

## MONTANA UNIVERSITY SYSTEM

### 2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

<b>UNIT/CAMPUS: UM WESTERN</b>	<b>UNIT PRIORITY: 1</b>
<b>NEW PROPOSAL NAME: ENHANCING EXPERIENCE ONE</b>	
<b>BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input type="checkbox"/></b> <b>RECRUIT/RETAIN</b>	

TOTAL BIENNIAL COST: \$870,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$435,000	FY 11 TOTAL COST: \$435,000
FY 10 BASE FUNDING REQUESTED: \$435,000	FY 11 BASE FUNDING REQUESTED: \$0
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 3.0	ADDITIONAL STAFF IN FY11 (FTE): 0

#### DESCRIPTION OF NEW PROPOSAL:

The goal of The University of Montana Western is to enhance teaching and learning under Experience One scheduling building on the success of an innovative and successful system of scheduling classes. Below is Montana Western's plan for accomplishing this during the 2011 biennium.

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. These campus goals fully comply with the *Board of Regents strategic plan, goal 1, number 1 -- Prepare students for success through quality higher education.*

The enhancement of faculty pedagogical skills is the foundation of increasing student success. At Western, by means of the systematic involvement of faculty in summer pedagogical institutes and in-trainings during Fall and Spring semesters, we would like to substantially develop faculty expertise in active, collaborative, and problem-, issue-, exploration- and case-study- centered pedagogical strategies. In addition, we would like to deepen faculty experience and expertise in strategies and tactics specific to the effective teaching of first-year students, and in team-taught learning communities in the first-year and general education curricula. Finally, because of our engagement with other block schedule colleges, we would like to facilitate participation in block college faculty conferences and in formal faculty exchanges. Block scheduling also provides a unique opportunity to diversify our academic programs with visiting scholars.

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 teaching and research with faculty for chemical store room maintenance, preparation and cleanup in laboratory courses. 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. The base budgets of academic departments need enhancement to provide resources necessary to fully engage in experiential learning.

Montana Western has demonstrated some recruiting success with its unique Experience One class scheduling system. The university seeks to expand and enhance its communications and marketing tools to recruit even more "good fit" students by initiating a comprehensive and extensive editorial contact program; developing, producing and maintaining a fully functioning, user-centered web presence; and creating and producing enhanced marketing and admissions collateral materials. The request includes an additional staff resource in this critical area.

**Summary of base funding requests:** Undergraduate Research \$50,000; Pedagogical Development \$100,000; Library Databases \$20,000; Visiting Scholars \$50,000; Marketing \$75,000; Laboratory Technicians \$90,000; Departmental Budgets \$50,000 = \$435,000 TOTAL

HOW SUCCESS IS MEASURED:

Increased student retention

Increased student engagement

Increased student satisfaction

Increased student success

Increased faculty retention, engagement, satisfaction & success

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

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