

CPBAC Meeting 4/29/2022
8:30-10:00 am
B101/WebEx

Members in Attendance

Carmen Roberts	Executive Director of Operations
Charla Merja	Director of Academic Success
Dena Wagner-Fossen	Registrar
Dr. Eleazar Ortega	Institutional Researcher and Data Analyst
Gary Smart	Director of Facilities Services
Jana Parsons	Faculty Senate Chair
Joel Sims	Director of Trades
Kathy Meier	Director of Disability Services
Karen Vosen	Classified Staff-at-Large
Leah Habel	Director of Financial Aid
Dr. Leanne Frost	Executive Director of Instruction
Mandy Wright	Director of Teaching and Learning Innovation
Marla McFerrin	Faculty-at-Large
Scott Thompson	Director of Community Relations
Shannon Marr	Director of Recruitment and Enrollment
Dr. Stephanie Erdmann	CEO/Dean
Troy Stoddard	Director of Advising and Career Center

Members not in Attendance

Tammie Hickey	Interim Director of Lifelong Learning
Dave Bonilla	Chief Technology Officer
Mandilynn Lee	Faculty-at-Large
Mary Kay Bonilla	Chief Student Affairs and Human Resources Officer

Course Modality Definitions Presentation—Dr. Mandy Wright

Presented standard course type definitions

On-Site: classes are in person at the Great Falls College MSU campus. Many on-site courses are technology-enhanced, giving students' access to high-quality instruction and resources.

Online: classes can be taken anywhere! Online courses are not self-paced but do offer flexibility for busy people. Many instructors also offer optional virtual help sessions for students who want extra support.

Live online: classes are 100% online using video conferencing tools on scheduled days and times, offering students live instruction without being in a physical

classroom. Instructors and students interact live as if in a traditional classroom but may be conveniently located anywhere.

Blended: courses offer a combination of reduced live instruction time and the flexibility of online work. The live portions of the course take place on scheduled days and times, either on-site or live online. The rest of the class time takes place entirely online.

Hyflex: courses are the most flexible course model--students choose how they attend and participate. Join the scheduled time in-person on campus or participate fully online if attending the live sessions is not an option. Some classes also offer live online participation through video conferencing tools.

Website: https://students.gfcmsu.edu/course_modalities.html

Suggestion to change term hybrid to blended to avoid confusion with hyflex courses

Accreditation Visit Summary Report—Dr. Stephanie Erdmann

Review of commendations and recommendations from accreditation site visit

Commendations:

- Establishing a collaborative and supportive environment focused on students.
- Being innovative, flexible, and responsive to community workforce needs, expanding access to relevant programs, and intentionally scheduling courses and programs to increase student success.
- Its expansion of remote instruction, support services, and engagement activities during the pandemic.

Recommendations:

- Continue to develop an ongoing and systematic evaluation and inclusive planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement (NWCCU 2020 Standards 1.B.1. and 1.B.3).
- Widely publish and use disaggregated indicators of student achievement to identify and mitigate gaps in achievement and equity through planning, decision-making, and allocation of resources (NWCCU 2020 Standards 1.D.3. and 1.D.4).

Next Steps:

- Draft report of findings from NWCCU to Great Falls College within 7 days of visit. Great Falls College has 7 days to respond.
- Second draft report of finding from NWCCU to Great Falls College within 10 days following initial response. Great Falls College has one more opportunity to provide clarification within 10 days of receipt of second draft.
- CEO/Dean and others appear at the June 2022 NWCCU Board of Commissioners Meeting to meet with the Chair of the Evaluation Committee, make a brief

statement to the Commissioners, and participate in a question-and-answer session related to aspects of our evaluation and reports.

Year 6 report follow-up:

- Two recommendations from year 6 report regarding policy review and cyber security were adequately addressed by year 7 report and campus visit, so no further action with NWCCU is necessary.

Announcement of Jeri Pullum’s retirement; her position will be reworked to be a combination of grant management and institutional researcher, which will report to Dr. Ortega

Budget update—Carmen Roberts

Fiscal Year 2022 year to date

Revenue:

	Budgeted	Actual	Difference	Rate
Summer Tuition	218,950	215,983	-2,967	-1.36%
Fall Tuition	1,184,500	1,111,349	-73,151	-6.18%
Spring Tuition	1,205,850	1,126,606	-79,244	-6.57%
Total Tuition	2,609,300	2,453,938	-155,362	-5.95%
State Allocation	7,227,367	7,227,367	0	
Other	231,389	123,130	-108,259	-46.79%
Total Revenue	10,068,056	9,804,435	-263,621	-2.62%

Expenditures

	Budgeted	Actual	Remaining	Rate
Personal Services	8,526,543	6,513,834	2,012,709	76.39%
Operating Expenses	1,541,513	1,221,556	319,957	79.24%
Total	10,068,056	7,735,390	2,332,666	76.83%

Estimated shortfall in revenue of \$265,000 will be offset by estimated budget underspending of \$300,000.

Fiscal Year 2023 Budget

Revenue:

- State funding increase due to base increase and earning 94% of performance based funding
- Tuition—budgeting for flat enrollment and 3% resident tuition and 5% non-resident tuition increase
- Total revenue estimate is \$10,453,456, which is \$385,400 higher than FY2022.

Expenditures:

- Personal Services estimate is \$8,977,937, which is \$451,000 than FY22
 - Due to return to 12 months of health insurance premiums (\$210,000), vacancies from FY22 that will be filled in FY23 (\$80,000), 11/5/22 pay increase (\$91,000), increase to base wages for classified positions (\$70,000)

Current budget shortfall is \$98,000. Still many moving pieces, so should be able to narrow this gap by July when budgets are due.

HEERF Spending Update

Grant	Awarded	Spent		earmarked	Remaining
		Student	Institutional		
32C001 HEERF I-S	422,611	422,611	-		
32C002 HEERF I-I	422,611	218,045	204,566		
32C011 HEERF II-S	422,611	422,611			
32C012 HEERF II-I	1,307,722	181,955	1,115,374		10,393
32C111 HEERF III-S	1,516,311	1,516,311			
32C112 HEERF III-I	1,330,141	968,541	199,570	13,850	148,180
Total	5,422,007	3,730,074	1,519,510	13,850	158,573

Still an opportunity to spend institutional funds on items that will improve online access or improve our ability to manage a pandemic in the future. Requests for spending need to be to Carmen by May 15, 2022. Spending must be complete (and items on-site) by June 30, 2022.

Strategic Plan Draft—Dr. Ortega, presenting for StAR

Collecting feedback until May 4 on metrics for strategic plan; draft of the plan can be reviewed and feedback submitted here:

https://montana.qualtrics.com/jfe/form/SV_1yL5aHhSz5zG6xg

Retention Rates Report—Dr. Ortega

Developed new report that looks at retention in two ways for all degree-seeking students enrolled:

1. Fall to spring retention
2. Fall to fall

Report will also provide the reasons for attrition when available

Most recent report is attached to notes and can also be found in the CPBAC Teams folder