

**Minutes of
ACADEMIC AND STUDENT AFFAIRS
Montana State University-Bozeman
Ballroom D, Strand Union Building
Wednesday, November 15, 2007
8:15 a.m. – 12 noon**

Regent Lynn Hamilton, Committee Chair, called the meeting to order at 8:25 a.m.

a. Roll Call.

All committee members were present: Chair Lynn Morrison-Hamilton, Dr. Janine Pease, Todd Buchanan, and Kerra Melvin.

b. Approval of the minutes from the September, 2007, meeting of the Committee.

The minutes were approved, as written.

1. Action Items

a. ITEM 137-101-R1107: Revisions to Policy 301.10, General Education Block Transfer Policy.

Roger Barber, Deputy Commissioner for Academic and Student Affairs, told the committee members that most of the revisions to this policy were intended to clarify its purpose and provide consistency among all of the general education transfer pathways. The revisions do not change the intent or purpose of the policy, Deputy Commissioner Barber said. There was consensus to move the item forward to the full Board.

b. ITEM 137-102-R1107: Revisions to Policy 303.3, Program Review, to eliminate the section on “underutilized” programs.

The Board of Regents approved the current program review policy a little more than two years ago, Deputy Commissioner Barber explained. The new policy shifted the responsibility for program review to the campuses, and required that all programs, regardless of enrollment or graduation rates, must be reviewed at least once over a seven-year period, he said. That was a significant change from the previous review process, that was initiated by the Regents every five years, and focused only on so-called under-utilized programs, Deputy Commissioner Barber said. As a carry-over to that old process, however, the new policy did ask for more information, and more justification, if campuses decided to retain under-utilized programs as part of its internal review, he noted. The formula for determining those programs was complicated, Barber explained, but it was proposed because some programs typically have low graduation rates, even though they also perform an important service function on the campuses. In retrospect, Barber explained, the formula is unworkable, and the proposed revision would eliminate the policy section that attempts to identify under-performing programs. Instead, the Regents would honor the original intent of the new policy by leaving the responsibility for program review, and the results of that review, to the campuses, he said. Regent Pease asked if there is some mechanism for reviewing under-utilized programs more frequently than every seven years. Several academic officers from the campuses said that they constantly monitor enrollment and graduation numbers so resources are used as effectively as possible. Deputy Commissioner Barber also noted that the proposed revisions would require every institution to report graduation and student major numbers over the last seven-year period as part of the program review reports that come to the Board of Regents each November. There was consensus to move the item forward to the full Board.

c. ITEM 137-104-R1107: Composition Placement, a new policy for the Montana University System.

Jan Clinard, Director of Academic Initiatives, Office of the Commissioner of Higher Education, introduced this policy. She said that she had visited with staff from all two-year and four-year campuses to survey campus preferences to get fairly consistent placement processes across the system. The proposed policy will help with transfer issues and suggests a variety of instruments, including campus placement exams. Deputy Commissioner Barber added that the Board of Regents asked for this policy so students could use the test scores they've already earned for placement purposes, rather than taking more tests when they arrive on the campuses. Dr. Clinard said she had discussed this proposed policy with a number of K-12 personnel, including high school teachers, MEA/MFT convention participants, MCEL, and the Montana School Administrators Association. She found that teachers, principals, and superintendents support the idea and the need for consistency across the system. Regent Pease acknowledged that the information and interaction was extensive but questioned the lack of official dialogue as a means of measuring official acceptance. Dr. Clinard replied that she had discussed this at the Board of Public Education and had no negative feedback. Regent Melvin wondered how to let high school students know about requirements. Dr. Clinard said that her office used newsletters, listserves, websites, and in-person presentations to K-12 administrators, counselors, and teachers. Regent Melvin asked Office of Public Instruction Superintendent Linda McCulloch about her ideas on how to help with this. Superintendent McCulloch said she would like to help and meet with superintendents to help get the information out. Superintendent McCulloch also distributed a handout with some questions about the policy and the next two items. That handout is attached to these minutes as Appendix 1. Chair Hamilton emphasized that the writing proficiency policy was already adopted by the Board two years ago, and does not restrict access to the Montana University System. This policy just supplements the writing policy by adding placement processes. There was no consensus to move the policy forward to the full Board for approval.

d. ITEM 137-105-R1107: Revisions to Policy 301.15, Mathematics Proficiency Admissions Standards for Four-Year Programs, to set a proficiency standard that allows for provisional admissions.

Dr. Clinard said that students with ACT math scores below 22 will be admitted, but must take a developmental course within the first three semesters, using a placement process similar to the writing proficiency policy's provisional admissions criteria. The ten thousand copies of the 2002 Math Proficiency Manuals that were mailed to all Montana high schools showed that this policy will not change placement scores for most campuses, including tribal colleges. She emphasized that this policy creates honesty and clarity for students, and is about good advising and educational pedagogy. She stressed that the earlier the students take the math course, the less difficult it will be for students. She predicts a decrease in developmental math enrollments with the implementation of this policy because of the change in expectations at the high school level. Eric Burke, MEA/MFT Representative, expressed concern about raising the ACT score to 22. He asked what developmental courses look like and how remedial students are treated on campuses. Admission should be for all students, he said. Larry Blacksmith, representing the Montana Indian Education Association (MIEA), told the committee that the organization opposes the policy because it creates barriers for students. He was concerned that some students will not be able to enter the Montana University System, and presented a letter from MIEA setting out its official position. That letter is attached to these minutes as Appendix 2. Regent Pease said this feels like an admissions mechanism and looks like no college credits will be awarded unless the test score is a 22, so there is possibility of confusion. Regent Melvin said that, conversely, as a student, knowing where you stand is valuable. Chair Hamilton says she has heard from high

school teachers that they want to know the expectations so they know what to teach. A recommendation was made to move this revised policy to the full BOR for approval, with Regent Pease dissenting. Regent Pease went on record as dissenting the motion.

e. ITEM 137-106-R1107: Remedial Coursework, a new policy for the Montana University System.

Director Clinard introduced the proposed policy on developmental education by reminding the Board of Regents that it authorized work on such a policy more than a year ago. The proposed policy defines developmental coursework, sets out how that coursework will be used in a student's degree program, and places the primary responsibility for providing developmental coursework with campuses that offer two-year degrees, Dr. Clinard said. Dr. Clinard also pointed out that the policy uses the word "developmental," rather than remedial, since that appears to be the accepted terminology now. An extensive discussion on the proposed policy followed, and some of the highlights of that conversation are as follows:

- *Regent Pease expressed significant concerns about the proposed policy because of its disproportionate impact on low-income and minority students. She said she could not support the policy because it represents another barrier to access for those students.*
- *Regent Melvin said that she thought students should be able to earn college credit for developmental coursework, and suggested that that part of the proposed policy should be changed. She was supported in that suggestion by Jeff Adams, Assistant Vice Provost at MSU-Bozeman, and two faculty members from Montana State University-Billings who also had children in the MUS.*
- *when asked if the transferability project would have an impact on developmental courses in the Montana University System, Dr. Clinard emphasized that the proposed policy is closely tied to the writing and mathematics policies, and those two policies set out a variety of alternatives for students to demonstrate their ability to do college-level coursework. All three policies also focus on student skills, which, once they are acquired, obviously follow students if they transfer to a new campus.*
- *in response to a question about so-called remediation rates, Dr. Clinard said that approximately 37% of all students who come to the Montana University System directly out of high school need some kind of developmental coursework. That is very similar to the experience in other states, she said.*
- *Dr. Arlene Parisot, Director of Workforce Development and Two-Year Education, reminded the committee that the proposed policy places most of the responsibility for developmental coursework on the two-year institutions. Those two-year campuses are well-suited to provide that service, since they are open-enrollment institutions and already have the resources and expertise to insure student success in college, Dr. Parisot said. Dr. Clinard also reminded the group that the policy will have minimal impact on the number of students who need developmental course work, since its provisions simply utilize current placement practices across the System and make them part of official Board policy. Those placement practices are also reflected in the mathematics and writing proficiency policies adopted by the Board of Regents during the last four-year time period, Dr. Clinard said.*
- *Dr. Clinard and Deputy Commissioner Barber assured the Committee that students will still qualify for financial aid, even though they will not get college-level credit for developmental courses in most situations.*
- *Chair Hamilton said she supported the proposed policy. The Board of Regents is not being asked to change any of its previous policies on mathematics and writing proficiency, she said. Instead, it is being asked to set out its expectations about*

college preparation, as clearly and honestly as possible, so students and parents know what to expect when they come to the Montana University System. The Committee decided to move the proposed policy forward to the full Board for additional discussion. There was no consensus on a recommendation for the Board.

2. Level II Items

f. ITEM 136-2005-R0907: Center for Native Health Partnerships, Montana State University-Bozeman.

The University of Montana-Missoula Provost and Vice President of Academic Affairs, Dr. Royce Engstrom, said that he is very supportive of the next three items. He acknowledged that other campuses also have good things going on in these areas. Consensus to move forward to BOR.

g. ITEM 136-2006-R0907: Astrobiology and Biogeochemicals Research Center, Montana State University-Bozeman.

Consensus to move forward for approval of full board.

h. ITEM 136-2002-R0907: The Energy Institute, Montana State University-Bozeman.

Deputy Commissioner Barber agreed with Provost Engstrom's comments for Item d. Montana Tech has significant interest in this area, he said. UM may also. We discussed this with the CAOs. MSU would not oppose other such centers. Cooperation between campuses is something the Board of Regents values. Consensus to move forward to BOR. (This item was withdrawn at the full Board of Regents' meeting.)

i. ITEM 136-2703-R0907: Certificate in Practical Nursing and Associate of Applied Science degree in Registered Nursing, Montana State University-Billings College of Technology.

Deputy Commissioner Barber told the committee members that there was an error with the name of the degree program in the meeting materials. The item should say an Associate of Applied Science degree in Practical Nursing, since the Board approved that degree designation for all practical nursing programs in the Montana University System in May 2007. The MSU-Billings College of Technology already has a practical nursing program, Barber said, and it is asking for a Registered Nursing program with this item. The State Board of Nursing approved this program request at its October 2007 meeting, he noted. The Billings program utilizes the model nursing curriculum, Barber said, and it is the fourth such nursing program in the System to use that curriculum. Chair Hamilton asked if there was any recent data on nursing workforce needs in Montana. Deputy Commissioner Barber said that the most current information that we was aware of was the annual survey of healthcare workers administered by the Montana Hospital Association (MHA). Barber said the MHA plans to conduct that survey again in 2008, and he will make every effort to share the results with the Board of Regents at its May 2008 meeting. John Cech, dean of the MSU-Billings College of Technology, said that the Montana Department of Labor predicted a shortage of 2,900 registered nurses in Montana by the year 2015.

j. ITEM 136-2705-R0907: Associate of Applied Science degree in Power Plant Technology, Montana State University-Billings.

Dr. George White, Interim Provost and Academic Vice Chancellor of Montana State University-Billings, said that this item had gone through the internal review process and had no feedback. External constituents have expressed concern, so he would like to withdraw it until January, or March, 2008, to address those concerns.

k. ITEM 136-2853-R0907: Associate of Applied Science degree in Medical Billing and Coding, Montana State University-Great Falls College of Technology.

Chair Hamilton announced that this item and the next three (k-n) would be considered together. There was consensus to move all four forward to the full board.

l. ITEM 136-2855-R0907: Certificate of Applied Science in Computer Server

Administration, Montana State University-Great Falls College of Technology
Consensus to move forward to the full board.

m. ITEM 136-1503-R0907: Undergraduate Honors Program, Montana Tech of The University of Montana.

Consensus to move forward to the full board.

n. ITEM 136-1905-R0907: Associate of Applied Science degree in Welding Technology, The University of Montana-Helena College of Technology.

Consensus to move forward to the full board.

3. INFORMATION

a. Academic Program Review reports for 2006-2007

Since the program review process was already discussed in some detail, under Action Item b., Deputy Commissioner Barber just reminded the committee members that the results of the program review process will be part of the Board's materials at every November meeting. He also reminded the committee that it had the right to question the campus recommendations on individual programs, and change those recommendations if it did not agree with them. The committee members accepted the program review reports for 2006 – 2007, without comment.

b. Diversity Report, Montana University System – Brad Eldredge, OCHE

Because of time constraints this report was moved to the March, 2008 meeting..

c. Indian Education for All, the tribal histories project – Ellen Swaney, OCHE

Director of American Indian/Minority Achievement, Ellen Swaney provided hand-outs of a brief report on the project, including a template the tribes developed for the report. The project itself has taken multiple formats: DVDs, children's books, and scholarly works among them. Fort Peck chose a comprehensive history and requested a time extension until December to accomplish this. There is no permission to release anything yet. The representatives are working with the State Library System so that digitized copies will be available through that system. Formal presentations in the future are an option.

d. Update on Practical Nursing program at Flathead Valley Community College

Deputy Commissioner Barber reintroduced this subject by reminding the committee members that: 1) the Board of Regents had approved the practical nursing program in January 2007, with the proviso that the program be brought into compliance with the model nursing program by September 2007; 2) Flathead Valley Community College did not meet that deadline in September; and 3) to the best of his knowledge, nothing had been done to meet the Board's deadline. Therefore, Barber said, he put the issue back on the agenda so that the Board could make its expectations clear and Flathead Valley would know exactly what it was supposed to do. Regent Melvin said that she thought Flathead Valley needed to comply with the model nursing curriculum and the other members of the committee seemed to agree. Kathy Hughes, Vice President for Instruction at Flathead Valley, said her institution would do so.

4. CONSENT

Level I memorandum

Deputy Commissioner Barber discussed a proposal for Great Falls to take Practical Nursing program to distance delivery in four communities. The State Board of Nursing approved this on November 13th. MSUN does not have Practical Nursing and collaborated with Great Falls on clinical settings. Chair Hamilton expressed pleasure at the cooperation and asked if there were any cost savings to students. Joe Schaffer, Director of Outreach at MSU-Great Falls COT, said that the telemedicine network is being provided free so there is a savings, in this case. Motion carried to accept the Level I memorandum.

PUBLIC COMMENT

None.

11:54 AM ADJOURN