

Montana Tech/Highlands College

Montana Tech/Highlands College AIMA Recommendations Action Plan

Montana Tech convened a committee to review the AIMA Recommendations presentation and they went through the process outlined by OCHE. The data we have is not as comprehensive as we would like, but data requests have been made to the Institutional Research Office and other relevant divisions. Since 2011 Native American students have made up approximately 2% of enrollment annually and those students are being retained at a 74% average, which is within the overall retention range (Table 1). Our 2-year Native American students have made up approximately 3% of enrollment annually and those students are being retained at a 50% average (Table 2). The data will be examined extensively by the individuals listed in the following action plan.

Table 1. Campus Enrollment, Retention, and Completion Data for the 4-year programs

	Fall Cohort									
	F2008	F2009	F2010	F2011	F2012	F2013	F2014	F2015	F2016	F2017
Undergrad. Enrollment				2077	2030	2010	2085	2130	2032	1909
Native Am. Headcount				40	52	47	37	37	39	41
Am. Indian Enrollment (%)				1.9%	2%	2%	1%	1.7%	1.9%	2.1%
Undergrads Entering	493	522	447	463	402	422	440	426	328	
Undergrads Retained	395	404	356	366	308	340	350	357	265	
% Undergrads Retained	80.1%	77.4%	79.6%	79.0%	76.6%	80.6%	79.5%	83.8%	80.8%	
Am. Indian Students Entering	0	0	0	8	15	7	7	8	9	
Am. Indian Students Retained	0	0	0	7	6	6	3	8	8	
% Am. Indian Students Retained				87.5%	40.0%	85.7%	42.9%	100.0%	88.9%	

Table 2. Campus Enrollment, Retention, and Completion Data for the two year programs

	Fall Cohort									
	F2008	F2009	F2010	F2011	F2012	F2013	F2014	F2015	F2016	F2017
Total Enrollment				726	786	913	860	850	777	769
Native Am. Headcount				20	25	12	21	19	22	28
Am. Indian Enrollment (%)				3%	3%	1%	2%	2%	3%	4%
Undergrads Entering	165	200	233	195	215	231	206	184	188	
Undergrads Retained	106	100	133	110	130	145	147	110	127	
% Undergrads Retained	64.20%	50.00%	57.10%	56.40%	60.50%	62.80%	71.40%	59.80%	67.60%	
Am. Indian Students Entering	0	0	0	7	14	4	3	6	5	
Am. Indian Students Retained	0	0	0	2	7	2	3	2	2	
% Am. Indian Students Retained				28.60%	50.00%	50.00%	100.00%	33.30%	40.00%	

The preliminary action plan resulting from this committee's work (Table 3) indicates a strong commitment to American Indian and Minority Student Achievement. We recognize the campus has the need for continual conversations and work in the area of American Indian Student Success. We look forward to seeing the system wide results as an opportunity to learn from other campuses what some new or innovative approaches may be to American Indian student success.

Montana Tech/Highlands College AIMA Recommendations Action Plan

Table 3. Montana Tech Preliminary Action Plan	Action Plan	Next Steps	Person Responsible	Implementation Date
Recommendation 1: Senior level point of contact.	Carrie Vath, Dean of Students Amy Verlanic, Director IEO	Complete	Amy Verlanic	2/14/18
Recommendation 2: Department points of contact.	Name the following individuals, with cultural perspective, to be the lead point of contact for NA students. <ol style="list-style-type: none"> 1. Financial Aid – Shauna Savage 2. Residence Life and Housing –Scott Forthofer 3. Admissions –Debbie Luft 4. Students Health and Counseling – Cricket Pietsch (South) Joyce O’Neill (North) 5. Registrar – Leslie Dickerson 6. Human Resources – Vanessa Van Dyk 7. Advising – Carrie Vath (North) Michelle Morley (South) 8. Diversity and Inclusivity Committee – Arlene Alvarado 9. AISES Club Advisor- Amy Verlanic 10. Career Services – Sarah Raymond 	Convene this group to discuss their role and leadership in AIMA at Montana Tech. As part of the PNW-COSMOS there was a session where these group of leads mostly met with faculty and staff to go over resources available for Native students, this resource list will be shared with the Diversity and Inclusivity Committee as well as students.	Carrie Vath	Meet by 4/15/18
Recommendation 3: Data collection and dissemination.	Amy Verlanic and Carrie Vath will work with the committee as well as Melissa Kump to create a list of data points to be collected and facilitate data analysis through meetings of stakeholders.	The Co-chairs will convene the departmental contacts who would develop a list of relevant data points to be collected and disseminated. The list would be reviewed with and bounced off the Diversity and Inclusivity committee.	The committee will work with Melissa Kump, Director Institutional Research, to review the data on a semester basis.	Before May 1, 2018
Recommendation 4: Professional development. Provide American Indian cultural and sensitivity professional development for faculty and staff.	The Graduate School convened for the last two years a PNW COSMOS Indigenous Mentoring program, which exposed 16 faculty and staff to curriculum and 8 have completed the 9 session program. The committee will work with the AIMA contact at OCHE, AISES, and the Graduate School, and the PNW COSMOS IM program for recommended materials and curriculum.	Have committee review curriculum and training options. Those who completed the PNW COSMOS IMP training are working to roll out a cultural awareness and sensitivity workshops	Bev Hartline	On going, piloted in AY19
Recommendation 5: Dissemination of professional development.	Carrie Vath will work with Vanessa Van Dyk to integrate professional development into the new employee orientation.	Vanessa Van Dyk will integrate lessons onto the new employee orientation agenda.	Carrie Vath	August 2018