

**Executive Team Meeting Notes**  
**April 2, 2019 | 8:30 – 10:00 a.m. | Room G2**

**Purpose Statement:** *The Executive Team will meet and create a supportive environment in which to exchange information, solve problems, coordinate efforts, and create improvements that will benefit the college.*

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| <b>Members:</b>   |   |
| Dr. Susan J. Wolff, CEO/Dean                            | Ms. Mary Kay Bonilla, Chief Student Affairs and Human Resources Officer |
| Dr. Heidi Pasek, Chief Academic Officer                 | Ms. Lorene Jaynes, Executive Assistant to the CEO/Dean                  |
| Ms. Carmen Roberts, Interim CFO                         |   |
| <b>Guests:</b>  |   |
| Eleazar Ortega, Institutional Researcher & Data Analyst |   |

**Gratitude**

All

**Agenda**

|   |  |  |
|---|--|--|
| <b>1. High Impact Practices Inventory</b>   | <b>Presenter:</b> <i>Eleazar Ortega</i>              | <b>ET Lead:</b> <i>Dr. Pasek</i>                   |
| <p>Ms. Ortega presented the results of a survey prepared for the college with tools received through the NASH HIPs grant. 51 instructors responded with 30 stating they incorporate at least one HIP in their courses. The more detailed results will be shared internally and are important to assessment and included in future accreditation reports. <i>*See attachment 1.</i></p>  |  |  |
| <b>2. 8-Week Task Force Updates</b>   | <b>Presenter:</b> <i>Dr. Pasek &amp; Ms. Bonilla</i> | <b>ET Lead:</b> <i>Dr. Pasek &amp; Ms. Bonilla</i> |
| <p>Monthly during last meeting of the month.</p> <p>Dr. Natasha Jankowski from the National Institute for Learning Outcomes Assessment spent time on campus working with the College Analysis, Assessment, and Accreditation Committee on the Strategic Plan and the afternoon with Ms. Mandy Wright on assessment. The CAAAC is finalizing its work on the Strategic Plan for presentation to Dr. Wolff.</p> <p>Dr. Pasek noted that she and Ms. Bonilla are working with the Communications and Marketing Division on populating the <i>8-Week Advantage</i> web page.</p> <p>The Task Force groups are meeting and heading in the right direction.</p> |  |  |
| <b>3. LAD Performance Audit on MUS Campus Coordination Findings</b>   | <b>Presenter:</b> <i>Dr. Wolff</i>                   | <b>ET Lead:</b>                                    |
| <p>The Legislative Audit Division provided a draft report on findings from a study in MUS Campus Coordination conducted last year. Moving forward, OCHE will prepare a written response to the draft report with finalization in May/June and present to the Legislative Audit Committee in late June.</p>  |  |  |
| <b>4. First Amendment Auditors</b>  | <b>Presenter:</b> <i>Dr. Wolff</i>                   | <b>ET Lead:</b> <i>Dr. Wolff</i>                   |
| <p>There are individuals and/or groups who are engaging and video taping public officials provoking inappropriate responses. Please be aware of what might be occurring around you.</p>   |  |  |
| <b>5. Equipment Fee Spending</b>  | <b>Presenter:</b> <i>Ms. Roberts</i>                 | <b>ET Lead:</b> <i>Ms. Roberts</i>                 |
| <p>The Equipment Spending Fee no longer requires Board of Regents' approval but GFC MSU student approval only. Ms. Roberts noted the process will change this year offering two rounds of proposals for spending. The first round in spring will include requests for what is absolutely necessary for fall semester. The second round will take place once fall semester classes have started to identify gaps where new technology is needed.</p>   |  |  |

**REMINDERS**

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| <b>NWCCU Standards Review</b> | <i>Respond by April 15 via email instructions</i> |
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## Upcoming Events

### April

- **NoMore Violence Week** *April 1-5*
- **Two-Year College Research Day** *April 5, Highlands College*

### May

- **Commencement** *May 4, McLaughlin Center, 4pm*
- **Board of Regents** *May 22-23, Great Falls College MSU*

# High Impact Practices Inventory- Spring 2019

Presentation to the Executive Team  
April 2, 2019  
Office of Institutional Research

## Survey Responses

- **51** instructors responded to the survey
  - *30 indicated they incorporate at least 1 HIP into their course(s)*
  - *21 stated they do not incorporate any of the listed HIPs*

Do you teach any course(s) that include any of the following learning opportunities? Select ALL that apply.

- Instructors saw a list of seven HIPs, along with definitions
  - Also had the option to select “None of the above”
 

|                                     |                      |
|-------------------------------------|----------------------|
| First-year seminar                  | Learning communities |
| Service or community-based learning | Field experiences    |
| Undergraduate research              | Study abroad         |
| Capstone course or project          |                      |
  
- Definitions of HIPs were obtained from the following source:
  - *Kuh, G. D. (2008). High-Impact Practices: What they are, who has access to them, and why they matter, Association of American Colleges & Universities, <https://www.aacu.org/leap/hips>*

Do you teach any course(s) that include any of the following learning opportunities? Select ALL that apply.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>First-year seminar</b> (small groups of 1<sup>st</sup> year students, together with faculty or staff, meet on a regular basis with a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop student intellectual and practical competencies)</li> <br/> <li>• <b>Undergraduate research</b> (students across disciplines are involved in working with professors to answer important questions through a variety of methods and methodologies)</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Service or community-based learning</b> (students receive direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. Field-based experience with community partners is an instructional strategy- and often a required part of the course)</li> <br/> <li>• <b>Learning communities</b> (students take 2+ linked courses as a group and work closely with one another and with their professors. Learning is integrated across courses and involves students with questions that matter beyond the classroom)</li> </ul> |
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Do you teach any course(s) that include any of the following learning opportunities? Select ALL that apply.

- **Field experiences**--including internship, co-op experience, practicum, or clinical placement (students receive direct experience in a work setting—usually related to their career interests—with the benefit of supervision and coaching from professionals in the field)
- **Study abroad** (students complete part of their degree program through educational activities outside the United States)
- **Capstone course or project** (culminating experience that requires students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned)
- **None of the above**

## Responses

- Refer to first worksheet

| Number of HIPs used in their course(s) | Number of responses |
|--|---------------------|
| 1 HIP                                  | 19                  |
| 2 HIPs                                 | 5                   |
| 3 HIPs                                 | 5                   |
| 4 HIPs                                 | 1                   |

## Responses

- Refer to first worksheet
- These reflect a duplicated count of instructors—as each could identify more than 1 HIP

| Type of HIP(s) used in their course(s)   | Number of responses |
|--|---------------------|
| Service or community-based learning  | 12                  |
| Undergraduate research   | 10                  |
| Field experiences—including internship, co-op experience, practicum, or clinical placement | 10                  |
| Capstone course or project   | 6                   |
| Learning communities   | 5                   |
| First-year seminar   | 5                   |
| Study abroad   | 0                   |

Identify ONE course you teach that you believe includes the best example of ONE of these practices. The remainder of your responses will be about this course and/or specific practice.

Enter the course name below (e.g., BIOH 100)

- Refer to second worksheet for these responses
- HIP and High Quality HIP definitions were obtained from the Lumina grant proposal definitions, based on these two sources:
  - *Kuh, G. D. (2008). High-Impact Practices: What they are, who has access to them, and why they matter, Association of American Colleges & Universities, <https://www.aacu.org/leap/hips>*
  - *Kuh, G. D. (2013). Ensuring Quality and Taking High Impact Practices to Scale.*