

Shared Policy Goals
2021 Legislature
MUS Metrics – September 2021

The Office of Commissioner of Higher Education agrees to partner with the Montana Legislature, represented by the Joint Education Appropriations Subcommittee on Education, to further the following Shared Policy Goals:

Tribal College Transfer Partnerships

Recognizing that the Montana University System (MUS) and Montana's Tribal Colleges inhabit separate governance structures, the MUS shall enhance its efforts to engage Tribal Colleges to improve the experience of students transferring from Tribal Colleges to MUS institutions.

1. Expand Tribal College participation in the MUS Common Course Numbering system.
 - *Add 2-3 new Tribal Colleges to Common Course Numbering system.*
2. Expand Tribal College participation in Faculty Councils addressing "Transfer Degree Pathways" that reduce time-to-degree completion for students transferring from 2-year colleges to 4-year colleges.
 - *Add at least 1 Tribal College faculty member to each Faculty Council addressing Transfer Degree Pathways.*
3. Evaluate the "bulk transfer" of A.A. or A.S. degrees from Tribal Colleges so that they satisfy general education requirements at MUS institutions.
 - *Establish, convene, and secure assessment report from joint MUS-Tribal College workgroup on the feasibility of "bulk transfer of A.A. and A.S. degrees from Tribal Colleges to MUS institutions.*

American Indian Language Linguistic Programs

Establish one or more MUS campuses as internationally recognized center(s) for the study of Montana's American Indian languages. Examples:

4. Work with flagship campuses (UM and MSU) to grow investment in faculty and curriculum that support instruction related to Montana's Tribal Nations.
 - *Assess opportunities to provide material (e.g. \$) resources, human resources, and curriculum (both independent courses and embedded material) related to Montana's Tribal Nations.*

5. Articulate a "2+2" language pathway for Tribal College students to study both Native Language and general linguistics in collaboration with MUS Institutions.
 - *Convene faculty, students, and administrators for workgroup that will discuss and design a "2+2" language pathway for students to study both Native Language and general linguistics at a Tribal College/ MUS campus.*

Public-Private Joint Ventures for CTE

Where possible, pursue public-private partnerships that expand workforce training programs. Examples:

6. Add workforce training programs that would otherwise not exist (e.g. Finishing Trades Institute of the Upper Midwest); work to expand partnerships and training programs available through Montana's Tribal Colleges.
 - *Successfully plan (e.g. site selection, MOU) and launch FTIUM-MUS collaboration with first students enrolled in 2022.*
7. Expand workforce training programs (both credit and non-credit) offered by MUS campuses to private businesses and industries; leverage tax incentives, statutorily designated funds, and available general fund dollars to reduce the cost of programs for students, employers, and campuses.
 - *Substantially increase the number of industry-driven training programs that connect businesses in high demand sectors with training programs offered by MUS campuses.*
 - *Secure additional funds (federal, state, local, private) to make additional workforce training programs financially sustainable for trainees, employers, and MUS campuses.*
 - *Enhance workforce training partnerships with MT Chamber of Commerce, DLI, OPI, other educational providers.*

Partnership with OPI's Digital Academy

Refine the partnership between the MUS, the OPI and the Digital Academy in order to expand dual enrollment course offerings, for example:

8. Seek ways to add college-level coursework to Montana Digital Academy (MTDA) by exploring instructor credentialing requirements and integrating existing MUS online courses into the MTDA platform.

- *Increase the number of dual enrollment courses offered on the MTDA network.*
9. Specifically pursue the addition of American Indian Language courses to MTDA offerings.
- *Support OPI and MTDA as American Indian Courses are included in MTDA offerings.*

Efficiency & Productivity

Renew efforts to improve efficiency and productivity on and between campuses; use quantitative data for assessments and comparisons to national standards and peers.

- *Continue to pursue the development of data resources for improving and measuring efficiency and productivity.*