

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

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| UNIT/CAMPUS: UM/WESTERN | UNIT PRIORITY: 1 |
| NEW PROPOSAL NAME: ENHANCING EXPERIENCE ONE | |
| BOARD OF REGENT STRATEGIC GOAL: <u> X </u> ACCESS <u> </u> ECONOMIC DEVELOPMENT <u> </u> EFFICIENCY | |
| TOTAL BIENNIAL COST: \$430,000 | FUNDING SOURCES AND PERCENT: BASE \$430,000 |
| ADDITIONAL STAFF IN FY10 (FTE): 1.0 | ADDITIONAL STAFF IN FY11 (FTE): 0 |

DESCRIPTION OF NEW PROPOSAL:

Experience One scheduling, a form of block scheduling where students take and faculty teach a single course at a time, has been successfully adopted at The University of Montana Western. This scheduling system allows and encourages faculty to employ more active, collaborative and experiential pedagogical strategies – all known to enhance student academic and career success. Montana Western requests funds to help accomplish its strategic goals of (1) greater academic excellence and (2) support of Experience One through enhanced experiential teaching and learning. These campus goals fully support the *Board of Regents strategic plan, goal 1, number 1 -- Prepare students for success through quality higher education.*

In support of these goals, Montana Western is requesting a base-funding increase, following a careful analysis of needs by each academic department, completed in Fall 2007. Montana Western faculty members are creating various innovative teaching strategies within the block-scheduling format. It is important to share pedagogical methods that work and continue to develop new methods to take full advantage of block scheduling. Base funding is requested for training new faculty and continuous training of existing faculty. Some of this faculty development could occur during summer workshops that would be available to other MUS professors.

Undergraduate research is expanding in all disciplines, since this professional experience has been found to be a particularly valuable learning tool and we now have a flexible schedule to accommodate it. Base funds are requested to support student research activities. In addition, Montana Western requests increased base funding to hire technical staff to support undergraduate research with faculty and to free up faculty time to work directly with students. This request would be for the first laboratory technician to help in preparation of laboratory sections for academic classes and to help manage the science labs' supply room. Since research-based courses are taught in a compressed format, student and faculty access to information in a timely fashion is critical. Increased funding of library databases is therefore requested.

Summary of base funding requests: Undergraduate Research \$50,000; Faculty Development \$100,000; Library Databases \$20,000; Laboratory Technician \$45,000 = \$215,000 TOTAL

HOW SUCCESS IS MEASURED:

- Increased student retention
- Increased student engagement
- Increased student satisfaction
- Increased student success.

Final Draft -- December 21, 2007

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| UNIT/CAMPUS: UM WESTERN | UNIT PRIORITY: 2 |
| NEW PROPOSAL NAME: ACADEMIC PREPAREDNESS (STUDENT RETENTION AND SUCCESS) | |
| BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input type="checkbox"/> RECRUIT/RETAIN | |

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| TOTAL BIENNIAL COST: \$218,720 | FUNDING SOURCES: State Appropriation |
| FY 10 TOTAL COST: \$109,360 | FY 11 TOTAL COST: \$109,360 |
| FY 10 BASE FUNDING REQUESTED: \$108,300 | FY 11 BASE FUNDING REQUESTED: \$0 |
| FY 10 OTO FUNDING REQUESTED: \$0 | FY 11 OTO FUNDING REQUESTED: \$0 |
| ADDITIONAL STAFF IN FY10 (FTE): 2.0 | ADDITIONAL STAFF IN FY11 (FTE): 0 |

DESCRIPTION OF NEW PROPOSAL:

BOR policies 301.15 and 301.16 establish mathematics and writing proficiency standards for students seeking admission to four-year degree programs. As a result of these policies, Montana Western is provisionally admitting more students with notable academic deficiencies. These students require specialized coursework to address academic under-preparedness before being admitted to four-year programs. This proposal requests funding to add two full-time faculty who are trained to redress deficiencies in student mathematics and writing skills.

HOW SUCCESS IS MEASURED:

- Retention of provisionally admitted students
- Persistence of students from two-year to four-year academic programs
- Student satisfaction with academic support
- Faculty satisfaction with teaching academically ready students
- Retention of full-time faculty trained to meet the needs of under-prepared students
- Successful continuation of Montana high school graduates to postsecondary programs