

MSU INVESTMENT PROPOSAL FOR INSTITUTIONAL PRIORITIES

PROPOSAL OVERVIEW

Title	Academic Persistence and Professional Coaching Program	Request Date	Spring 2012
Department	Office of the Provost	Email	shelly.hogan@montana.edu
Requestor	Shelly Hogan, Ph.D. & Catherine Johnson, M.A.	Phone	994-6764

STRATEGIC ALIGNMENT

<p>Core Themes and Objectives (check all that apply)</p>	<p>Educate Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Our graduates will have achieved mastery in their major disciplines <input checked="" type="checkbox"/> Our graduates will become active citizens and leaders <input type="checkbox"/> Our graduates will have a multicultural and global perspective <input type="checkbox"/> Our graduates will understand the ways that knowledge & art are created and applied in a variety of disciplines <input checked="" type="checkbox"/> Our graduates are prepared for careers in their field <input type="checkbox"/> We will provide increased access to our educational programs <input checked="" type="checkbox"/> Communities and external stake holders benefit from broadly defined education partnerships with MSU <p>Create Knowledge and Art</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students, faculty, and staff will create knowledge and art that is communicated widely <p>Serve Communities</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> We help meet a fundamental need of the citizens of Montana by providing degree programs for our students <input checked="" type="checkbox"/> We help meet the educational needs of the citizens of Montana by providing a wide range of educational opportunities to a variety of students <input checked="" type="checkbox"/> Our students, faculty, staff, and administrators reach out to engage and serve communities <input checked="" type="checkbox"/> Our students, faculty, staff, and administrator reach in to build the university community <p>Integrate Learning, Discovery, and Engagement</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Each graduate will have had experiences that integrate learning, discovery and engagement <input checked="" type="checkbox"/> Outreach activities will educate students and address the needs of the communities we serve <input checked="" type="checkbox"/> Students, faculty, and staff will create knowledge and art that addresses societal needs <input checked="" type="checkbox"/> MSU is a community that will be characterized by synergy within and across disciplines, roles and functions. <p>Stewardship</p> <ul style="list-style-type: none"> <input type="checkbox"/> The public trusts the institution to operate openly and use resources wisely <input type="checkbox"/> The faculty and staff are well-qualified and supported <input checked="" type="checkbox"/> MSU will support Native American students, programs, and communities <input checked="" type="checkbox"/> MSU will be an inclusive community, supporting and encouraging diversity <input checked="" type="checkbox"/> Our publicly provided resources are used efficiently and effectively <input type="checkbox"/> Natural resources are used efficiently and sustainably <input type="checkbox"/> MSU nurtures a culture of resource conservation and ecological literacy among students, faculty and staff <input type="checkbox"/> Our physical infrastructure (e.g., building, equipment, open spaces) will be well-maintained and useful
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INSITUTIONAL BENEFIT

Campuses	<input checked="" type="checkbox"/> Bozeman <input checked="" type="checkbox"/> Billings <input type="checkbox"/> Havre <input type="checkbox"/> Great Falls <input type="checkbox"/> FSTS <input type="checkbox"/> Extension <input type="checkbox"/> MAES
Cross Depts	Please List: Departments with Issksiniip students

TIMEFRAME

Proposed Dates	Start: April 2012	End: May 2014
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COST AND REQUIREMENTS

Funding Type	One-Time (\$)	Multi-Year (\$)			Base (\$)	FTE
		Year 1	Year 2	Year 3		
Personnel (w/benefits)		30,753	31,983			
Materials & Supplies		7,300	11,092			
Travel		1,317	1,370			
Contracted Services		26,500	27,560			
Capital						
Other Operations						
TOTAL		65,870	72,005			

Please comment, if necessary, regarding cost and requirements.

Contracted Services: Senior/Key Personnel – Program Director (PD)
Shelley Hayes, MBA, CPC: The Issksiniip Academic Persistence and Professional Coaching program director (PD) will oversee all professional coaching aspects and activities of the proposed Issksiniip Academic Persistence and Professional Coaching program. The PD will develop, design, and implement all seminars and individualized student coaching sessions for this two-year program. The PD will act as liaison with student, faculty, MSU-Bozeman, and healthcare career affiliates in Native communities as appropriate. The PD will work with the assistant program director at MSU-Bozeman to report to the Issksiniip advisory board at BCFF. The PD will also act as the program’s representative in communicating and disseminating programmatic information with Issksiniip program staff at affiliate programs: Blackfeet Community College (BFCC), MSU-Billings, University of Montana, and Salish Kootenai College.

Participant/Trainee Support Costs Diamond Principle contractual cost (serving MSU-Bozeman’s N=20)

- 3 (five hr) seminars/year (N=20 students) \$3000/seminar (3 x 3000/year) = \$9,000
- 6 (45 min) individualized coaching sessions/student/year (via telephone and/or in-person) per year (\$125/session x 6/student x 20 participants) = \$15,000
- PD \$2500/year (preparation and continued annual support service)

Total for Participant/Trainee PD Support Costs = \$26,500/year

Total Cost for PD for 2 year program: \$53,000 + \$1,060 (4%) = \$54,060

Other Personnel
Assistant Program Director (APD) The APD will commit FTE 0.25 time to the Issksiniip Academic Persistence and Professional Coaching program and serve as liaison to the PD and BFCC advisory board and Issksiniip program coordinators. The APD will coordinate meetings with BFCC or affiliate programs. The APD will oversee the Issksiniip Academic Persistence and Professional Coaching program at MSU-Bozeman in terms of working with students throughout the year in coordinating the seminars, meals, reserving conference rooms, coaching sessions, travel, and other relevant campus activities that will help to expedite the deliverables and expectations of the PD. The APD will serve as the main communication link between the students and the PD. The APD will work with students throughout the year and will assist in

developing the cohort of students under the direction of the BFCC Issksiniip advisory team and MSU-Bozeman scholarship selection committee. The APD will work with the program evaluator to reach all the program elements for evaluation. Along with the coordination of the program evaluator, the APD will be responsible for managing the data collected from assessment and annual progress reporting activities to stay in DHHS guidelines and budget requirements and providing this data to the director of the Issksiniip Project at BFCC.

Salary and Fringe Benefits (.25%; Professional \$13,000 salary + \$7,628) \$20,628/year **Total Cost for 2 year program: \$41,256 + \$825 (4%) = \$42,081**

Program Evaluator The program evaluator (EV) works at MSU and is involved in program evaluation with several other American Indian support programs on campus. The EV will be involved in the Issksiniip program components and will develop evaluation tools for all program components. The evaluator will also assist the APD with progress reports and data tracking for the Issksiniip program. In keeping with the laws and regulations of the DHHS program reporting, the EV has 2 months (FTE = 0.20) of salary designated for bi-annual (every 6 months) evaluation of the Issksiniip Academic Persistence and Professional Coaching program.

Salary and Fringe Benefits (.20%) = \$10,125/year **Total for 2 year program: \$20,250 + \$405 (4%) = \$20,655**

Total for personnel/year = \$57,253/year

Total for personnel for Two-year program: \$116,796

PROPOSAL SCOPE

Describe the Proposal

The proposed Issksiniip Academic Persistence and Professional Coaching Program will be based on a multicultural and multidisciplinary approach that incorporates the best from professional coaching, mentoring, academic, career, business, and personal growth and development models. In an ongoing alliance with and feedback from Blackfeet Community College (BFCC) Issksiniip Project leadership, the proposed coaching program will be designed and implemented to be responsive to needs of each student, diverse populations, and other constituencies as they relate to healthcare careers. The MSU-Bozeman affiliate Issksiniip Program will serve as the initial pilot institution for the proposed two-year coaching program.

The goals of this project include increasing student retention, matriculation, academic achievement and to enhance a seamless transition from campus to the successful establishment of a meaningful and productive healthcare career in American Indian communities. The program will also incorporate a necessary connection to participants' families and tribal communities through on-going partnerships, mentoring, and collaborations that will be built into each of the proposed seminars, individualized career coaching sessions, and program completion ceremony. Typically, one-on-one professional coaching is utilized by elite, top tier leaders, due to the expense, career promotion incentives, time commitment, and individualized nature of the service. For example, surgeons are utilizing the services of professional coaches in their professional careers in hospitals. Recently expressed by Atul Gawande, "There was a moment in sports when employing a coach was unimaginable—and then came a time when not doing so was unimaginable. We care about results in sports, and if we care half as much about results in schools and in hospitals we may reach the same conclusion." [1] This program will provide a purposeful and prestigious opportunity for Issksiniip participants to have access to valuable professional training early in their careers, networking opportunities, and it provides a platform on how to most authentically respond to the healthcare needs in Indian country.

Student involvement in small groups combined with individualized teaching –particularly when working with underrepresented minority populations can provide a safe and open environment for students. This strategy has also been documented to increase student retention [2-4]. In parallel to these workshop models, healthcare career education, guidance, and coaching will be tailored to the specific needs of each Issksiniip participant. This informal certificate program would help ensure that students will be equipped with life skills, professional skills, and knowledge to overcome the challenges that they will inevitably be faced with in their future healthcare careers within Native American communities. We propose to develop and implement the 2-year pilot Academic Persistence and Professional Coaching Program for Issksiniip participants (N=20) at MSU-Bozeman. Each participant will work toward individual-initiated change in pursuit of specific actionable outcomes. The program will identify, evaluate, and assess relevant and desirable student learning and developmental outcomes, all of which can be reported bi-annually in the Department of Public Health & Human Services (DPHHS) annual performance reporting system.

PROPOSAL SCOPE

Describe the broader impacts and benefits of this proposal

Part of the responsibility as educators is to adequately prepare students for success in their future career aspirations. To achieve this, we believe students should be provided training beyond the traditional program of studies required in each discipline. To promote this broader curriculum, it is proposed that professional coaching and career and life skills training for undergraduate and graduate Issksiniip participants will facilitate attainment of desired project outcomes: academic achievement and persistence, and an increase in culturally responsive and competent future healthcare professionals who are confident in their ability in addressing the complex health disparities of Native Americans that disproportionately affect American Indian communities. The Issksiniip Academic Persistence and Professional Coaching Program will have strong institutional support for Issksiniip students during this 2year program, which could be implemented in the Spring 2012 semester.

Our long-term vision seeks to build upon existing relationships between tribal communities and MSU-Bozeman, building capacity in our programs that graduate healthcare professionals who will return to serve Native Communities. MSU-Bozeman could lead in this endeavor as a partner institution in the Issksiniip Project. The Academic Persistence and Professional Coaching Program could serve as an exemplary model where successful implementation of a collaborative mentoring program actually reflect Native values, culture, and needs grounded in their own experience and vision of the future. A model that could be shared across the campus between existing programs that serve Native American students and could be replicated across the state linking MUS-systems and tribal colleges.

ADDITIONAL INFORMATION

Implementation Plan *(Please describe with timelines)*

Coaching is forward moving and future focused. The primary focus is on creating actionable strategies for achieving specific goals in one's professional career or personal life [5]. For example, the emphasis of coaching relationship is based on action, accountability, and completion. **The Issksiniip coaching program will provide six 5-hour seminars (3 per year) paired with 12 one-on-one professional coaching sessions (6 per year/student) to students. The seminars and coaching sessions will support new and continuing participants in the Issksiniip Project affiliate at MSU-Bozeman by equipping them with tools and strategies for successfully securing meaningful and productive healthcare careers while at the same time enhancing the skills, confidence, and appreciation of how to address difficult real life scenarios that play out every day in every healthcare professions.** The program personnel at MSU-Bozeman will seek ongoing guidance, insight, and feedback from the BFCC leadership in modifying this proposed 2-year pilot program.

I. Seminars: Seminars will be structured and carefully aligned with activities that address topics directed toward participant success academically and enhancing self-perception (for example, confidence, leadership skills, coping/stress management, and cultural attunement). Coaching builds upon the assumption that individuals or teams are capable of generating their own solutions, with the coach supplying supportive, discovery-based approaches and frameworks [5]. As such, academic, career, and life skills in areas such as interpersonal communication, conflict resolution, professional accountability and networking, are imperative for success in all aspects of life and will be addressed during seminars. Teaching skills are also needed in many of the healthcare career choices. To this end, specific teaching resources relevant to healthcare professional development will be utilized in preparing participants for success in healthcare career fields, cultivating future professional leaders, and providing a skill set to better educate their communities in open and sustainable dialogues.

Seminar Syllabus: The Diamond Principle Leadership Institute’s objective is to integrate hands-on experiences through supporting materials designed to enhance academic achievement and ultimately move participants toward their career goals.

Diamond Principle Institute® Coaching Seminar Series:	Date
1. Intro to Coaching Program Self Awareness/StrengthsFinder 2.0	April 2012
2. Time Management Critical Thinking Skills	August 2012
3. Effective Communication & Conflict Resolution Professional Accountability	November 2012
4. Professional Etiquette Teambuilding & Two-Way Mentoring	April 2013
5. Networking and Professional Relationships	August 2013
6. Change Management Project Management	November 2013
Coaching Program Completion Ceremony/Banquet	TBA

Brief description of proposed Diamond Principle Leadership Institute© Seminar themes and topics:

- Self Awareness/StrengthsFinder 2.0 ~ develop selfawareness in terms of personality, learning styles, communication styles, and personal strengths
- Time Management ~ learn and utilize a variety of techniques and tools to assist in achieving a balanced home/work life, self-discipline and prioritization, and flexibility
- Critical Thinking Skills ~ learn to think via the “Six Thinking Hat’s” method, develop objectivity, big picture thinking, and creativity for a positive, solution oriented approach
- Effective Communication & Conflict Resolution ~ build rapport and strong relationships in a professional setting, resolve conflicts harmoniously, demonstrate flexibility, and openmindedness
- Professional Accountability ~ demonstrate integrity and ethical behavior, holds self and others accountable, projects a professional image of maturity and integrity Professional
navigate a variety of professional situations within the context of our multi-cultural and multi-disciplinary world of work
- Teambuilding & Two-Way Mentoring ~ cultivate a strong team dynamic based on the “Strengths Based Leadership” model, create, and nurture mentoring relationships for themselves as mentees as well as for individuals they wish to mentor in the future
- Networking and Professional Relationships ~ build trust and respect, multi-cultural and multi-disciplinary collaborations, positive outlook, and harmonious relationships Change Manag
understand the process of change for individuals and organizations, communicate change initiatives in a positive light, assist others in their change process
- Project Management ~ develop a system for organizing and implementing a project from beginning to end, including tasks, accountabilities, follow-through, corrective measures, evaluation, and completion

II. Individualize Career and Life Skills Coaching: The 12 one-on-one coaching sessions are individually customized based on each participant in terms of their self-esteem, self-efficacy, confidence, knowledge, and comfort for "transitioning" back into their communities within their new professional healthcare careers. Each participant will create goals and work toward completing them during the 2-year program. Based on the individual, goal topic areas may include personal skills, family and personal management, work and school strategies and personal strengths implementation. Professional coaching will help participants sustain what they learn in each seminar by practicing a “Know, Can, Do” model [6]. Each student will learn information about the seminar topics and then explore how they will put their plan into action, and with each attempt gain confidence in their individual skills and talents. For example, sessions may address healthcare employment development activities that are intended to enhance their competence and responsiveness to healthcare related issues they may encounter in their communities. This coaching model provides a progressive and culturally authentic opportunity for students and will foster the development of confident future leaders.

Assessment Plan *(Please describe with indicators)*

Evaluation Plan: The purpose of the evaluation is two-fold: first to provide information on the Issksiniip professional coaching program's progress in meeting its goal to increase retention, and matriculation. And second, to assess the support for successful participant transition from campus to the successful establishment of meaningful and productive healthcare careers in their American Indian communities. Issksiniip group seminars and individualized coaching sessions will be evaluated through formative and summative methods that aim to indicate the extent that the coaching seminars' and one-on-one sessions' objectives are being met and identify areas that need adjustment. Formative evaluations will assess ongoing project activities from qualitative data, such as surveys related to how the program affects and influences participants. The summative evaluations will provide objective analysis of quantitative data on program participation and if the program has met the objectives of the Issksiniip project. Additionally, information from the formative evaluations will provide a context in which to further improve the overall program, specific activities, and best practices that lead to the achievement of specific aims for this particular cohort of students. The evaluator will use previously tested survey instruments designed by Mountain West Research Consortium in collaboration with the Montana INBRE program at MSU-Bozeman and also integrate the Grit: Perseverance and Passion model [7-9].

Overall impact of the coaching program will be addressed in the evaluation plan by using summative and formative evaluation methods that address the following overarching evaluation questions:

- To what extent does the Professional Coaching Program meet the stated goals for the Issksiniip project?
(Summative, quantitative measures)
- What is the overall impact on participant achievement (retention, persistence, GPA, academic engagement, healthcare career attainment, job satisfaction, and job readiness, etc.)? *(Summative, quantitative measures)*
Does participant progress seem sufficient in light of the long-range goals of the Issksiniip project, to increase the number of American Indian participants who earn degrees and return to American Indian communities as healthcare professionals? *(Formative, qualitative measures)*
- Are greater numbers of students from American Indian communities receiving degrees and entering healthcare careers? *(Summative, quantitative measures)*
- Does Issksiniip Professional Coaching Program determine the efficacy of the various program elements? If so, how does this lead to programmatic improvement of activities that build capacity and meet overall program outcomes? *(Formative, qualitative measures)*
- Are best practices of the Issksiniip coaching program identified? *(Summative, qualitative)*
Do they have potential to be institutionalized at other Issksiniip affiliate programs (BFCC, MSU-Billings, UM-Missoula, and Salish Kootenai College)? *(Summative, qualitative)*

If assessed objectives are not met in the timeframe outlined, what is the plan to sunset this proposal?

Reference cited:

- 1 Gawande, A., *Annals of Medicine: Personal Best -Top athletes and singers have coaches. Should you?*, in *The New Yorker*. 2011. p. 9.
 - 2 Tierney, W., ed. *Power, identity, and the dilemma of college student departure. In Reworking the student departure puzzleed.* . 2004 ed., ed. J.M. Braxton. 2004, Vanderbilt University Press. : Nashville, TN.
 - 3 Tinto, V., *Dropout from higher education: A theoretical synthesis of recent research.* . Review of Educational Research, 1975. **45**(1): p. 36.
 - 4 Tinto, V., ed. *Leaving college: Rethinking the causes and cures of student attrition (2nd ed.)*. . 1993, University of Chicago Press: Chicago;.
 - 5 <http://www.coachfederation.org/>, *International Coach Federation*. 2011.
 - 6 Blanchard, P.J.M., Dick Ruhe, ed. *Know Can Do: Put your know-how into action*. 2007, Berrett-Koehler Publishers: San Francisco.
 - 7 Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. , *Grit: Perseverance and passion for long-term goals.* . Journal of Personality and Social Psychology, 2007. **9**: p. 1087-1101
 - 8 Duckworth, A.L., & Quinn, P.D. , *Development and validation of the Short Grit Scale (GritS)*. . Journal of Personality Assessment, 2009. **91**: p. 166-174.
- Seligman, C.P.a.M.E.P., ed. *Character Strengths and Virtues: A Handbook and Classification*. 2004, Oxford University Press: New York.

SIGNATURES		
Department Head <i>(please print)</i>	Signature <i>(required)</i>	Date
Dept Head Priority <i>(please circle one):</i> Very High High Medium Low Very Low		
Dean/Director <i>(please print)</i>	Signature <i>(required)</i>	Date
David Singel		January 3, 2012
Dean/Director Priority <i>(please circle one):</i> <u>Very High</u> High Medium Low Very Low		
Executive/VP <i>(please print)</i>	Signatures <i>(required)</i>	Date
Executive/VP Priority <i>(please circle one):</i> Very High High Medium Low Very Low		

MSU-Bozeman Issksiniip Student Persistence and Health Care Career Coaching Program			1st Year	2 Year Program Total
Personnel				
	Program Director (contractual)			
	Seminars: 3 @ \$3,000 each	\$9,000		
	Individual Coaching Sessions: 6/student x 20 @ \$125 each	\$15,000		
	Preparation and annual support service	\$2,500	\$26,500	\$54,060
	Assistant Program Director (0.25 FTE salary + benefits)		\$20,628	\$42,081
	Program Evaluator (0.2 FTE salary + benefits)		\$10,125	\$20,655
Travel				
	Program Director conducting seminars at MSU Bozeman: 3 per year			
	Transportation: 284 miles x \$0.56 per mile= \$159 x 3	\$477		
	Lodging: 1 night @ \$77 x 3	\$231		
	Per diem: 2 days @ \$23/day = \$46 x 3	\$138	\$846	\$1,726
	Program Director and APD and/or EV traveling to BFCC			
	Transportation: 540 miles x \$0.56 per mile= \$302	\$302		
	Lodging: 1 night @ \$77 x 3	\$77		
	Per diem: 2 days @ \$23/day = \$46 x 2	\$92	\$471	\$961
Supplies				
	Materials for instruction courses, trainee seminar, coaching texts			
	20 @ \$100 each	\$2,000		
	Software, individual career planning journals, etc			
	20 @ \$100 each	\$2,000		
	Trainee Incentives			
	20 @ \$50 each	\$1,000		
	Printing/Copies	\$500	\$5,500	\$11,220
	Food			
	Professional Skills/Networking Seminars: 3 @ \$600	\$1,800	\$1,800	\$3,672
	Program Completion Ceremony/Banquet (2nd year)	\$3,500	\$0	\$3,500
Total Costs			\$65,870	\$137,875