show interest and involvement with students,
- intensive advising designed to increase the probability of student success,
- working to educate students on all options,
- approaching students before situations develop.

Jennifer Varney, 2012

# Structured Schedules



## MYTH BUSTING

**Ask these questions to separate fact from fiction:**

- What percentage of students start out full time and drop to part time in a future semester?
- How many years does it take your nontraditional students to graduate, on average?
- What percentage of your nontraditional students drop out before they graduate?
- How do you currently determine when you offer a particular course?
- How hard do you think it is to renegotiate child care and work schedules every four to five months?
- If you yourself went back to school and kept working in your current job, what type of schedule would work best for you?

# Structured Schedules



## Definition of a Gateway Course (CCA calls them Critical Path Courses)

The John Gardner institute defines gateway courses as “those courses that are **credit bearing**, at the **foundational level** (either developmental or entry to major), **high risk to students (high D's, F, W, I, rates 30% or greater)**, and **high enrollment**.” Additionally, Montana Tech's requires the following three components:

- must be at the 100 level\*
- recommends that it be three (3) credit hours (a 1-credit seminar course does not count as a gateway course)
- must be completed in the first semester of study\*

\*With the implementation of the Freshman Engineering Program, Students do not begin their intended major curriculum until their sophomore year. For these majors a gateway course might be a 200 level and be taken during their 3<sup>rd</sup> semester but 1<sup>st</sup> as a declared major.

# Critical Path Course Examples

| Major            | Course   | %DFW |
|------------------|----------|------|
| Freshman Eng.    | M-151    | 35%  |
| Computer Science | CSCI 135 | 32%  |
| Software Eng.    | CSCI 135 | 45%  |
| Liberal Studies  | WRIT 101 | 42%  |
| PTC              | WRIT 121 | 25%  |

| Task                  | Implementation | Scale date | Comments                   |
|-----------------------|----------------|------------|----------------------------|
| 15 to Finish          | Fall, 2019     | Fall, 2019 |                            |
| Math Pathways         | Underway       | Fall 2019  | Math 105                   |
| Co- Req Support       | Fall 2017      | Fall 2019  | WRIT starts in Spring 2018 |
| Ac. Degree Maps       | Fall 2019      | Fall 2020  |                            |
| Meta Majors           | Fall 2020      | Fall 2021  | Advising Center            |
| Critical Path Courses | Fall 2020      | Fall 2021  | Advising Center            |
| Proactive Advising    | Fall 2020      | Fall 2021  | Advising Center            |