Goal Statement

Prepare students for success in life through quality higher education

Goal 1: Access & Affordability

System Initiatives:

**Resident Student Access Initiative:**
A system-wide effort to develop a unified approach to resident student recruitment, admissions, and financial aid, with the goal of increasing the percentage of MT high school graduates attending the MUS. Action Steps = 1) College Access Portal, 2) MT Access Scholarship, 3) Tuition Freeze

**GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs):**
The purpose of this federal initiative is to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Montana GEAR UP provides college and career readiness services, such as tutoring, financial aid information, enrollment in rigorous academic courses, comprehensive mentoring, college visits, supplemental curriculum materials, and professional development for school staff. The program serves these students as they progress through middle and high school. In the 2012-13 academic year, the GEAR UP grant began **funding the ACT test for all Montana high school juniors!**

**Objective 1.1.1**
Improve postsecondary education participation rates, with particular attention to Montana residents in MUS institutions

**Metric 1.1.1**
First Time Freshman Capture Rates

Capture rates presented here are the percentage of Montana high school (public or private school) graduates who enroll in the MUS during the fall immediately after high school graduation. Homeschool students are not included in this report.

Student Counts

First Time Freshman only include Montana high school graduates who enrolled in the fall immediately after High School graduation.

<table>
<thead>
<tr>
<th>Year</th>
<th>High School Graduates</th>
<th>First Time Freshmen</th>
<th>Capture Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>10,165</td>
<td>3,618</td>
<td>35.6%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>10,162</td>
<td>3,669</td>
<td>35.1%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>9,759</td>
<td>3,523</td>
<td>36.1%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>9,871</td>
<td>3,621</td>
<td>36.7%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>9,749</td>
<td>3,392</td>
<td>34.8%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>9,783</td>
<td>3,391</td>
<td>34.7%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>9,833</td>
<td>3,301</td>
<td>33.6%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>9,770</td>
<td>3,301</td>
<td>33.8%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>9,890</td>
<td>3,152</td>
<td>31.9%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>9,900</td>
<td>2,879</td>
<td>29.1%</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>9,940</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2022</td>
<td>9,880</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2023</td>
<td>9,940</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2024</td>
<td>10,520</td>
<td></td>
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</tr>
<tr>
<td>Fall 2025</td>
<td>10,410</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Number of Graduates provided for this report is the number of projected High School graduates as determined by the Western In..
MUS Strategic Plan
Retention and Completion

https://mus.edu/data/strategic-plan/retention-completion.html

Goal Statement
Prepare students for success in life through quality higher education

Goal 1: Access & Affordability

System Initiatives:
MT Project 10

Goal Statement
Rigorously pilot a student success intervention to improve retention and completion among low income students.

Action Steps
1. Campus Planning: Develop campus plans for implementing supports to accelerate academic progress, remove financial barriers to attendance, and increase students’ purpose and belonging.
2. Serve Students: Enroll 300 Pell-eligible students at three MUS campuses in the pilot program in Fall 2020.
3. Rigorously Evaluate: Rigorously track student progress, comparing program students to similar students not selected to participate.

Objective 1.1.2
Increase retention rates within the Montana University System

Metric 1.1.2

Objective 1.1.3
Increase graduation rates within the Montana University System

Metric 1.1.3
Objective 1.1.2
Increase retention rates within the Montana University System

Metric 1.1.2

Percentage of MUS First Time Freshman Retained by System
Percentage of first-time freshman cohorts returning for a second year of enrollment in the MUS

By Institution

<table>
<thead>
<tr>
<th>Campus</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSU-Bezeman</td>
<td>2,583</td>
<td>2,606</td>
<td>2,807</td>
<td>2,812</td>
<td>2,870</td>
<td>3,251</td>
<td>3,108</td>
<td>3,208</td>
<td>3,193</td>
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<tr>
<td>Institution Retained</td>
<td>1,816</td>
<td>1,861</td>
<td>2,006</td>
<td>2,045</td>
<td>2,105</td>
<td>2,388</td>
<td>2,307</td>
<td>2,363</td>
<td>2,384</td>
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<tr>
<td>% Institution Retained</td>
<td>70.3%</td>
<td>71.4%</td>
<td>71.5%</td>
<td>72.7%</td>
<td>73.3%</td>
<td>73.5%</td>
<td>74.2%</td>
<td>73.7%</td>
<td>74.7%</td>
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<tr>
<td>System Retained</td>
<td>91</td>
<td>84</td>
<td>90</td>
<td>86</td>
<td>92</td>
<td>98</td>
<td>74</td>
<td>74</td>
<td>57</td>
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<tr>
<td>% System Retained</td>
<td>3.5%</td>
<td>3.2%</td>
<td>3.2%</td>
<td>3.1%</td>
<td>3.2%</td>
<td>3.0%</td>
<td>2.4%</td>
<td>2.3%</td>
<td>1.8%</td>
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<tr>
<td>Total FTF Retained</td>
<td>1,907</td>
<td>1,945</td>
<td>2,096</td>
<td>2,131</td>
<td>2,197</td>
<td>2,486</td>
<td>2,381</td>
<td>2,437</td>
<td>2,441</td>
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<tr>
<td>Total FTF % Retained</td>
<td>73.8%</td>
<td>74.6%</td>
<td>74.7%</td>
<td>75.8%</td>
<td>76.6%</td>
<td>76.5%</td>
<td>76.6%</td>
<td>76.0%</td>
<td>76.4%</td>
</tr>
</tbody>
</table>
Objective 1.1.3
Increase graduation rates within the Montana University System

Metric 1.1.3

MUS Bachelor's Degree Graduation Rates
Percentage of undergraduate students who graduate from a bachelor's degree program in 100% (4 Years), 150% (6 Years), and 200% (8 Years) of expected (full-time) program length. Cohort consists of first-time, full-time, Bachelor's Degree Seeking students from the fall semester (i.e. 2003 is the Fall of 2003 cohort of students). System rates include students that transferred and graduated from another MUS campus.

2013 Fall Cohort
Cohort Count: 150
Total Grad: 79

- 4 Year Rate: 24.0%  
- 6 Year Rate: 50.7%  
- 8 Year Rate: 52.7%  

UM-Western Bachelor's Degree Graduation Rate Historical Trends

Graduation Rate
- 2002: 22.8%
- 2003: 46.7%
- 2004: 52.7%
- 2005: 52.7%
- 2006: 52.7%
- 2007: 52.7%
- 2008: 52.7%
- 2009: 52.7%
- 2010: 52.7%
- 2011: 52.7%
- 2012: 52.7%
- 2013: 52.7%
- 2014: 52.7%
- 2015: 52.7%
- 2016: 52.7%
- 2017: 52.7%

<table>
<thead>
<tr>
<th>Campus</th>
<th>Cohort</th>
<th>Cohort Count</th>
<th>3 Year Rate</th>
<th>4 Year Rate</th>
<th>5 Year Rate</th>
<th>6 Year Rate</th>
<th>7 Year Rate</th>
<th>8 Year Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>UM-Western</td>
<td>2013</td>
<td>150</td>
<td>0.7%</td>
<td>24.0%</td>
<td>44.7%</td>
<td>50.7%</td>
<td>51.3%</td>
<td>52.7%</td>
</tr>
</tbody>
</table>
**Goal Statement**

Make higher education more affordable by offering more need-based financial aid and scholarships

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**Goal 1: Access & Affordability**

**MUS State Funded Need-based Aid Programs, FY19**

- MT Access Scholarship = $1,000,000
- State Work Study = $815,781
- State SEOG Match = $458,160
- Total Need-based Aid = $2,273,941

**MT Access Scholarship**

*New in FY20*, the MUS embarked on a rejuvenated effort to provide state funded need-based aid. The 2019 Legislature appropriated $1M per year for need-based aid, contingent on MUS campus foundations providing matching dollars.

As of November 2020, 95% of the matching funds have been raised for the biennium.

In FY20, approximately 2,000 students received MT Access awards of $500 per semester.

**Objective 1.2.1**

Reduce the unmet student need for financial aid (increase need-based aid)

**Metric 1.2.1**

**Objective 1.2.2**

Increase the percentage of students who receive grants and scholarships, as well as the average amount awarded.
Objective 1.2.1
Reduce the unmet student need for financial aid (increase need-based aid)

Metric 1.2.1

Need Based Financial Aid

Academic Year Need Based Aid Received by First-time, Full-time Students
Includes all types of need based financial aid except loans in both Fall and Spring semesters. Average financial aid in this dashboard is the amount received only among the students who received need based aid. Only includes students enrolled in both fall and spring semesters. Need based aid only includes State and Federal sources.

The average amount of state funded need-based aid per student in the nation ($890 per student) is more than ten times the amount in MUS. (source: National Assoc. of State Grant and Aid Programs)
Objective 1.2.2
Increase the percentage of students who receive grants and scholarships, as well as the average amount awarded.

Financial Aid per Student
Academic Year Aid Received by First-time, Full-time Students
Includes all types of financial aid except loans in both Fall and Spring semesters. Average financial aid is the amount received by all students, not just those receiving aid. Only includes students enrolled in both fall and spring semesters.
Goal Statement
Promote postsecondary education affordability

Goal 1: Access & Affordability

System Initiatives: Tuition Freeze:

- Freeze on tuition for 12 out 14 years at all two-year colleges (FY08 – FY17, FY20-FY21).
- Regional 4-year campuses (Tech, MSUN, MSUN, and UMW) tuition frozen for 10 out of 14 years since
- MSU and UM, tuition frozen during 8 of the past 14 years.

Regional Comparison 2018-19:
(avg. academic year tuition and fees for full-time students)

- MSU/UM = $7,260
- Regional Peers = $9,310
- MSUB, Tech, UMW, MSUN = $6,253
- Regional Peers = $7,642
- MUS 2-yr Colleges = $3,573
- Regional Peers = $3,889

Financial Literacy:
Campuses in the MUS are taking a coordinated and collaborative approach toward decreasing student loan debt. Assisted by grant funds obtained by OCHE, efforts to educate and communicate to students and parents the various resources available for paying for college, as well as improving students' abilities to manage their own finances are now occurring on all MUS campus.

Objective 1.3.1
Decrease average loan amounts and the percentage of students borrowing

Objective 1.3.2
Decrease tuition as a percentage of median household income

Objective 1.3.3
Increase the amount of state support as a percentage of total personal income relative to peer states and historical levels
Objective 1.3.1
Decrease average loan amounts and the percentage of students borrowing

Loan Amounts for Degree Recipients
Percent of Students taking out Loans
(no parent PLUS loans included; includes Dawson CC and Miles CC)
Objective 1.3.2
Decrease tuition as a percentage of median household income

Tuition & Fees as a Percent of Household Income
If a state doesn’t show up it reflects that no schools of that type exist within the state.
*Tuition and Fees Data Source: Western Interstate Commission for Higher Education (WICHE), Tuition and Fees in the West
*Median Household Income Data Source: Census Bureau, 1 Year American Community Survey

Montana Campuses
2020-2021 Tuition & Fees as a Percent of Household Income
Montana State University 12.9%
University of Montana 13.0%

State Comparison of Tuition & Fees as a Percent of Household Income

WICHE Average 14.4%
Objective 1.3.3
Increase the amount of state support as a percentage of total personal income relative to peer states and historical levels.
**Objective 1.3.3**
Increase the amount of state support as a percentage of total personal income relative to peer states and historical levels.

**Public Higher Education Support per $1,000 of Personal Income**
Source: SHEEO State Higher Education Finance Report

**1 Year Percent Change in Support**
Change from 2017 to 2018
- Arizona: -4.1%
- Colorado: -3.5%
- Idaho: -8.4%
- Montana: -2.1%
- Nevada: 1.0%
- North Dakota: -19.4%
- Oregon: -2.1%
- South Dakota: -7.9%
- Wyoming: -3.1%
- U.S.: -20.0%

**10 Year Percent Change in Support**
Change from 2008 to 2018
- Arizona: -37.2%
- Colorado: -23.0%
- Idaho: -21.7%
- Montana: -15.3%
- Nevada: -30.9%
- North Dakota: -11.0%
- Oregon: -16.5%
- South Dakota: -5.5%
- Wyoming: -21.6%
- U.S.: -40.0%
MUS Strategic Plan
K - 20 Collaboration
https://www.mus.edu/data/strategic-plan/k20.html

Goal Statement
Work collaboratively with the K-12 education system to increase high school academic preparedness, completion, and concurrent enrollment programs

<table>
<thead>
<tr>
<th>Goal 1: Access &amp; Affordability</th>
</tr>
</thead>
</table>

System Initiatives: Dual Enrollment

Goal Statement
Increase capacity, awareness, and opportunities for Dual Enrollment in Montana.

Action Steps

1. Continue with 12Free program (first 6 credits for free)
2. Expand communication of Dual Enrollment opportunities through the new College Access Portal
3. Explore ways to centralized dual enrollment registration.

Measure
Target = increase the annual number of dual enrolled students by 10%

Objective 1.4.1
Increase enrollment of at-risk and disadvantaged students

Metric 1.4.1

Objective 1.4.2
Expand outreach to top academic achievers graduating from Montana high schools

Metric 1.4.2

Objective 1.4.3
Increase early access to higher education through dual enrollment

Metric 1.4.3
**Objective 1.4.1**
Increase enrollment of at-risk and disadvantaged students

**Metric 1.4.1**

MUS Headcounts - System Totals
Counts prior to Fall 2016 do not include PVCC.

<table>
<thead>
<tr>
<th>Measurement Period</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>5,319</td>
<td>5,429</td>
<td>5,697</td>
<td>5,869</td>
<td>5,921</td>
<td>6,327</td>
<td>6,290</td>
</tr>
<tr>
<td>2 Year</td>
<td>982</td>
<td>947</td>
<td>1,032</td>
<td>1,090</td>
<td>1,072</td>
<td>1,166</td>
<td>962</td>
</tr>
<tr>
<td>4 Year</td>
<td>4,334</td>
<td>4,356</td>
<td>4,440</td>
<td>4,562</td>
<td>4,594</td>
<td>4,846</td>
<td>4,984</td>
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<tr>
<td>Community College</td>
<td>103</td>
<td>126</td>
<td>225</td>
<td>217</td>
<td>255</td>
<td>315</td>
<td>324</td>
</tr>
<tr>
<td>Grand Total</td>
<td>5,319</td>
<td>5,429</td>
<td>5,697</td>
<td>5,869</td>
<td>5,921</td>
<td>6,327</td>
<td>6,290</td>
</tr>
</tbody>
</table>
Objective 1.4.2
Expand outreach to top academic achievers graduating from Montana high schools

Metric 1.4.2

MUS Honors Scholarship - Totals
Number of 4 Year merit-based renewable scholarships offered which waives the recipient’s tuition at an eligible Montana campus and amounts paid in total.
Visit https://www.mus.edu/PreparePay/Scholarships/MUS_Honor_Scholarship.html for more information.
Data does not include Flathead Valley CC

Student Counts and Amounts Paid

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Student Counts</td>
<td>662</td>
<td>600</td>
<td>650</td>
<td>638</td>
<td>659</td>
<td>678</td>
<td>673</td>
<td>679</td>
<td>699</td>
</tr>
<tr>
<td>Total Amount Paid</td>
<td>$2,960,651</td>
<td>$2,788,381</td>
<td>$2,217,262</td>
<td>$3,164,502</td>
<td>$3,273,786</td>
<td>$3,396,408</td>
<td>$3,408,984</td>
<td>$3,584,994</td>
<td>$3,801,101</td>
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<tr>
<td>Avg. Amount Paid Per Semester</td>
<td>$2.260</td>
<td>$2.377</td>
<td>$2.519</td>
<td>$2.516</td>
<td>$2.544</td>
<td>$2.544</td>
<td>$2.557</td>
<td>$2.681</td>
<td>$2.762</td>
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</tbody>
</table>
**Objective 1.4.3**
Increase early access to higher education through dual enrollment

**Metric 1.4.3**

**Dual Enrollment System Totals**
Annual number of high school students (age 19 or younger) enrolled in at least one college class; term counts are unduplicated students while year counts are total of all 3 terms

<table>
<thead>
<tr>
<th>Year</th>
<th>Dual Credit</th>
<th>Fall</th>
<th>Spr</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
<td>No</td>
<td>2,211</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-14</td>
<td>No</td>
<td>2,872</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14-15</td>
<td>No</td>
<td>1,189</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-16</td>
<td>No</td>
<td>2,008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-16</td>
<td>Yes</td>
<td>2,247</td>
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<td>16-17</td>
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<td>1,413</td>
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<tr>
<td>16-17</td>
<td>Yes</td>
<td>3,630</td>
<td></td>
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<tr>
<td>17-18</td>
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<td>1,781</td>
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<td>17-18</td>
<td>Yes</td>
<td>5,445</td>
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<tr>
<td>18-19</td>
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<td>2,007</td>
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<td></td>
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<tr>
<td>18-19</td>
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<td>6,448</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-20</td>
<td>No</td>
<td>1,707</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-20</td>
<td>Yes</td>
<td>6,448</td>
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</table>

**Dual Enrollment Totals**

<table>
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<tr>
<th>Year</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>12-13</td>
<td>2,211</td>
<td></td>
<td>2,211</td>
</tr>
<tr>
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<td>2,872</td>
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<td>2,872</td>
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<td>14-15</td>
<td>1,189</td>
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<td>1,189</td>
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<tr>
<td>15-16</td>
<td>2,008</td>
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<td>2,008</td>
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<td>15-16</td>
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<td>6,448</td>
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<tr>
<td>19-20</td>
<td>1,707</td>
<td></td>
<td>1,707</td>
</tr>
<tr>
<td>19-20</td>
<td>6,448</td>
<td></td>
<td>6,448</td>
</tr>
</tbody>
</table>
Goal Statement
Increase postsecondary enrollment of traditional and non-traditional students through expanded outreach programs, evening/weekend programs, and 2-year programs

System Initiatives: 2-year Education/CTE

Goal Statement
Expand efforts to communicate and effectively deliver career and technical education (CTE) as an option for students to pursue in the MUS.

Action Steps
(Shared Policy Goal)

1. Develop a College and Career Readiness (CCR) Portal that equally promotes CTE and non-CTE opportunities.
2. Work with k-12 partners and MUS campuses to more effectively promote CTE opportunities through school counseling and advising strategies.
3. Continuously review the effectiveness of existing CTE programs and conduct gap analyses to guide the development of new CTE opportunities that more effectively meet workforce demand.
4. Explore avenues for developing a system-level approach for the recruitment of students interested in CTE.

Measure
Target = grow CTE enrollment system-wide by 10%

Objective 1.5.1
Increase enrollment at 2-year programs.

Metric 1.5.1

Objective 1.5.2
Increase programs and classes for non-traditional students, including evening and weekend programs

Metric 1.5.2
Objective 1.5.1
Increase enrollment at 2-year programs.

Metric 1.5.1

MT University System Enrollment for Entire System
This dashboard presents information on FTE for the NUS as a system. Census data prior to Fall 2016 is not available for Flathead Valley Community College and is excluded from totals for those periods. Please see our Headcount dashboard at https://muc.edu/data/dashboards/headcount.asmx for headcount and demographic information. Census records are not gathered for Summer or Fiscal Year. If selected a blank page will be displayed.

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<td>4,477</td>
<td>4,327</td>
<td>4,155</td>
<td>3,948</td>
<td>3,695</td>
<td>3,129</td>
<td>3,354</td>
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<td></td>
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<td>5,463</td>
<td>5,317</td>
<td>4,815</td>
<td>4,477</td>
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<td>3,948</td>
<td>3,695</td>
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<td>412</td>
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</table>
**Objective 1.5.2**

Increase programs and classes for non-traditional students, including evening and weekend programs

**Metric 1.5.2**
Goal Statement

Improve distance and on-line learning by coordinating online delivery of education across the entire Montana University System.

Goal 1: Access & Affordability

System Initiatives: MUS Distance Learning Initiative:

In the 2005 and 2007 legislative sessions, the Montana Legislature appropriated funds specifically aimed at increasing the availability of distance learning in the Montana University System.

With these funds ($300,000 in 2005, $900,000 in 2007) the university system invested in distance learning resources, faculty, and infrastructure. As a result, Montana universities and colleges now offer more than 100 online degrees and over 700 internet courses.

MUS.edu/online is a central location for students, faculty, and the public to find information on distance education opportunities and topics in the MUS.

**Objective 1.6.1**

Increase student enrollment in online courses

*Metric 1.6.1*

**Objective 1.6.2**

Increase the number of online courses and degrees

*Metric 1.6.1*
Objective 1.6.1
Increase student enrollment in online courses

Metric 1.6.1

MUS Headcounts in Distance Learning Courses
Counts are results from the end of term data collection and include any students enrolled in at least one distance learning course.
*Distance learning courses are where instruction is delivered entirely outside of the traditional classroom setting and there is no "in-person" contact between student and teacher (i.e. on-line and/or video courses)
**Objective 1.6.2**
Increase the number of online courses and degrees

**Metric 1.6.1**

Number of Distance Learning Courses Offered

Count of Courses vs. Semesters (Fall 2004 to Fall 2020)

- City College
- Dawson CC
- Flathead Valley CC
- Gallatin College
- Great Falls College
- Helena College
- Highlands College
- Miles CC
- Missoula College
- MSU-Billings
- MSU-Bozeman
- MSU-Northern
- MT Tech
- UM-Missoula
- UM-Western
Goal Statement
Increase responsiveness to workforce development needs by expanding and developing programs in high demand fields in the state

System Initiatives:

MT STEM Scholarship
The 2019 Legislature revitalized the MT STEM Scholarship by shifting Lottery funding from last dollar to first dollar and extending the number of years that students can receive scholarships from two to four. Award amounts are $1,000 in the first year, $1,500 in years two and three, and $2,000 in year four.

CTE/Big Sky Pathways
In collaboration with OPI, K-12 school districts, two-year colleges, and business and industry, develop and promote sequential curriculum providing high school students with a clear, non-duplicative pathway from high school to two-year colleges and/or careers.

Objective 2.1.1
Increase degrees and certificates awarded in high-demand occupational fields

Metric 2.1.1

Objective 2.1.2
Increase job placement rates

Metric 2.1.2

Objective 2.1.3
Increase the number of certificates and degrees conferred in 2-year programs

Metric 2.1.3
Degrees & Certificates Awarded by MUS 2-year Colleges
Objective 2.1.1
Increase degrees and certificates awarded in high-demand occupational fields

Metric 2.1.1

MUS Degrees & Certificates Awarded by Discipline
Currently Displaying All
Academic Year consists of Summer, Fall, and Spring terms (ex: 2018-19 includes Summer 2018, Fall 2018, Spring 2019)
Certificates of Completion, Technical Studies and Applied Science at the 2-year level are included

<table>
<thead>
<tr>
<th>Award Type</th>
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<td>Student Campus</td>
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<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Science, Technology, Engineering, &amp; Math (STEM)</th>
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<tr>
<td>Arts &amp; Humanities</td>
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<td>Social &amp; Behavioral Sc.</td>
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<td>Trades</td>
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- Science, Technology, Engineering, & Math (STEM) 65.3%
- Science, Technology, Engineering, & Math (STEM) 10.4%

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</thead>
<tbody>
<tr>
<td>Total</td>
<td>1,648</td>
<td>1,891</td>
<td>1,966</td>
<td>2,038</td>
<td>2,191</td>
<td>2,243</td>
<td>2,212</td>
<td>2,385</td>
<td>2,370</td>
<td>2,595</td>
<td>2,500</td>
</tr>
</tbody>
</table>

Grand Total    1,648 1,891 1,966 2,038 2,191 2,243 2,212 2,385 2,370 2,595 2,500
**Objective 2.1.2**

Increase job placement rates

**Metric 2.1.2**

Employment Percentages by Discipline, Award, and Major

Data Sources: MUS Data Warehouse; MT Dept. of Labor & Industry; MUS graduates matched to Unemployment Insurance Wage Database.

Data Caveats: Graduate numbers are aggregated and unduplicated based on the highest level of award earned by a student within a given academic year. Students without matchable ID’s are excluded from this analysis. Degree and major names are normalized across the MUS. As a result of these factors, the number of graduates reported in this dashboard may not correspond to the official number of graduates reported by individual campuses. Disciplines/Award Desc./Major combinations with fewer than 5 graduates will not display due to privacy concerns which can cause the data to vary.
**Objective 2.1.3**
Increase the number of certificates and degrees conferred in 2-year programs

**Metric 2.1.3**
Degrees & Certificates Awarded by MUS 2-year Colleges

### MUS Degrees & Certificates Awarded

Academic Year consists of Summer, Fall, and Spring terms (ex: 2018-19 includes Summer 2018, Fall 2018, Spring 2019)

Certificates of Completion, Technical Studies and Applied Sciences at the 2-year level are included

<table>
<thead>
<tr>
<th>Year</th>
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<th>Associate’s Degree</th>
<th>Bachelor’s Degree</th>
<th>Graduate &amp; Professional</th>
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<td>2010-11</td>
<td>355</td>
<td>1,581</td>
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<td>2011-12</td>
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<td>2012-13</td>
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<td>2,021</td>
<td>4,924</td>
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<td>2013-14</td>
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<td>2,102</td>
<td>5,254</td>
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<td>2014-15</td>
<td>554</td>
<td>2,114</td>
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<td>2015-16</td>
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<td>2,003</td>
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<td>2016-17</td>
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<td>2017-18</td>
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<td>1,904</td>
<td>5,098</td>
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<td>2018-19</td>
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<td>2,079</td>
<td>5,395</td>
<td>1,674</td>
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<td>2019-20</td>
<td>507</td>
<td>1,576</td>
<td>9,209</td>
<td>1,721</td>
</tr>
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</table>

**Total**

- Certificate: 7,760
- Associate’s Degree: 8,288
- Bachelor’s Degree: 8,778
- Graduate & Professional: 9,323

**Grand Total**: 9,013
Goal Statement
Establish collaborative programs among institutions, the private sector, and the state to expand research, technology transfer, the commercialization of new technologies, and the development of our entrepreneurs

Goal 2: Workforce & Economic Development

System Initiatives:

MUS Research Initiative:
The MUS received an appropriation of $15M in state funds from the 2015 Montana Legislature to serve as seed money to leverage university-based research into strategic advancements for Montana’s economy. The fundamental purpose of this research initiative is to: (1) solve Montana problems with Montana solutions; (2) create good Montana private-sector jobs, and/or; (3) grow emerging and important research sectors that contribute to the diversity of Montana’s economy.

The Commissioner of Higher Education administered competitive grants to researchers on the basis of each project’s potential for private-sector job creation, commercialization, and economic return on investment for the State of Montana. Areas of emphasis include agriculture, natural resources and energy, materials and manufacturing, health and biomedical sciences, and technology and computer science.

See details and complete list of funded projects

Objective 2.2.1
Increase research & development receipts and expenditures

Metric 2.2.1

Objective 2.2.2
Increase technology licenses with Montana businesses

Metric 2.2.2
**Objective 2.2.1**
Increase research & development receipts and expenditures

**Metric 2.2.1**

Research Expenditures

![Research Expenditures Chart]

- **Campus**: MSU - Billings, MSU - Bozeman, MSU - Northern, MT Tech, UM - Missoula, UM - Western

- **Years**: 2006 to 2019
- **Expenditures**: $0M to $240M

The chart visualizes the research expenditures across different campuses from 2006 to 2019, showing the trends and amounts spent each year.
**Objective 2.2.2**
Increase technology licenses with Montana businesses

**Metric 2.2.2**

**MUS Technology Transfer Activity**

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<td>176</td>
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<td>Percent Licenses MT companies</td>
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<td>75%</td>
<td>77%</td>
<td>71%</td>
<td>49%</td>
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Goal Statement

Expand graduate education capacity and opportunities in order to increase educational attainment of Montanans, fuel economic development, grow the research and development enterprise, and contribute to the cultural and social fabric of Montana and the region.

Goal 2: Workforce & Economic Development

System Initiatives

Faculty, staff, and students in the Montana University System (MUS) are engaged in science and technology research and graduate education that help build Montana’s economic future. The MUS research enterprise also builds partnerships with communities, businesses, and other educational entities to help align science education and research with pressing social and economic challenges.

Expanding graduate education capacity and opportunities will help grow the MUS research enterprise. The following initiatives are key to this effort:

- Improved stipends and resident tuition status to attract competitive graduate students;
- Sufficient start-up funding packages and salaries to retain and recruit competitive faculty;
- Strategic addition of graduate programs to meet workforce needs and research opportunities; and
- Innovative partnerships and financing to build modern facilities and a competitive research infrastructure.

Objective 2.3.1

Increase the number and percentage of graduate students in the Montana University System.

Metric 2.3.1

Objective 2.3.2

Increase graduate degree production, maintaining a strong concentration in science, technology, engineering, and math (STEM) fields.

Metric 2.3.2
Objective 2.3.1
Increase the number and percentage of graduate students in the Montana University System.

Metric 2.3.1

MUS Headcounts - System Totals
Counts prior to Fall 2016 do not include FVCC.

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<td>5,250</td>
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<td>4,829</td>
<td>5,002</td>
<td>5,074</td>
<td>5,349</td>
<td>5,250</td>
</tr>
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</table>
Objective 2.3.2
Increase graduate degree production, maintaining a strong concentration in science, technology, engineering, and math (STEM) fields.

Metric 2.3.2

MUS Degrees & Certificates Awarded
Academic Year consists of Summer, Fall, and Spring terms (ex: 2018-19 includes Summer 2018, Fall 2018, Spring 2019). Certificates of Completion, Technical Studies, and Applied Science at the 2-year level are included.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>340</td>
<td>355</td>
<td>387</td>
<td>420</td>
<td>458</td>
<td>554</td>
<td>576</td>
<td>679</td>
<td>618</td>
<td>618</td>
<td>507</td>
</tr>
<tr>
<td>Associate's Degree</td>
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<td>1,581</td>
<td>2,087</td>
<td>2,021</td>
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<td>1,959</td>
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<td>Bachelor's Degree</td>
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<td>1,626</td>
<td>1,658</td>
<td>1,674</td>
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<td>Grand Total</td>
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<td>9,560</td>
<td>9,276</td>
<td>9,766</td>
<td>9,013</td>
</tr>
</tbody>
</table>
Goal Statement

Improve the accuracy, consistency and accessibility of system data, including the continued development of a comprehensive data warehouse

MUS Shared Services related to Information Technology

1. Banner Finance & HR (UM & MSU sides)
2. Benefits Enrollment & Administration
4. MUS Data Warehouse (Student, HR, & Finance)
5. Student Conduct Software (Maxient)

Potential Shared Services

1. Reporting & Analysis Software
2. Central Admissions Application Process
3. File Sharing Services
4. Electronic Document Services
5. Audit/risk assessment software
6. Research/Academic Analytics Software

IT Strategic Directions

In order to meet the three primary goals outlined in the Board of Regents’ Strategic Plan, the Montana University System will strive to implement the following Information Technology Strategic Directions:

1. Enterprise Information Systems

Develop an integrated information system with the goal of maximizing administrative efficiencies, allowing for seamless student enrollment between campuses, and promoting consistent business practices across all institutions.
Assumptions:

- The MUS will continue to make incremental steps toward developing a single integrated information system.
- Incremental steps include, but are not limited to, the following:
  - Utilizing a single instance of the administrative information software that is hosted and managed by the main campus on each side of the system (i.e. UM and MSU host a single instance of Banner for their affiliated campuses, with the potential for including the community colleges, as well as tribal colleges).
  - Allowing for multi-institutional functionality to enable (for example): enrollments from more than one campus on students’ schedules and transcripts, financial aid based on combined enrollment at more than one institution, centralized administrative services, such as, a single source for payroll generation.
  - Standardizing codes and data elements, as well as aligning business rules and practices.

2. Network Connectivity
Continue to develop and improve an education network that provides high speed telecommunication capabilities that link MUS institutions, provide connectivity to national research and education networks, and expand the reach of the MUS to remote areas of Montana.

3. Data Warehousing
Maintain and work to improve a system-wide data warehouse for the purpose of measuring the goals in Board of Regents’ Strategic Plan, collecting and reporting official enrollment, developing linkages with K-12 and workforce data, and producing and monitoring the MUS Operating Budget.
Goal Statement
Deliver efficient and coordinated services

Goal 3: Efficiency & Effectiveness

System Initiatives: Shared Services

Goal Statement
Increase the number of services either facilitated, coordinated, or directed in a system-wide fashion that will increase efficiencies, effectiveness and cost savings at individual campuses and system-wide.

Action Steps

1. **Inventory**: update an inventory of system-wide shared services
2. **Taskforce**: convene a taskforce to help identify potential services to share and sets goals
3. **Focus Areas**: identify and prioritize "areas of focus" to target for shared services implementation

**Metric 3.2.1**

**Metric 3.2.2**
Metric 3.2.1

Educational Revenue per Student FTE, FY19

Educational revenue is the sum of public higher education state appropriations and public in-state and out-of-state net tuition. (unadjusted for cost of living and enrollment mix; includes CC's)

U.S. $15,098

MT (40th) $13,071

MUS Current Unrestricted Expenditures
Total Expenditures, net of Waivers and Special Appropriations

Measure Names
- Instruction
- Organized Research
- Public Service
- Academic Support
- Student Services
- Institutional Support
- D And M Plant
- Scholarships

Expenditures

FY09: $43,134,966
FY10: $37,193,048
FY11: $33,109,540
FY12: $38,492,321
FY13: $40,715,734
FY14: $41,124,589
FY15: $43,388,145
FY16: $45,140,329
FY17: $46,327,929
FY18: $47,202,701
FY19: $46,803,001
FY20: $54,579,416
FY21 Budgeted: $48,923,001
Goal Statement
Deliver efficient and coordinated services.

Goal 3: Efficiency & Effectiveness

System Initiatives: MUS Transferability Initiative:
The 2007 Legislature appropriated $1.5 million to help the MUS improve the transferability of courses and further develop its centralized data system.

As a result, the MUS initiated a "common course numbering" process for all undergraduate courses. This process requires that all courses deemed to be equivalent must possess the same course prefix, number, and title; all courses with same name and number will directly transfer on a one-to-one basis with equivalent courses at the receiving institution.

Progress:
As of June 2019, more than 10,000 courses in over 60 disciplines have gone through the Common Course Numbering process and developed program outcomes. This represents 100% of the undergraduate courses in the MUS.

Objective 3.3.1
Improve articulation and transferability among all 2-year and 4- year institutions, including community colleges and tribal colleges

Metric 3.3.1
Objective 3.3.1
Improve articulation and transferability among all 2-year and 4-year institutions, including community colleges and tribal colleges

Metric 3.3.1

Student Transfers
New transfers with the original school designated in the left column and landing school in the right column.
In 2019, the Legislative Audit Division conducted a survey of over 12,000 recent transfer students (response rate = 10.6%).

**Transfer Survey Student Response to: “Overall, I am satisfied with my experience transferring between campuses in the Montana University System.”**

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>2.0%</td>
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<tr>
<td>Disagree</td>
<td>5.9%</td>
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<td>Neither Agree Nor Disagree</td>
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<tr>
<td>Agree</td>
<td>45.8%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>35.4%</td>
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</table>

**Source:** Compiled by the Legislative Audit Division from student transfer survey data.

**Transfer Survey Student Response to: “The transfer process from one Montana campus to another was simple.”**

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7.1%</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>9.7%</td>
</tr>
<tr>
<td>Agree</td>
<td>46.5%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>34.9%</td>
</tr>
</tbody>
</table>

**Source:** Compiled by the Legislative Audit Division from student transfer survey data.
Goal Statement

Biennial review/update of the budget allocation model consistent with state and system policy goals and objectives

Goal 3: Efficiency & Effectiveness

Performance Funding History:

In May 2013, the Montana University System (MUS) adopted a performance funding model to augment the university system’s allocation methodology for distributing state appropriations to campuses. This first version of the MUS performance funding model allocated $7.5 million of state dollars in fiscal year 2015, approximately 5% of total state appropriations. The model utilized two basic metrics for all campuses, freshmen to sophomore retention of first-time, full-time students and the annual number of undergraduate degrees and certificates awarded.

Following the approval of the initial performance funding model, a Performance Funding Taskforce comprised of MUS administrators and faculty leaders, designed a more detailed model. The Montana Board of Regents approved the model in May 2014 for allocation of funds in fiscal years 2016, 2017 and beyond.

This current version of the performance funding model was used to allocate $15 million of state appropriations for FY20, approximately 8% of the total state appropriation to the MUS educational units.

Background

The Montana Legislature allocates the vast majority of funding for our education units in a “lump sum” that is then allocated by the Regents to the individual institutions within the system. How these funds are allocated is central to every strategic objective of the Board. In order to achieve the goals and objectives in this strategic plan, the basic funding allocation model must be continually analyzed. To be an effective tool for achieving our strategic goals, the allocation model should, at a minimum:

- Focus on financing for the state system, not only funding for the individual campuses;
- Be transparent as to the policy choices of the Regents, Legislature, and executive branch;
- Provide a framework for dealing with allocations to institutions, tuition revenues, financial aid, and mandatory fee waivers;
- Have a specific fund dedicated to furthering Regents’ priorities;
- Protect institutional viability by moderating the short-term effects of enrollment changes;
- Provide incentives for institutions to collaborate as a system;
- Ensure equity of funding among all institutions;
- Maintain an adequate base of funding and education quality for all institutions;
- Maintain a differential between 2-year and 4-year
Performance Funding
In May 2014, the Board of Regents approved a new set of performance metrics designed to be used in 2015-16 and 2016-17 fiscal years, and beyond. Within this set of metrics, retention rates and completion numbers are measured for all MUS campuses. In addition, mission specific metrics are identified at the flagship and 2-year campuses. Degree counts in graduate programs and research expenditures are included in the flagship campus measurements, while early college enrollment of high school students coupled with a menu consisting of transfer rates, success in developmental education, credit accumulation, and licensure/exam pass rates round out the metrics for 2-year campuses. For all campuses, special weighting will be applied for Pell-eligible students (low income), American Indian students, nontraditional-age students, and veterans.