**ACADEMIC SENATE MINUTES**

**DATE:**     March 31, 2022

**PRESENT:**  Mara Pierce                         Jennifer Lynn
Scott Butterfield                   Rachael Waller
John Pannell                        Heather Thompson-Bahm
Paul Pope                           Sam Boerboom
Tami Haaland (ex-officio)           Susan Gilbertz (ex-officio)
Vicki Trier (ex-officio)            Sue Balter-Reitz (ex-officio)
Sep Eskandari (ex-officio)          Darlene Hert (ex-officio)

**ABSENT:**   Suzette Nynas*                      Matt Queen*
Rakesh Sah*                         Susan Gregory
Austin Bennett*                     Kurt Toenjes (ex-officio)
Ed Garding (ex-officio)             Susan Simmers (ex-officio)
Kim Hayworth (ex-officio)           Jana Marcette (ex-officio)
                              * *excused*

**GUESTS:**   Darin Metcalfe                      Joann Stryker
Kathleen Thatcher

**PRESIDING:** Jennifer Lynn, Chair

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Jennifer Lynn called the meeting to order at 3:41 p.m. in Library 148, with some members attending via webex.

I.      ANNOUNCEMENTS

The Pow Wow is this Friday and Saturday.

Regarding the Administration Building, the issue of name changes for buildings is not unique to our campus.  The Commissioner's Office is discussing a system-wide policy, as there are other campuses also talking about it.

II.     ACCEPTANCE OF MINUTES

The minutes of March 3 were accepted as presented.

III.    OTHER REPORTS

**New software solution for student course evaluations**
**Darin Metcalfe, Institutional Research**
Mr. Metcalfe stated that, due to a budget shortfall, MSUB will be transitioning from Campus Labs to Course Evaluations and Surveys (CES) for student evaluations of faculty.  This Spring semester, Campus Labs will still be used, but this Summer will be a pilot with the new CES program.  CES will offer direct integration through D2L, includes report integration with Digital Measures/Watermark, and can email students listing the courses they have completed and have yet to complete.  Campus Labs is a four-campus program, but CES will be MSUB only, so we will have full control.  We will lose access to data in Campus Labs on June 25, 2022, so spread the word to get information downloaded!  CES training will be offered to faculty in the Fall.  Information on the progress of this project is available on the IR intranet page (https://www.msubillings.edu/intranet/ir/).

IV.     PROVOST REPORT

**Retention and Graduation Strategic AY 22-27 Plan**
Dr. Eskandari noted that since Chancellor Hicswa arrived at MSUB, she has made retention and graduation a priority.  The Retention and Graduation Council was formed to create a five-year plan.  A summary of the draft plan is attached to these minutes.

It was noted that none of the initiatives are strange new plans; they are the things we already do, but improved.  The goals for retention and graduation are not aiming for 100% completion, because we know life happens.

He would like to eventually get to the point where MSUB can financially help students (through philanthropic support) finish their last few courses and get a degree.

Feedback on the five-year plan can be sent to Dr. Eskandari and Julie Pettitt, Retention Director.

He also reported that Cheri Johannes is creating a workgroup on advising, and they hope to roll out training for faculty advisors.  Among other things, the training should help faculty spend less time doing the paperwork of advising, and more time getting to know their student advisees.

Finally, the Provost and Chancellor will be scheduling informal meetings with departments, in order to get to know the faculty better.  Some will happen this Spring, while others will be next academic year.

V.   ITEM FOR INFORMATION

**Item 18**  Credit Hour Definition updated in catalog.  For information only.

⇒ Motion by Paul Pope, seconded by Mara Pierce to **accept Item 18 for information.**

It was noted that we have always had a definition, but now it will be published in the catalog.

⇒ Motion carried.

VI.   ITEMS FOR APPROVAL

| Title | Status | Received | Effective Catalog Edition |
|---|---|---|---|
| Group 1 | | | |
| Applied Behavior Analysis Track | Edited | 2/25/2022 | 2022-2023 |
| Applied Behavior Analysis Certificate | Added | 2/25/2022 | 2023-2024 |

⇒ Motion by Paul Pope, seconded by Sam Boerboom to **approve Group 1.**

It was noted that these programs do still need learning outcomes in the catalog.

⇒ Motion carried.
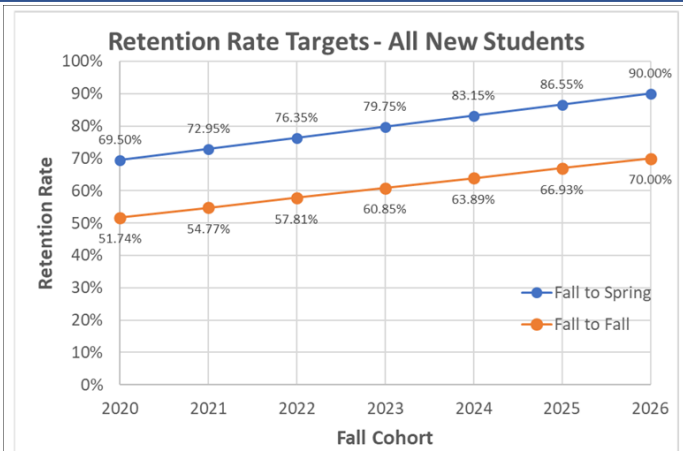
The meeting adjourned at 4:47 p.m.

rjrm

**Figure 1. Retention rate targets for Fall 2021 through Fall 2026 cohorts.**
Using the Fall 2020 cohort as the baseline, incremental annual targets are established to reach the 5-year targets of 90% for Fall-to-Spring retention and 70% for Fall-to-Fall retention. Note that the Fall-to-Fall retention rate for the Fall 2026 cohort will be finalized in Fall 2027.
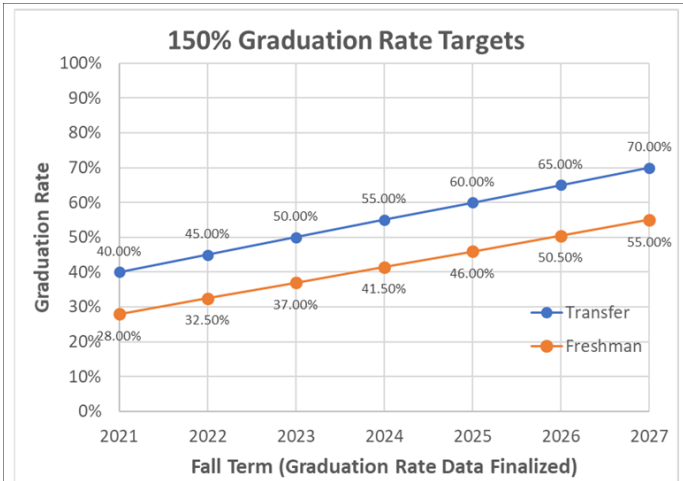


**Figure 2. 150% graduation rate targets for freshman and transfer students.**
Using the most recent 150% graduation rate data finalized for new, full-time freshman and transfer students, incremental annual targets are established to reach the 5-year targets of 70% for transfer students and 55% for freshmen students.

Based on historical retention rate trends at MSU Billings, institutional goals guided by the MSU Billings Strategic Plan (2019–2026), as well as comparison with retention rates at our aspirant institutions, retention rate targets have been established for the Fall 2021 through Fall 2026 cohorts (Figure 1). As measured, the retention rate metrics track all new students starting in each Fall cohort, including freshman and transfer students, full-time and part-time students, all degree and certificate seeking students, all student sub-populations, and at both MSU Billings and City College campuses.

The five-year target for Fall-to-Spring retention rate has been set at 90%. The five-year target for Fall-to-Fall retention rate has been set at 70%. To ensure that we make adequate incremental year-over-year progress, in addition to the five-year targets, annual targets have also been set and are shown in Figure 1.

For graduation rates, the metric chosen is 150% graduation rate for new, full-time students starting in a Fall term. 150% graduation rate signifies the percentage of students who complete a degree or certificate in 150% of the time normally intended for completing a program.

The five-year 150% graduation rate targets are 55% for freshman students and 70% for transfer students (Figure 2). Annual targets have also been established.

## INITIATIVE 1: ESTABLISH STRATEGIC AND SYSTEMATIZED DATA-INFORMED COMMUNICATION INTERVENTIONS

- Implement new advising and retention software – EAB Navigate
- Refine and integrate a formal term-to-term registration campaign to increase persistence

## INITIATIVE 2: IMPROVE VISIBILITY AND MARKETING OF STUDENT SUPPORT PROGRAMS

- Develop a branded strategic marketing campaign to showcase student support services; enhance interconnectedness of the programs and the college experience. Refresh website content and placement and perform regular page audits.
- Evaluate and update messaging/outreach to students by streamlining communications within EAB Navigate mobile.
- Identify and respond to gaps in student support and campus resources.

## INITIATIVE 3: DEVELOP A HOLISTIC AND SHARED ACADEMIC ADVISING MODEL

- Create Academic Success Teams and assign all incoming students with a professional staff and faculty advisor upon admission to facilitate timely progress toward degree completion
- Increase access to faculty and professional advisors, career exploration, and student support program schedules through EAB Navigate.
- Streamline advisee assignments for faculty and professional academic advisors and increase access to electronic forms and documents.

- Establish guidelines that clearly outline expectations and responsibilities for advisor/advisee partnerships.
- Create and implement an internally focused student advising satisfaction survey.

## INITIATIVE 4: MITIGATE BARRIERS FOR MATRICULATION, REGISTRATION, AND COURSE SCHEDULING

- Revise course scheduling processes to predict course demand, increase access and success by providing clear curricular pathways to employment, graduation, and post graduate opportunities.
- Mitigate MSU system holds by identifying a strategic approach to address barriers that prevent MSUB students' ability to register. Integrate an Everfi holds campaign early in the first term for first-year students.
- Establish a formal procedure and implementation plan for course placement.

## INITIATIVE 5: IMPLEMENT HIGH-IMPACT STUDENT SUCCESS STRATEGIES IN THE CLASSROOM

- Provide faculty training for the EAB Navigate platform to include early alerts, kudos, and data/insights to increase early intervention efforts and increase student self-efficacy.
- Develop a streamlined course syllabus template for instructor use to increase accessibility and referrals to student support services and campus resources.
- Establish best practices to improve timely adoption of textbooks and required course materials to advance student preparedness.
- Re-evaluate and improve professional development trainings for faculty including a streamlined D2L module template to improve navigation, effectiveness, and accessibility.
- Expand technology infrastructure in instructional spaces and increase pedagogy-informed faculty training for effective and optimal use of instructional equipment.
- Improve pedagogical practices that promote active and student-centered learning.

## INITIATIVE 6: IMPLEMENT STRATEGIES TO IMPROVE DEGREE COMPLETION

- Develop academic roadmaps and pathways for degree completion for all programs.
- Develop 4-year course rotation schedules for all academic departments.
- Identify student populations near graduation or certificate completion and provide assistance to facilitate program completion.
- Provide support and outreach strategies to improve degree and certificate completion.

## INITIATIVE 7: REDESIGN THE TRANSFER STUDENT EXPERIENCE

- Enhance and improve the transfer matriculation process and develop an institutional advising approach to provide a structured pathway to increase completion.

## INITIATIVE 8: IMPLEMENT HIGH IMPACT PRACTICES TO ADDRESS DFWI RATES

- Constitute a DFWI working group to prioritize and coordinate strategies to reduce the number and impact of DFWI courses.
- Develop appropriate pedagogical approaches for courses with high rates of DFWI grades.
- Increase awareness, internal marketing, and overall presence of Supplemental Instruction (SI) Leaders in courses with high DFWI rates utilizing data dashboards from Institutional Research.

## INITIATIVE 9: CULTIVATE STRATEGIES TO INCREASE STUDENTS' SENSE OF BELONGING

- Expand and enhance student engagement through integration of academic support, co-curricular, and social aspects of campus life.
- Reevaluate and enhance first-year experience course(s) to promote college skill development and increase student engagement and sense of belonging.
- Revitalize new student orientation for new, transfer, and non-traditional learners.
- Engage faculty, staff, and student support programs to proactively connect students to mentoring programs, such as the Peer Navigators, TRIO Mentors, and Montana 10 Program, within residential learning communities.

## INITIATIVE 10: STRENGTHEN DIVERSITY, EQUITY, AND INCLUSION

- Develop Diversity, Equity, and Inclusion (DEI) systems, structures, and processes to serve the campus community equitably through coordinated strategies to improve student retention and graduation rates.