

CPBAC – College Planning, Budgeting, and Analysis Committee

02-28-20 | 8:30-10:00 am | Room B101

Members in attendance:

Dave Bonilla	Chief Technology Officer
Mary Kay Bonilla	Chief Student Affairs and Human Resources Officer
Andrea Fossen	Staff Senate
Leanne Frost	Director of General Studies
Leah Habel	Director of Financial Aid
Lorene Jaynes	Chief of Staff
Shannon Marr	Director of Recruitment and Enrollment
Marla McFerrin	Faculty-at-Large
Kathy Meier	Director of Disability Services
Charla Merja	Director of Academic Success
Russell Motschenbacher	Director of Health Sciences
Eleazar Ortega	Institutional Researcher - webex
Heather Palermo	Director of Lifelong Learning - webex
Jana Parsons	Faculty Senate Chair
Carmen Roberts	Director of Operations
Joel Sims	Director of Trades
Gary Smart	Director of Facilities Services
Troy Stoddard	Director of Advising and Career Center
Scott Thompson	Director of Communications and Marketing
Karen Vosen	Classified Staff-at-Large
Dena Wagner-Fossen	Registrar
Laura Wight	Director of Library Services
Mandy Wright	Director of Assessment

Members not in attendance:

Susan Wolff	CEO/Dean
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I. Introduction – Carmen Roberts

Ben McKinley will become the newest CPBAC member by filling the vacancy of Classified Staff at Large.

II. Administrative Program Review – Mallory Antovel

Attachment: List of Kudos

After this year, in which all programs were reviewed, administrative program reviews will move to a three-year review cycle of nine areas per year. For those with multiple programs, please respond to Mallory or Carmen regarding the review cycle you prefer: all in one year or spread out over three years. The APR committee will meet again in May to revise the forms.

Mallory noted that recommendations sent forward to ET were exactly as worded on the forms.

Recommendations listed by several departments were also forwarded. The committee hopes in the next year to develop a website which will include the forms as well as the list of kudos.

III. Dental Clinic Update – Carmen Roberts

Attachment: Architect Rendering

Carmen provided an update on the dental building design.

Building Design

Reception/Study Area: The reception/study area is designed for more space and privacy. When the clinic is not in session, all students will be able to use this space for a study area.

Operatories: There are five pods of five operatories each with the ability to add more if needed. Each operatory provides more space on either side of the patient and includes cabinetry. The size of each operatory is doubled from current. The current floor plans are displayed outside Carmen's office.

Current Traffic Flow and Proposed Changes

The design process involves possible rerouting of parking lot access. For pedestrian safety we are looking to eliminate the driving lane between the parking lot and the building.

General and Utilities Disruption:

It will be noisy during the next year. We will work with faculty and the contractor to reschedule classes as needed. All utilities with the exception of sewer must be rerouted. Several days' disruption are anticipated between mid-July through mid-August, and the college may be closed for several days during the summer. We are working with Bozeman to ensure that at least minimal access to a server is maintained.

Hoping to break ground late August-mid September; the time that 25 dental hygiene students will be accepted is Fall 21.

The college will spend \$1,000,000 on furnishings and equipment, using college funds, donations and Perkins fund. Dental chairs are a main expense and eventually will go back to replacement schedule.

IV. FY21 Budget – Carmen Roberts

Anticipated revenue is \$10,500,000 for FY21 based on flat enrollment projections, which is \$350,000 less than last year. Carmen requested input from CPBAC members on FY21 enrollment projections.

Enrollment Discussion:

- Each % drop in enrollment is \$27,500 less revenue. Enrollment decreasing 2.5% results in approximately \$70,000 less revenue.
- A number of factors play into enrollment projections, including high school enrollment, low unemployment, new military waivers, & class offerings.

CPBAC decision was to estimate budgets based on a 3% decrease in enrollment. This will require a 1-2% decrease in our operations budgets.

Carmen will send out budget sheets today. Budgets are due back March 20, 2020. Budget will be finalized in June. Any budget increases must first be discussed with Carmen.

V. Operational Plan – Mandy Wright

Attachment: Operational Plan Review Document

CAAAC reviewed the Operational Plan survey feedback and is requesting CPBAC comments. Mandy reviewed the Operational Plan and CPBAC members' feedback was documented.

The Operational Plan will be distributed to CPBAC for a vote within the next week.

CPBAC

February 28, 2020

- I. Introduction (5 minutes)
Carmen Roberts – Director of Operations
- II. Administrative Program Review (10 minutes)
Mallory Antovel – Human Resources Manager
- III. Dental Building Update (15 minutes)
Carmen Roberts – Director of Operations
- IV. FY21 Budget (15 minutes)
Carmen Roberts – Director of Operations
- V. Operational Plan (30 minutes)
Mandy Wright – College Assessment-Analysis-Accreditation Committee (CAAAC)

Administrative Program Review - Department Kudos

The APR Committee wanted to provide an overview of good things happening on campus that may or may not be widely known. Below are items that came up from our reading:

- **Admissions** did a great job pushing through when they were without a director for 7 months. The team continued to work hard and fulfill their duties even when they felt like they didn't have purpose or know which road to take.
- **Advisors** have been taking on extra duties with lack of the first-year coach and also speaking with prospective students. They have gone through a lot of adjustments with the office relocation and extra tasks. With all this, plus the 8-week blocks, they have still been able to manage their responsibilities in a timely manner.
- **Financial Aid** worked through roadblocks to figure out how to allow students to start in the 2nd 8-week block & maintaining compliance with federal regulations
- **Special Projects** department is quick and receptive to the campus' needs and is responsive in submitting necessary reporting documents. The timeliness of this department's work is imperative for the success of the institution. This Department's work included: revision of the strategic plan, selection for Northwest Commission on Colleges and University's Mission Fulfillment Fellowship, successful submission of NWCCU ad hoc reporting, oversight and submission of 18-19 quarterly reports and budget amendments, monitoring progress on projects, and submission of 19-20 application, and involvement with NASH HIPS grant and efforts by OCHE to institutionalize practices targeted in grant project.
- **Office of Student Engagement** has really been working hard to get students involved in different groups, making positive changes to campus (new tobacco policy), and working with other departments in order to get students involved with different events the various departments host.
- A couple of staff changes in **Business Office/Student Accounts** has created an opportunity to reevaluate processes for the better in order to be more efficient. One of their goals is to work on cross training which I believe is very critical in this area in case an employee is absent for a period of time. I think the team works well with each other which is essential with the new software being implemented. This is also the only department whose manager specifically requested Professional Development opportunities for their staff – way to go, Oceane!
- **eLearning** has the most amazing customer service! They are always so willing to help faculty and students. If they don't know the answer, they will find one. They are timely, professional, and creative. This is important to students and faculty as they all use D2L and they all have different issues with it at any given time. With D2L being mandatory for classes it has to work, and the team in eLearning continue to make that happen.
- **Vet Center** student retention rates continue to remain steady or even increase, despite low enrollments. The Vet Center proves its worth with these numbers.
- **Night Out for Science** was a huge success, raising funds for scholarships & generating interest from the community
- **Many of our departments** stay well within their budget
- **All departments** continue to do more with less, while remaining student-centered
- **HR** is involved at a campus and state level & has a great relationship with ALL of campus
- **IT** is working with other campuses to get us needed technology at good prices

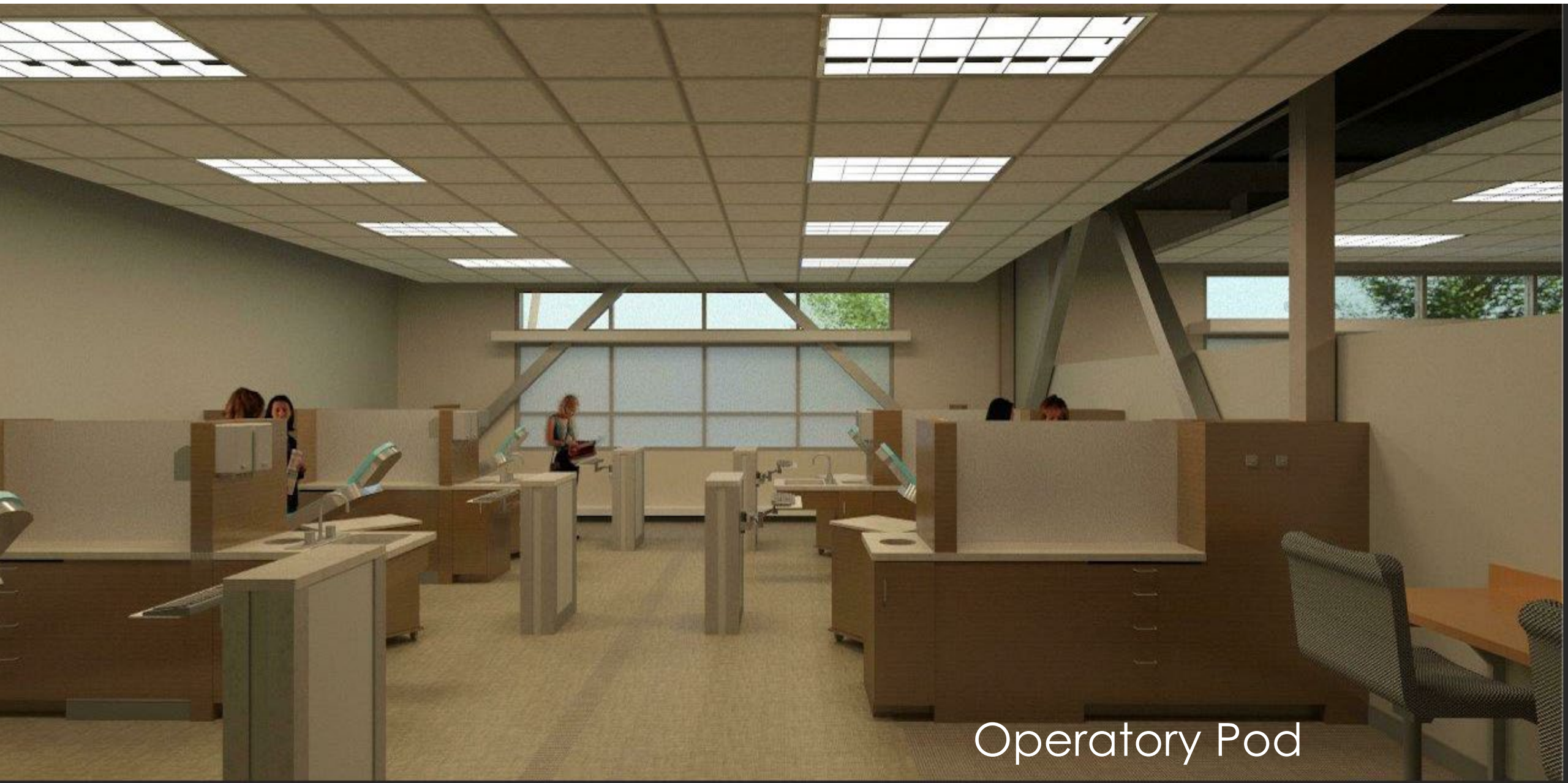
- Paramedic Academy through **Lifelong Learning** was a huge success
- **General Studies** moved everything to 8-week blocks and added new programs **PLUS** Stacy has taken over administrative duties for Trades in addition to General Studies
- Successful accreditation visits in **Health Sciences**
- **Library** continues to do a lot for our students and the community – new casual seating, community events, story time, Research 101, etc. – Special shout out to their story time!
- **Institutional Research** continues to run efficiently by looking at processes and finding better, faster ways to do them



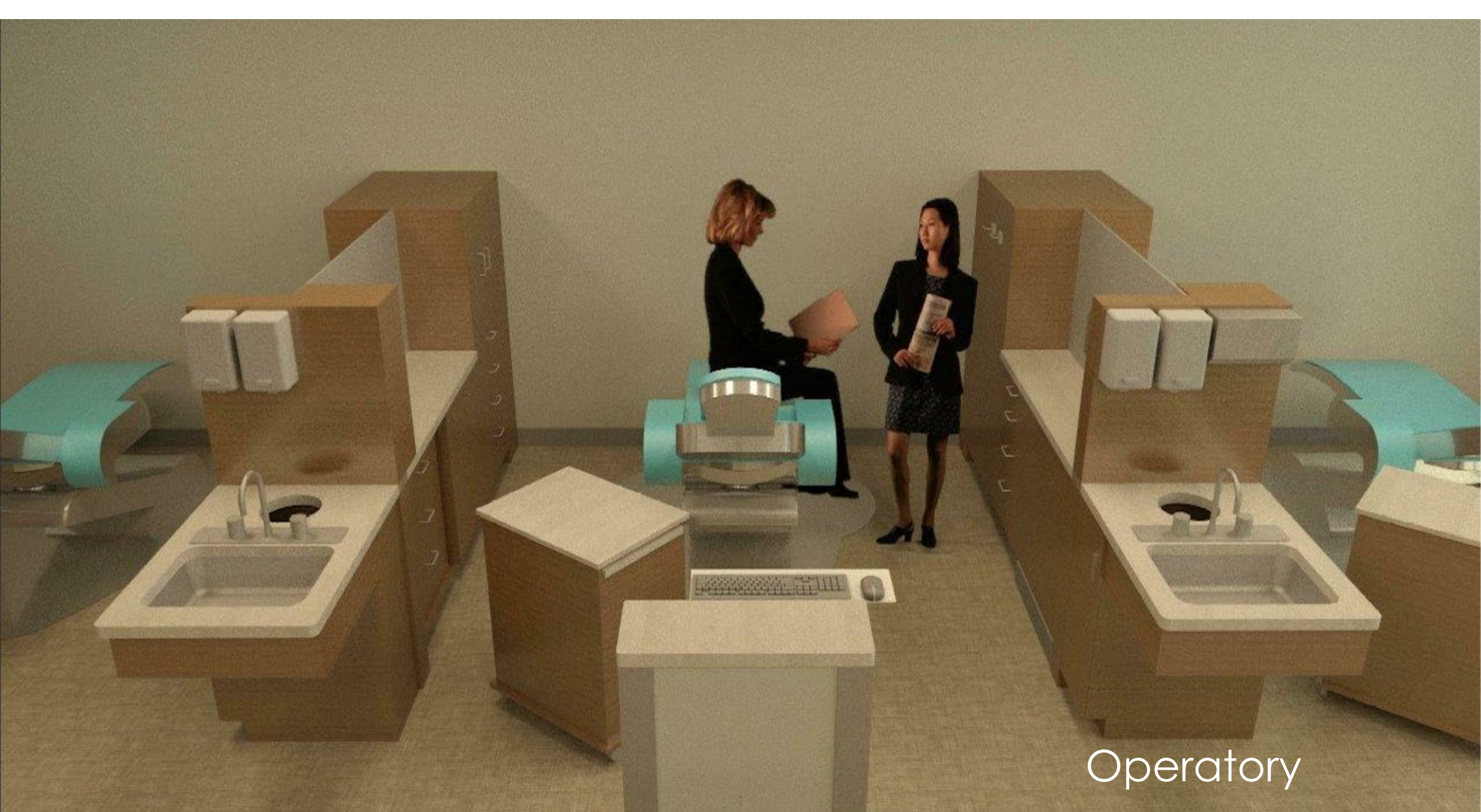
New Dental Clinic—Opening Fall 2021

Reception/Study Area



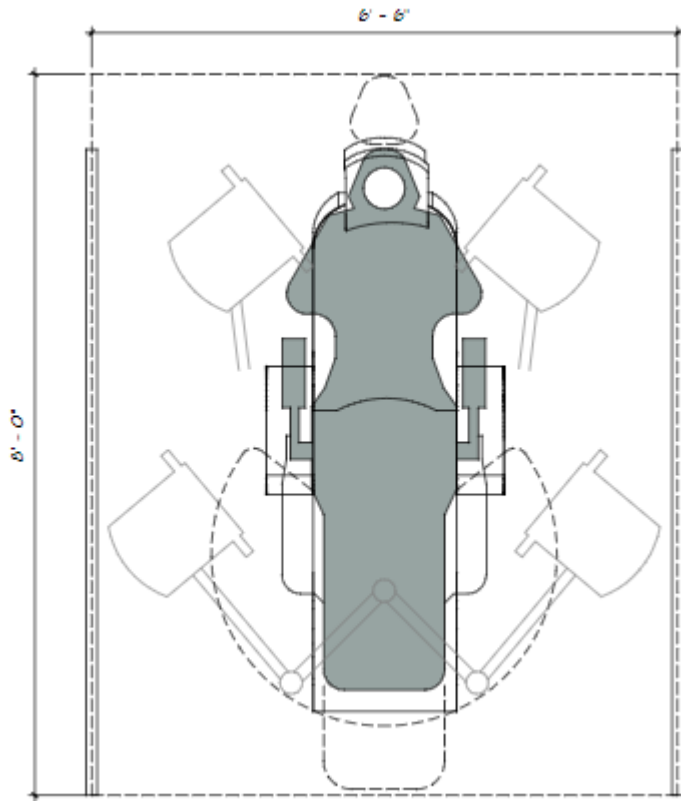


Operatory Pod

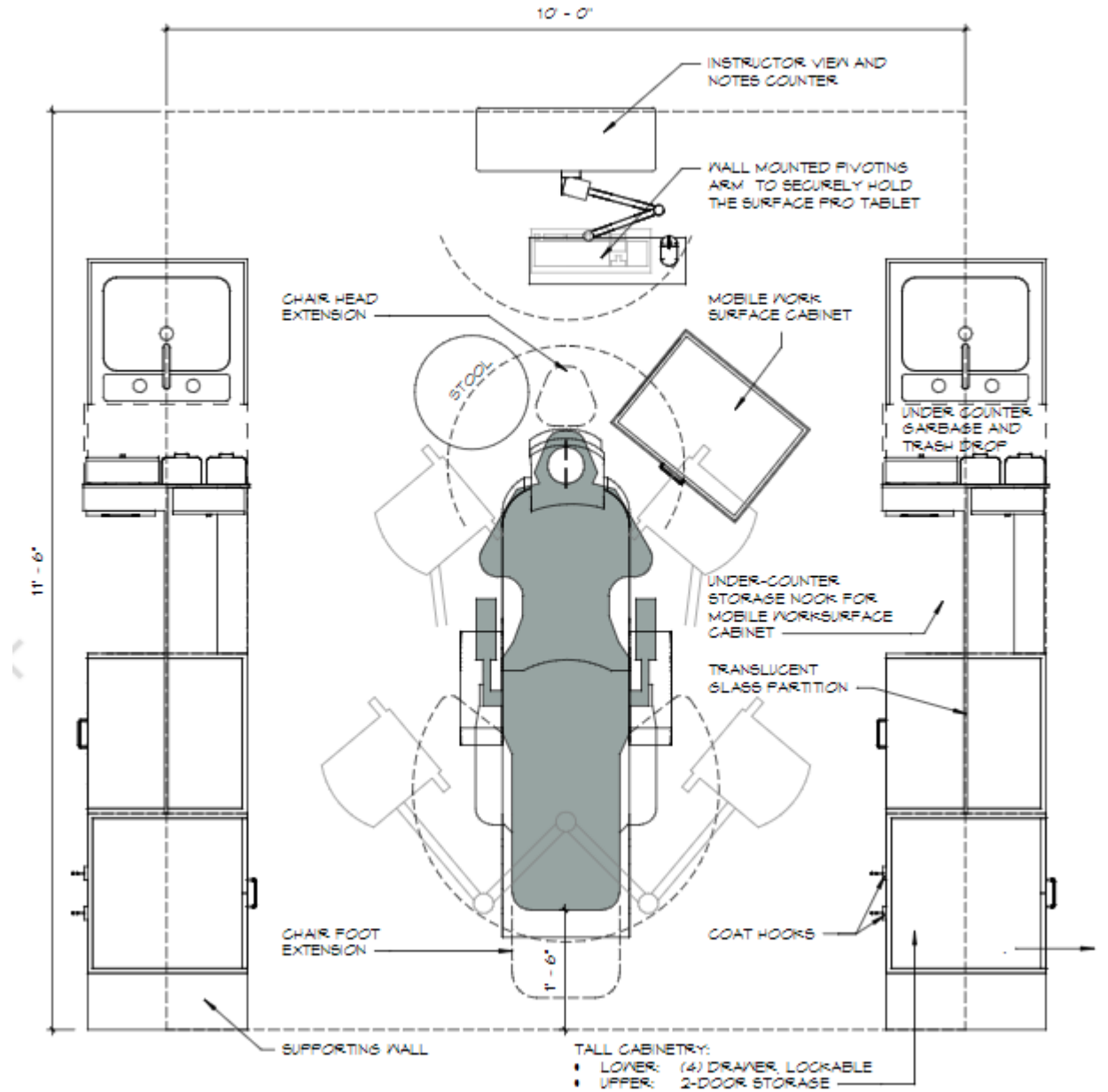


Operatory

Current Operatory



New Operatory



Current Traffic Flow



Proposed Changes



Highlighted items need to be included in a glossary

Strategic Goal 1: Promote student success, leading to increased retention and completion

Strategic Goal 1: Actions	Metrics	Operations (effective upon approval through June 30, 2022)
<p>1.a: Integrate high quality, high impact practices <u>(HQ HIPs)</u>.</p>	<p>Within 5 years, 70% of graduates have experienced two high quality, high impact practices.</p>	<p><u>(Director of Assessment, Retention & Completion</u> subcommittee chair)</p> <ol style="list-style-type: none"> 1. Create campus framing language of HQ HIPs <ol style="list-style-type: none"> a. Review survey responses 2. Training to understand & apply framing language 3. Send revised survey incorporating framing language to find out if instructors include HQ HIPs 4. Supply additional (optional) training for interested faculty 5. Develop rubrics to assess/vet HQ HIPs, based on framing language—assessing effectiveness of HQ HIPs implementation (meets/does not meet framing language) 6. Apply vetted HQ HIPs in classes <u>(pilot spring 2021)</u> 7. <u>Collect data for metric (begin tracking in spring 2021)</u> 8. <u></u>

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<p>1.b: Support students in articulating and attaining their educational goals.</p>	<p>Within 5 years, 100% of a random sample of degree-seeking students have a documented purpose, plan, and path.</p>	<p>(Advising and Institutional Research) Redefining:</p> <ul style="list-style-type: none"> ● Purpose-major and concentration for Gen Ed ● Plan- academic plan ● Path- action of how plan is carried out (advising needs to tighten this up a bit) <ul style="list-style-type: none"> ○ <u>CAAAC needs to understand how academic plans are being shared, updated, and tracked (talk to advising)</u> <ol style="list-style-type: none"> 1. Create a marketing/information campaign for students, faculty and staff to understand purpose/plan/path 2. Create a way for faculty to discuss purpose/plan/path in the classroom – connecting bigger picture to day-to-day coursework – why are you here? 3. Create baseline data
<p>1.c: Provide faculty and staff development to assist in developing, implementing, and assessing high quality, high impact practices.</p>	<ol style="list-style-type: none"> 1. Within 5 years, 50% of faculty participate in professional development pertaining to student success (integrative educational model). 2. Within 5 years, 50% of staff participate in professional development pertaining to student success (integrative educational model). 	<p>Ties into 1.a. model (Faculty Development Center for faculty, HR Manager for staff) <u>*HR Manager to support documenting and tracking participation; not providing training</u></p> <ol style="list-style-type: none"> 1. Training for faculty & staff to understand & apply framing language of HQ HIPs and integrative educational model 2. Supply additional (optional) training for interested faculty and staff 3. Measure faculty & staff participating in training for HQ HIPs and integrative educational model

Commented [JP1]: Mandy / Leanne R & C goal on HIPs definitions/framing language. Leanne, Mandy, Becky in charge

Commented [JP2]: Troy and advising

Deleted: Need to figure out how to share academic plans better with students

		4. Baseline data (#participating)
1.d: Identify and implement opportunities for collaboration between curricular and co-curricular units to support student success.	1. Joint Director task forces (Enrollment & Engagement and Retention & Completion) will demonstrate successful collaboration by accomplishing stated goals and tasks.	(Admin Assist and ET liaison to JD) 1. Tracking spreadsheets for Joint Directors (JD) save spreadsheets with new dates rather overwriting older file to track progress) 2. Updates in JD notes 3. Needs to communicate outside of JD - maybe CAAAC then to CPBAC
1.e: Strengthen the student learning assessment process.	1. Within five years, the student learning assessment of a random sample of students will show an improvement over the baseline set in Year Three.	(Assessment Director, Special Projects) 1. <u>Create model for assessment for fall 2020 implementation</u> 2. <u>Ongoing research of best practices</u> 3. <u>Ongoing collaboration with faculty to monitor and improve existing practices</u> 4. <u>-----</u>

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Strategic Goal 2: Increase enrollment and retention of General Education & General Studies students to ensure sustainability

Strategic Goal 2: Actions	Metrics	Operations
<p>2.a: Implement an integrated educational model to help reduce the time to graduation and increase satisfaction.</p>	<ol style="list-style-type: none"> 1. Within five years, increase by 10% the proportion of General Education and General Studies students who graduate within 150% time. 2. Within two years, 75% of student survey respondents will report positive experiences on the integrated educational model survey (ability to work, focus on classes, manage homework, feeling prepared). 	<p>(Institutional Research)</p> <ol style="list-style-type: none"> 1. Track graduation rates for General Education & General Studies students, <u>using IPEDS logic and definitions</u> 2. Get baseline data before '8 weeks' & track to target <p>(CAAAC)</p> <ol style="list-style-type: none"> 1. '8 week' survey data – review questions/responses – 2. CAAAC review (March) 3. Track response rates 4. Get baseline data & track to target, share with Ret. & Com. Committee, <u>JD, ET, and CPBAC</u>

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<p>2.b: Encourage enrollment through the Connections 101 partnership.</p>	<ol style="list-style-type: none"> 1. Within two years, 75% of applicants referred to Connections 101 will enroll in the program. 2. Within five years, students who successfully complete Connections 101 and enroll at GFC MSU in General Education or General Studies will have a retention rate at or above the campus retention rates. 	<p>(Advising Director, Career and College Readiness Center, Admissions, Enrollment & Engagement task force)</p> <ol style="list-style-type: none"> 1. GFPS data 2. The referred student tracking – might need some work? 3. Of Connections 101 students as defined track retention rates compared to campus 4. <u>Need to define 'which retention' rate...</u> 5. <u>Provide enhanced student coaching for the first year for Connections 101 students enrolling at the college</u>
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Commented [MW3]: Work with student services directors to create tracking solution. We need to track referrals on our end to find out how many students that we refer actually enroll in CCRC.

Strategic Goal 3: Strengthen the campus culture and work environment.

Strategic Goal 3: Actions	Metrics	Operations
<p>3.a: Increase documentation and improve processes for shared governance.</p>	<p>1. Audit of committees will show that 100% of committees have updated reports on structure, goals, process and progress.</p>	<p>(Exec Assist to <u>CEO/Dean</u>, CPBAC)</p> <ol style="list-style-type: none"> 1. <u>Put</u> master list of committees and <u>their chairs (as appropriate) on the college website and communicate this to the campus.</u> 2. <u>Establish guidelines for agendas and notes</u> 3. <u>Develop a flow chart of committee structure within the college decision-making framework, their action/decision-making authority, and committee to the campus community.</u> 4. Using master committee list, create talking points/questions to have conversations with committee chairs (define what we are looking for) <ul style="list-style-type: none"> o How committees document conversations and actions o How committees function in the larger institutional structure (action/decision) o How committees communicate to the campus 5. <u>Work with ET, Faculty Senate, CPBAC, Staff Senate to identify/remove defunct committees</u> 6. Collect/document updated committee info 7. Establish consistent method and repository for reports and information

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Commented [MW4]: Jeri will look at last accreditation report to see if we have something like this

Commented [JP5]: Lorene and CPBAC

		<ul style="list-style-type: none"> ○ <u>Including process for disbanding committees</u>
3.b: Assess faculty and staff participation in health and wellness, personal, management, and professional development opportunities.	<ol style="list-style-type: none"> 1. Develop a plan to assess participation. 2. Based on the assessment, develop a plan to improve participation in targeted areas. 	<p>(Human Resources Manager, Instructional Designer)</p> <ol style="list-style-type: none"> 1. Create a list of wellness activities, professional development opportunities, voluntary committees, etc. that have been offered in the past (FDC, faculty support group, social committee) <ul style="list-style-type: none"> ○ <u>Head count</u> 2. Review <u>head count</u> 3. Develop plan

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