

MONTANA UNIVERSITY SYSTEM

Mission Review

of

The University of Montana



January 2010

Memorandum of Understanding, 2010-2015

This document serves as a Memorandum of Understanding between the Montana Board of Regents, the Montana University System, and the University of Montana and as such depicts the University's scope, characteristics, and System and State contributions. This agreement helps guide the System and the University with regard to strategic directions that build on distinctive strengths and the leadership role that the University of Montana exercises for its affiliated campuses and the Montana University System.

Stephen Barrett, Chair
Montana Board of Regents

Date

Sheila M. Stearns, Commissioner of Higher Education
Montana University System

Date

George M. Dennison, President
The University of Montana

Date

MISSION STATEMENT

The University of Montana-Missoula pursues academic excellence as indicated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. Through its graduates, the University also seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities. Through its programs and the activities of faculty, staff, and students, The University of Montana-Missoula provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation, and world. (Revised 2008)

1. INSTITUTIONAL CHARACTERISTICS

1.1 PROFILE: The University of Montana-Missoula (UM), one of two doctoral research universities in the State of Montana and the lead campus of four affiliated campuses, has for more than a century sustained the liberal arts tradition in Montana as the foundation for undergraduate, professional, and graduate education. Breadth of programming and a liberal arts foundation for all university education foster the critical thinking and interdisciplinary problem-solving skills needed by 21st Century citizens. Located in the second largest but most diverse urban center in the State, UM flourishes in a setting that combines international cosmopolitanism, cultural diversity, social awareness, natural wilderness, and scenic beauty. Those characteristics, combined with a world-class faculty and a well-trained and service-oriented staff, serve to distinguish UM within the State and beyond.

1.2 ROLE WITHIN THE MUS: UM has the assigned mission as a graduate research university within the Montana University System, offering an array of academic programs from the Associate (in the College of Technology) through the Doctoral level. In addition, the University hosts the State's only School of Law, College of Forestry and Conservation, School of Journalism, School of Public and Community Health Sciences, School of Social Work, Department of Communicative Sciences and Disorders, School of Pharmacy, School of Physical Therapy, Department of Biomedical and Pharmaceutical Sciences, School of Theatre and Dance, School of Media Arts, Department of Environmental Studies, and Creative Writing Program. UM extends administrative and related services, planning functions, and various other resources collaboratively to the other three campuses.

1.3 DISTINCTIVE CHARACTERISTICS & STRENGTHS, NWCCU CORE THEMES, AND ACADEMIC STRATEGIC PLAN:

Distinctive Characteristics: Capitalizing upon its setting in the northern Rocky Mountains, the University has developed world-class programs related to the environment, including Wildlife Biology, Environmental Studies, Ecology, Forestry and Conservation, Environmental Journalism, Wilderness and Society, Climate Change, and Environmental Health. The academic programs thrive in the natural setting and have access to significant resources because of UM's Forest and Conservation Experiment Station, Lubrecht Experimental Forest, Yellow Bay Biological Station, and Bandy Ranch, in addition to the US Forest Service facilities and lands.

Human health and development provides major foci in biomedical sciences, pharmaceutical sciences, medicinal chemistry, pharmacy, physical therapy, public health, allied health, social work, medical technology, communicative sciences, clinical psychology, nursing, and human development. These programs benefit synergistically from the biotechnology firms and labs in the region and the robust Missoula medical and health services industry. Four institutes established and operated collaboratively by UM and St. Patrick Hospital and Health Sciences Center focus on cardiovascular science, neuroscience, cancer, and medicine and the humanities. UM also has active membership in the Health Information Exchange of Montana, a collaborative network of health and health education providers in northwestern and central Montana.

UM, as the center for the arts and culture in Montana, nurtures artists, performers, and writers and has earned distinction for its programs in Creative Writing, Dance, Music, Theatre, The Montana Repertory Theatre, Media Arts, Anthropology, and Entertainment Management, with co-curricular student involvement through UM Productions and other student groups. UM's Osher Lifelong Learning Institute, supported by an endowment from the Osher Foundation, offers a rich array of courses in three terms annually for seniors in the Missoula area. The Montana Museum of Art and Culture contains a large collection of art and Indian artifacts open to the public. Relying on assistance from the private sector and all twelve Tribes in Montana, the University has the nation's first Native American Center on a campus. The University hosts a broad array of language programs, including indigenous languages and those languages defined as "critical" by the National Security Education Board. Students study world cultures through academic programs, special institutes, and some 100 robust student and faculty exchange agreements. Undergraduate and graduate study and research by UM students and faculty occurs on every continent of the world, while The Maureen and Mike Mansfield Center and the Central and Southwestern Asia Program emphasize the strategic importance of Asia.

Meeting societal needs requires UM's strong programs in the business sector, the development of educators, the preparation of lawyers ready for practice, the engagement of students beyond the campus, and the articulation of new programs responsive to the challenges and demands of the local, national, and global communities. The Bureau of Business and Economic Research, along with the O'Connor Center for the Rocky Mountain West, identify and analyze the unique challenges and problems affecting the region; the Center for Natural Resources and Environmental Policy provides alternative dispute resolution services and scientific, technical, legal, and policy studies focused on natural and renewable resources; the Montana World Trade Center connects local businesses to world markets; and the Phyllis J. Washington Education Center hosts the Montana Virtual High School Academy.

UM's emphasis on student engagement, through both formal programming and informal initiative, has earned the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching, and has also resulted in listing on the national President's Higher Education Community Service Honor Roll. UM also hosts the Montana Campus Compact and ranks among the most active in the nation for producing Peace Corps volunteers. The National Conference on Undergraduate Research returns to UM in 2010. Active student, staff, and faculty involvement in issues of critical societal importance such as climate change and sustainability has earned international recognition and UM maintains award-winning athletics and recreational programs. Finally, UM draws distinction from the programming and resources provided through the Davidson Honors College, the Maureen and Mike Mansfield Library, Continuing Education, and its information technology (IT) infrastructure and services.

NWCCU Core Themes: UM has identified the following “core themes” to satisfy the NWCCU requirements.

1. Engagement From the Rockies to the World: Civic engagement and service learning, international opportunities, and a discovery-based and exploratory undergraduate curriculum.
2. Research and Creative Scholarship: Across all degree levels and disciplines, with the focus on interdisciplinary problems.
3. Programmatic Breadth: Two-Year to Doctoral Education for the 21st Century.
4. Vibrant and Balanced Student Experience: Blending academics, athletics, social and personal development, and leadership opportunities.

Academic Strategic Planning: UM’s Academic Strategic Plan identifies six initiatives:

1. Cultivate Learning and Discovery in Undergraduate Education
2. Cultivate Learning and Discovery at the Graduate Level
3. Create a Coherent Vision for Research and Creative Scholarship
4. Build Community through Engagement and Outreach
5. Embrace Diversity and International Involvement
6. Improve the Work Environment

1.4 PEER INSTITUTIONS: UM has identified a set of regional peer institutions (see Appendix A) with similar profiles, and collects data for institutional comparisons of such basic features as tuition rates, expenditure levels by category, student-faculty and faculty-staff ratios, and the like. Where relevant, UM conducts other institutional comparisons relying on data and information from the member universities of the Association of Public and Land-grant Universities (APLU) and draws upon national studies conducted by professional associations and other institutions such as the CUPA-HR salary studies and the Delaware Study (NSICP) to benchmark instructional costs, productivity, salaries, and sources of revenue.

2. ACADEMIC PROFILE

2.1 ACADEMIC PROGRAMS

Program Array: The University offers multiple programs at the respective degree levels:

- | | |
|---|----|
| • Certificate: | 25 |
| • Associate: | 19 |
| • Bachelor (including 16 professional degrees): | 64 |
| • Master (including 14 professional degrees): | 58 |
| • Specialist: | 4 |
| • Doctoral* (including 6 professional degrees): | 22 |

*Appendix B4 lists all doctoral programs at UM and MSU.

MSU and UM have the Carnegie classification as Doctoral-Research universities. The two institutions have a similar number of doctoral programs, some supported jointly and all coordinated, thereby assuring complementarity rather than duplication because of faculty expertise and programmatic emphases. Thus, both campuses have distinctive programs in History, Chemistry, Biological Sciences, Geoscience/Earth Science, Mathematics, Neuroscience, Education, and Wildlife Biology. Periodic program reviews insure sufficient demand and enrollment. At the undergraduate level, commonality exists in many areas because of the

necessity of a broad foundation in the basic arts and sciences, education, and business to support graduate education and research.

General Education Program: UM’s General Education Program identifies three competency requirements – writing, mathematical literacy, and foreign language/symbolic systems – and six broadening “perspectives.” An ongoing faculty forum focused on “Design of the Undergraduate Curriculum” develops and implements a more contextual education characterized by interdisciplinary integration and an action-oriented undergraduate experience.

Class Size and Student-Faculty Ratios:

Fall Semester 2008:

- Average Class Size:
 - Lower division: 32
 - Upper division: 22
 - Graduate: 13
- Undergraduate student to faculty ratio (excluding TAs): 19 to 1
- Undergraduate student to faculty ratio (including TAs): 16 to 1
- Average organized class sections per faculty FTE: 3.2

2.2 TECHNOLOGY AND INSTRUCTION: UM’s burgeoning on-line course offerings consist of more than 500 course sections and some 3,500 course registrations, with the number increasing rapidly each semester because of an active faculty development and assistance program. “Blended” courses have become even more common, balancing some face-to-face instruction with on-line interaction. Faculty use a learning management system (LMS), even for traditional courses. UM has in progress a 1) multi-year plan to upgrade classroom technology to assure that 100% of classrooms have a standard technology package, and 2) a process to acquire a standard LMS for all four campuses.

2.3 ALTERNATIVE SCHEDULING: UM has implemented alternative scheduling or delivery through several mechanisms, including on-line instruction supporting asynchronous learning anytime, anywhere. The Phyllis J. Washington College of Education and Human Sciences provides doctoral education in a weekend format, supplemented with electronic interaction, to cohorts of 15-20 candidates. The School of Business Administration has its traditional class schedule on a four-day week to allow executive education on weekends. The College of Technology offers non-credit workforce options (i.e., Certified Nursing Assistant, Diesel Mechanics, and Heavy Equipment Operations, among others) in a short-course, intensive format. The Bitterroot College Program delivered on site in Hamilton, largely in the evening, serves a heretofore largely unserved population. Finally, UM has under study a proposal to move to a four-day class schedule for energy savings and to reduce its carbon footprint.

3. STUDENTS

3.1 STUDENT CHARACTERISTICS AND STUDENT SERVICES: Appendix C1 presents a profile of UM students, predominantly Montana residents with women in the majority and with an average ACT score of 23 (Appendix C2). Approximately one-third of entering freshmen require developmental math or English or both. In addition to more than 2,000 first-time freshmen, nearly 1,000 transfer undergraduate students and some 500 graduate students

choose UM annually. UM provides a full complement of student services, including residence life, dining, clubs and organizations, advising, counseling, health, recreation and intramural sports, lectures, cultural events, tutoring, financial aid, and work-study opportunities.

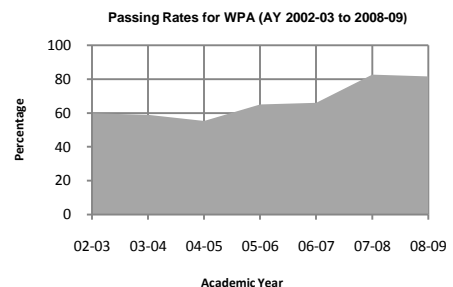
3.2 RETENTION AND GRADUATION RATES: UM has implemented *Partnering for Student Success* with announced goals to raise retention and graduation rates to match those of the top quartile of public research institutions. (See Appendix C3 for recent trends). Inadequate academic preparation and financial hardship constitute the two major causes of attrition. Broad action, in collaboration with the P-12 system, to improve the rigor of high school education and to require a college preparatory curriculum will help immensely, and UM cooperates with public schools in Montana to achieve this goal. In addition, UM works to maintain affordability without compromising quality by supplementing State and federal aid with private and institutional support for students with need, including such successful programs as MPACT, Horatio Alger, Hamilton Foundation, Haynes Foundation, UM Foundation, Community Service, MUS Honors, Presidential Scholarship, and campus-based tuition assistance. In addition, more than 60 percent of the students work to support college.

3.3 STUDENT SATISFACTION AND STUDENT LEARNING: The National Survey of Student Engagement (NSSE), administered biennially to UM students, provides rich information about students and programs, as indicated by the following excerpts:

- 90 percent of seniors would attend this institution if they started over again.
- 88 percent of seniors rated their entire educational experience as good or excellent.
- 85 percent of seniors found other students friendly or supportive.

UM also conducts the Collegiate Learning Assessment (CLA) to evaluate student development in the areas of critical thinking, analytical reasoning, problem solving, and communication. The CLA results in 2006-2007 place UM nationally in the 8th decile of similar institutions, signifying that UM students perform better than at least 70 percent of four-year students nationally. At the department and program level, the faculty annually use embedded assessment tools to measure learning outcomes and analyze the results for quality assurance.

To demonstrate writing proficiency and readiness to satisfy writing standards in upper division courses, students complete the UM Writing Proficiency Assessment (WPA). Scores from 2002 to 2009 demonstrate steady improvement in students' writing abilities. Those who fail the WPA two times receive direct assistance.



3.4 ENROLLMENT, TRENDS, PROJECTIONS, AND CHALLENGES: UM has sustained record enrollments (Appendix C4), based on student headcount and full-time equivalent (FTE) students, on both the Mountain Campus and the College of Technology. The ratio of enrolled-to-admitted students (yield) increased in FY2009 for all categories except Western Undergraduate Exchange (WUE) students. From Fall 2004 to Fall 2007, UM registered relatively stable numbers of first-time freshmen coupled with slightly declining numbers of new transfer, graduate, and nondegree students. The number of new students increased dramatically

in Fall 2008, led by a significant jump in first-time freshmen as UM attracted a larger share of a slightly smaller Montana high school graduating cohort. However, for Fall 2009 the nonresident yield declined, so UM adjusted its marketing and recruitment strategies.

3.5 STUDENT FINANCES: UM's tuition, fees, room, board, and book allowance for a resident undergraduate student average \$13,000 per year, with nonresidents at roughly \$27,000. Rising tuition and eroding State support causes an ever-increasing gap between a family's ability to afford the costs and the available financial aid. Families cover the gap increasingly with federal loans; more than 1,000 more students secured loans during the last three years. Families with the greatest need have seen as much as a \$1,000 drop in grant aid during these years. Montana residents have benefitted greatly from the CAP and other efforts to restrain tuition increases. Recent increases in Pell grants and loan availability have helped immensely. Currently, UM provides – from various sources – some \$120 million in student financial assistance. These support efforts help to explain burgeoning enrollments even during difficult financial times. A three-year trend indicates a steady increase in the average cumulative debt at graduation of UM students, rising from under \$19,000 to more than \$21,000. Nonetheless, and despite the aversion of many families to incur debt, a significant rate of return supports investment in higher education, even through loans.

4. PUBLIC OUTREACH, RESEARCH, & TECHNOLOGY TRANSFER

4.1 OUTREACH PROGRAMS: UM hosts the Montana Campus Compact and also maintains an Office of Civic Engagement. The Montana Campus Compact includes 19 colleges and universities in the State and promotes community service, civic engagement, and service learning among students, faculty, and staff, with funding assistance from the Corporation for National and Community Service and other agencies through the Montana Commission for Community Service. Each year the President leads a series of outreach trips across Montana and outside the State to recruit new students and interact with parents and alumni.

Other forms of outreach involve special programs and services on the campus, such as:

- The Spectrum Science Laboratory bringing “hands-on” science to K-12 students, teachers, and parents.
- The Bureau of Business and Economic Research providing economic forecasting for the State and local businesses.
- The School of Pharmacy contributing to the URx program and serving rural areas.
- The College of Forestry and Conservation offering consultation and team supervision during the fire season.

4.2 FUNDED RESEARCH PROGRAM PROFILE: UM has significantly enhanced its research and creative profile over the last 20 years, with substantial investment coming from sources other than State appropriations. Expenditures from extramural grants and contracts grew from \$7 million in FY1990 to \$68 million in FY2009 – an annual growth rate of roughly 8 percent – largely due to institutional investments in recruitment and start-up support for new faculty. Faculty researchers have steadily increased the number of submitted proposals over the last two decades, rising from around 300 in FY1990 to nearly 900 in FY2009. The major funding agencies include the National Institutes of Health, the National Science Foundation, the Department of Education, the Department of Defense, and several foundations. The number of scholarly peer-reviewed publications has also grown steadily, with the annual publication rate

tripling over the last two decades. In addition, the quality and importance of the research has become even more impressive. For example, in the last five years, UM faculty published nearly 30 papers in the premier science journals of *Science* and *Nature*. Importantly, many of the University's top researchers also rank among the best teachers, winning awards for teaching as well as research.

4.3 INVENTIONS, PATENTS, AND SPIN-OFF COMPANIES

- US patents issued (active) 32
- Active licenses 24
- Active licenses to Montana companies 18
- UM stimulated companies* 8

*Examples include Bee Alert Technologies, Purity Systems, Inc., Aquila Vision, Visual Learning Systems, and Rivertop Renewables.

4.4 COMMUNITY ENGAGEMENT: UM supports a full array of arts activities that ignite the intellect and spark new, creative ways of thinking and communicating. Each year,

- More than 42,000 people attend theater, music, dance, art, and media arts performances, exhibitions, and screenings on the UM campus.
- More than 6,700 public and private school K-12 students attend the College of Visual and Performing Arts special matinees, festivals, exhibitions, showcases, and clinics on the UM campus.
- More than 17,500 public and private school K-12 students in communities all over Montana and the Northwest receive educational outreach through The Montana Repertory Theatre's Educational Outreach program, UM student music ensembles, and MODE and Co-Motion Dance programs, etc.
- Over 30,000 audience members attend The Montana Repertory Theatre's National Tour production in approximately 50 communities across the nation.
- The Media Arts Student Gallery Web site receives more than 20,000 hits.
- Departments in the College of Visual and Performing Arts bring in more than 30 visiting artists to UM for lectures, performances, exhibitions, and master classes.

Additionally, UM Grizzly athletic events remain the State's most attended and highest grossing entertainment events each year. The Grizzly football team competes annually in the national championship playoffs, and attracts to Missoula on game-day the largest crowds in the history of the State. Additionally, UM provides ticketing services for approximately 150 events each year, with UM Intercollegiate Athletic events accounting for approximately 50 percent. These events occur in the Adams Center, Washington Grizzly Stadium, the University Theatre, and other venues throughout Western Montana. Finally, an active Alumni Lecture Series, the Presidential Lecture Series, and the Provost's Distinguished Faculty Lecture Series together bring hundreds of Missoula-area citizens to campus annually.

4.5 SPECIAL RECOGNITION: In addition to the distinctive Carnegie classification mentioned in Section 1.3, UM appears annually on the national President's Higher Education Community Honor Roll, ranks sixth among public Universities nationally for the graduation of Rhodes Scholars, and has graduated more Udall Scholars than any other public institution. Recognition of individual units include the School of Law's recent designation by *The National*

Jurist magazine as the 6th “best value” law school in the country; the School of Pharmacy’s ranking as 9th highest funded pharmacy school by NIH research grants and contracts in the nation; recognition of the Phyllis J. Washington College of Education and Human Sciences, in collaboration with the College of Arts and Sciences, for providing one of only a few excellent mathematics education curricula; the School of Journalism’s typical annual domination of the Hearst Awards for journalists and photojournalists; the School of Business Administration’s annual ranking among the leading institutions in the country for candidate performance on the Public Accountancy examinations; the School of Music Opera Theatre’s recent award from the National Opera Association for “Best College Production;” the Wildlife Biology Program’s ranking among the top five in the world; and the Creative Writing Program’s ranking among the top ten in the country.

4.6 PEER COMPARISONS: UM appears annually in the third tier of the *U.S. News and World Report* ranking of national public research Universities. The *Princeton Review* annually ranks the University as one of the best 360 colleges and universities in the country. Various publications describe the campus as one of the most scenic in the world, and others provide accolades for its recreational setting and activities. As indicated earlier, results from the CLA place the University in the 8th decile.

5. SYSTEM COLLABORATION

5.1 COLLABORATION WITH K-12 AND WORKFORCE TRAINING: In collaboration with OCHE, OPI, and the Governor’s Office, UM conducted a pilot study to determine the feasibility of adopting a statewide electronic transcript protocol, involving three other higher education institutions, five high schools, and the National Transcript Center. The project incorporated data for 100 students from the participating high schools to the participating higher education institutions. UM actively collaborates with Missoula County Public Schools (MCPS), co-sponsoring the Missoula Area Educational Summit in November 2009 to identify the educational services necessary to foster economic, social, and cultural development in the Missoula area. Together, UM and MCPS developed and deliver active professional development academies for K-12 teachers in math and science, with other Academies in planning. In addition, the President and Superintendent launched “Graduation Matters Missoula,” involving the entire community in the effort to reduce the high school drop-out rate.

The Presidents of UM and MSU convened and continue to lead the Montana Math and Science Teacher Initiative to assure more and better-prepared math and science teachers, with broad participation of the various stakeholders across the State. UM, through the Phyllis J. Washington College of Education and Human Sciences, has the lead role for the design, development, and implementation of the Virtual High School Academy using distance technology to deliver a full curriculum to high schools across the State. The UM College of Technology reaches out to unemployed workers, for example those affected by the recent closures of the Stimson Lumber and the Smurfit-Stone plants.

5.2 PROGRAM PARTNERSHIPS:

- Surgical Technology A.A.S. (with MSU-Billings COT; and Montana Tech COT)
- Energy Technology A.A.S. (with DCC and FVCC)
- Fire and Rescue A.A.S. (with UM-Helena COT)
- 2+2 Social Work B.S.W. (with FVCC)

- 2+2 Engineering B.S. (with Montana Tech and MSU)
- Neuroscience, M.S. and Ph.D. (with Department of Cell Biology and Neuroscience, MSU)
- International Field Geosciences B.S. (with University College Cork in Ireland; and Potsdam University in Germany)
- Montana Medical Laboratory Science Training Program (with MSU)
- Master of Education (with UM-Western)
- Blackfeet Language Instruction (with Blackfeet Community College)
- Teacher Prep (with Salish Kootenai College)
- Bitterroot Valley Program (with all wishing to deliver courses)

5.3 PARTICIPATION IN SYSTEM INITIATIVES:

- Common Course Numbering
- Making Opportunity Affordable
- EPSCoR
- Strategic Planning
- Systems Integration
- Communication
- Advocacy

5.4 SUPPORT FOR CAMPUSES AFFILIATED WITH THE UNIVERSITY: UM collaborates with the affiliate campuses in a variety of ways: A nationally advertised summer Counselor Tour bringing high school and independent counselors from across the country to visit UM, Carroll College, Montana Tech, and MSU; with UM-Western, Montana Tech, and UM-Helena COT on receptions for high school counselors at the National Association of Collegiate Admissions Counselors Conferences; cross-pledging of revenues and collaborative debt management to allow bond issues for much needed construction on all campuses; implementation of a common legacy system (BANNER) for all four campuses, with the student module remaining local; and fund transfers from Missoula to the other three campuses to assure financial and programmatic viability. Currently, UM has in progress a network and systems project to provide more reliable data links among the campuses, integrate the student module of BANNER, provide for remote back-up and support for all data, assure redundancy by locating servers in at least two locations (Missoula and Butte, with the remote back-up in Miles City), and acquire a common LMS for all four campuses.

5.5 SUPPORT/COLLABORATION WITH OTHER CAMPUSES (CCs, TRIBAL COLLEGES, OTHER): UM hosts an annual meeting focusing on collaboration with the Tribal Colleges and higher education representatives in the State of Montana. In addition, UM has dual admissions agreements with the Tribal Colleges and selected Montana and Wyoming Community Colleges to promote the successful transfer of students. Finally, as listed earlier, UM has 2+2 agreements with FVCC (SW) and Montana Tech of The University of Montana and MSU-Bozeman (Engineering).

APPENDIX A: INSTITUTIONAL CHARACTERISTICS

PEER INSTITUTIONS

- Montana State University –Bozeman
- Northern Arizona University
- Boise State University
- Idaho State University
- University of Idaho
- University of Nevada, Las Vegas
- University of Nevada, Reno
- New Mexico State University
- North Dakota State University
- University of North Dakota
- Oregon State University
- Portland State University
- University of Oregon
- Utah State University
- Eastern Washington University
- University of Washington
- Washington State University
- Western Washington University
- University of Wyoming

OPERATING BUDGET

REPORTING METRIC

EXPENDITURES PER STUDENT

Campus	FY06	FY07	FY08	FY09	FY10	Growth
University of Montana	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Budgeted</u>	Rate
UM - Missoula	9,335	9,762	10,234	10,456	11,064	4.3%
UM - MT Tech	10,192	10,443	10,903	11,383	11,688	3.5%
UM - Western	8,561	9,298	9,794	10,413	10,394	4.6%
UM - Helena COT	6,815	6,793	7,671	7,382	7,729	3.2%

UM remains one of the lowest-cost doctoral universities in the country, but has nonetheless made improvements. Expenditures per student FTE have actually grown faster than the national averages over the past decade. Strategic budget allocations have enabled the University to make prudent investments in needed academic programs and key faculty positions, facilitating impressive growth in sponsored research, continued gains in market share of enrolling Montana graduating high school seniors, and national competitiveness for nonresident students.

APPENDIX B: ACADEMIC PROFILE

APPENDIX B1: UNDERGRADUATE DEGREE RECIPIENTS BY COLLEGE, 2008-09*

College/Department	#	%
College of Arts and Sciences	897	43%
College of Education and Human Sciences	169	8%
College of Forestry and Conservation	124	6%
College of Health Professions and Biomedical Sciences	111	5%
College of Technology	248	12%
College of Visual and Performing Arts	99	5%
School of Journalism	73	4%
School of Business Administration	349	17%
Total	2,070	100%

* Preliminary and NOT official

APPENDIX B2: GRADUATE DEGREE RECIPIENTS BY COLLEGE, 2008-09*

College/Department	#	%
College of Arts and Sciences	252	36%
College of Education and Human Sciences	106	15%
College of Forestry and Conservation	31	4%
College of Health Professions and Biomedical Sciences	109	16%
College of Visual and Performing Arts	38	5%
School of Journalism	8	1%
School of Business Administration	74	11%
School of Law	76	11%
Total	694	100%

*Preliminary and NOT official

APPENDIX B3: FACULTY CHARACTERISTICS AND PRODUCTIVITY

<i>Counts exclude Contract Administrators and Library staff with Faculty rank, Postdocs, and Sabb repl</i>	All Faculty (Instructional and Other)					
	Headcount			Percentage of Total		
	FT	PT	Total	FT	PT	Total
University of Montana - Missoula (total)						
Total faculty	593	271	864	100%	100%	100%
Nonresident alien (international)	28	14	42	5%	5%	5%
Minorities	72	27	99	12%	10%	11%
Women	219	141	360	37%	52%	42%
Men	374	130	504	63%	48%	58%
Tenure status	593	271	864			
Tenured (CT)	332	12	344	56%	4%	40%
Tenure track (PT)	164	7	171	28%	3%	20%
Nontenurable (NT)	97	252	349	16%	93%	40%
Rank	593	271	864			
Professor	226	25	251	38%	9%	29%
Associate Professor	134	16	150	23%	6%	17%
Assistant Professor	151	63	214	25%	23%	25%
Instructor / Educator (COT)	65	159	224	11%	59%	26%
Lecturer	17	8	25	3%	3%	3%
Total full-time equivalent (FTE)	593	100	693	86%	14%	100%
Have doctorate, FP, or other terminal degree	490	102	592	83%	38%	69%
Highest degree is Doctorate (PhD, EdD)	412	67	479	69%	25%	55%
Highest degree is Juris Doctor (FP degree)	25	12	37	4%	4%	4%
Highest degree is PharmD (FP degree)	9	1	10	2%	0%	1%
Terminal master's or other terminal degree	44	22	66	7%	8%	8%

The Delaware Study rests on a national comparison of educational resources per student by discipline. The data show that with the exception of Law and Journalism, the Colleges and Schools spend significantly less per student than comparable institutions. The University makes periodic internal resource adjustments based on analysis of the Delaware study data. Another national study, the Delta Project, identified Montana's research universities as the lowest funded per student basis of all similar institutions in the fifty states.

The University of Montana-Missoula

Academic Unit Data - Fall 2008

Comparison to Fall 2006 NSICP Benchmarks (University of Delaware National Study of Instructional Cost and Productivity)

	Student Credit Hours per Faculty FTE		Organized Class Sections per Fac FTE		Direct Instructional Expenditures per FTE		Student- Faculty Ratio (Fall 08)	Tenure/TT Faculty Percentage (Fall 08)	Research Expend per T/TT Fac FTE	
	Unit	Benchmark	Unit	Benchmark	Unit	Benchmark			Unit	Benchmark
	(Fall 08)	(Fall 06)	(Fall 08)	(Fall 06)	(Fall 08)	(Fall 06)			(FY 2008)	(FY 2007)
Arts & Sciences	247	250	2.3	2.3	4,698	5,601	17	66%	68,650	48,579
Business Administration	297	302	2.5	2.5	5,533	6,023	20	75%	567	9,427
Education	208	158	5.1	2.5	5,143	7,048	14	70%	117,296	17,747
Fine Arts	239	167	5.1	2.5	4,843	7,810	16	77%	50	899
Forestry & Conservation	164	161	2.2	2.1	6,007	8,713	11	61%	418,807	170,572
Journalism	166	207	2.7	2.7	6,592	6,719	11	72%	0	3,066
Law	156	191	2.5	2.0	10,346	8,377	13	69%	3,193	7,375
Health Prof & Biomed Sci	153	166	2.7	2.0	9,202	8,304	12	74%	192,245	45,532
UM Average (excluding COT)	229	Not Avail	3.2	Not Avail	5,354	Not Avail	16	69%	82,335	Not Avail

APPENDIX B4: DOCTORAL PROGRAMS AT UM AND MSU

University of Montana		Montana State University	
Program	Degree	Program	Degree
Anthropology	Ph.D.	Animal & Range Science	Ph.D.
Integrative Microbiol & Biochem	Ph.D.	Biological Sciences	Ph.D.
Organismal Biology & Ecology	Ph.D.	Neuroscience	Ph.D.
Neuroscience	Ph.D.	Engineering (multiple options)	Ph.D.
Biomedical Sciences	Ph.D.	Biochemistry	Ph.D.
Toxicology	Ph.D.	Chemistry	Ph.D.
Biomolecular Structure & Dynamics	Ph.D.	Computer Science	Ph.D.
Chemistry	Ph.D.	Earth Sciences	Ph.D.
Forestry	Ph.D.	Fish & Wildlife Biology	Ph.D.
Geology	Ph.D.	Ecology & Environmental Sciences	Ph.D.
History	Ph.D.	History	Ph.D.
Interdisciplinary Studies	Ph.D.	Mathematics	Ph.D.
Mathematics	Ph.D.	Statistics	Ph.D.
Psychology	Ph.D.	Microbiology	Ph.D.
Fish & Wildlife Biology	Ph.D.	Physics	Ph.D.
Curriculum & Instruction	Ed.D.	Plant Science	Ph.D.
Counselor Education & Supervision	Ed.D.	Veterinary Molecular Biology	Ph.D.
Educational Leadership	Ed.D.	Education	Ed.D.
Medicinal Chemistry	Ph.D.	American Studies	Ph.D.
Pharmacy	Pharm.D.		
Physical Therapy	D.P.T.		
Law	J.D.		

APPENDIX C: STUDENTS

APPENDIX C1: STUDENT BODY DESCRIPTION

Fall Semester 2008

	<u>Headcount</u>	<u>%</u>		<u>Headcount</u>	<u>%</u>
Gender			Ethnicity		
Men	6,488	46%	Caucasian	11,648	82%
Women	7,719	54%	Minority	1,076	8%
			Other	167	1%
Residency			Foreign	430	3%
Resident	10,711	75%	Not Reported	886	6%
Nonresident	2,867	20%			
WUE	629	4%	Age		
Academic Level			Less than 25	9,890	70%
COT	1,641	12%	Older than 25	4,317	30%
Undergraduate	10,067	71%	Attendance		
Post-Bacc	713	5%	Full Time	11,322	80%
Graduate	1,786	13%	Part Time	2,885	20%

APPENDIX C2: FRESHMAN ACT SCORES

ACT Composite Scores		SAT Scores	Critical Reading	Math	Writing
30-36	5.5%	700-800	4.8%	2.5%	2.5%
24-29	37.8%	600-699	22.8%	20.7%	17.3%
18-23	50.7%	500-599	42.5%	47.3%	44.5%
12-17	6.3%	400-499	24.6%	25.6%	29.0%
6-11	0.0%	300-399	5.1%	3.5%	6.6%
Below 6	0.0%	200-299	0.4%	0.6%	0.3%

APPENDIX C3: RETENTION RATES AND GRADUATION RATES

Retention & Graduation Rate of First-time, Full-time Freshmen

	2004	2005	2006	2007	2008
Fall to Fall Retention Rate	69.5%	69.8%	72.1%	71.7%	71.5%
Six year Graduation Rate	44.0%	44.0%	42.3%	43.2%	41.9%

APPENDIX C4: STUDENT FTE BY RESIDENCY AND LEVEL

Student FTE by Residency & Level

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Resident Total	8,956	8,900	9,019	9,260	9,641
Undergraduates	7,841	7,776	7,879	8,057	8,426
Graduates	1,115	1,124	1,140	1,203	1,215
Non-resident Total	2,993	3,083	3,121	3,176	3,143
Undergraduates	1,921	1,937	1,925	1,910	1,995
WUE	509	591	645	710	641
Graduates	563	555	551	556	507
Total FTE	11,949	11,983	12,140	12,436	12,784

APPENDIX C5: STUDENT HEADCOUNT BY NEW STUDENT STATUS

Student Headcount by New Student Status

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
First-time Freshmen	2,237	2,246	2,171	2,199	2,492
New Transfer Students	958	928	907	831	891
First-time Graduate Student	532	535	538	530	479
First-time Non-degree	215	176	240	214	188
Total New Students	3,942	3,885	3,856	3,774	4,050

APPENDIX C6: DEGREE AWARDED BY TYPE

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09*
Certificates	37	51	76	129	147	138
Associate Degrees	207	222	208	203	206	248
Bachelor's Degrees	1,808	1,709	1,614	1,692	1,712	1,822
Master's Degrees	473	461	478	468	465	476
Doctoral Degrees	38	77	72	77	85	75
First Professional Degrees	134	129	136	136	141	175

*Preliminary and NOT official