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The University of Montana-Missoula

2009 INSTITUTIONAL ASSESSMENT REPORT

In the spirit of providing increased accountability and continued improvement in measurable outcomes, public universities across the nation are focusing intense effort on assessment activities. In no other state is this endeavor more important than in Montana, where efficiency is not only encouraged, it is essential.

Strategic planning, budgeting and assessment are all components of a comprehensive resource management process critical to the ongoing success of The University of Montana. Planning is a process in which the University develops long term priorities and initiatives. Budgeting involves allocating appropriate resources over the short term to achieve these objectives. Assessment requires careful analysis of outcomes, comparing the results with established goals and objectives thereby providing a rational basis for the next round of planning.

This brochure is an executive summary of The University of Montana's first annual assessment report, which incorporates data obtained for the Missoula campus. It summarizes results from many different assessment instruments and is organized around seven major assessment categories. The complete, detailed assessment report can be found at www.umt.edu/strategicplanning.

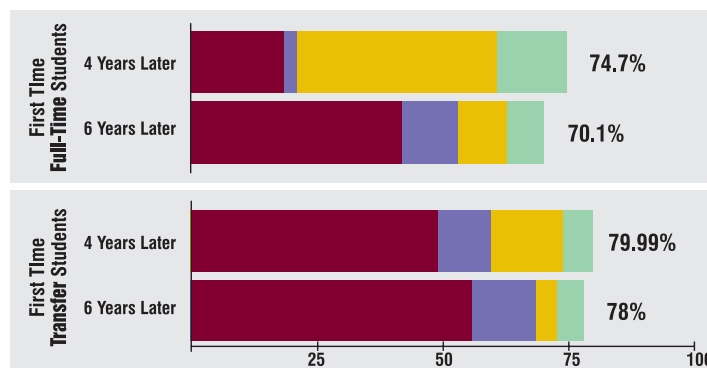
UNDERGRADUATE ACADEMIC QUALITY AND STUDENT SUCCESS

75% of students enrolled in 2002 had graduated from UM, graduated from another institution, or were still enrolled in college 4 years later. The average time-to-degree is 4.95 years. The first-year retention rate has remained at about 70% since 2003. The retention rate for students progressing from the second to third year has improved.

Graduating seniors demonstrated growth in critical thinking and problem solving that places UM in the top 20% of 4-year institutions. Writing skills are improving in response to increased tutoring/writing instruction and direct intervention. Assessment of entering math skills allows students to enroll in an appropriate math course, increasing success rates.



■ Graduated from UM ■ Graduated at Another Institution
■ Still Enrolled at UM ■ Still Enrolled at Another Institution



GRADUATE PROGRAMS ACADEMIC QUALITY AND STUDENT SUCCESS

Fall 2008 graduate students comprised 13% of total enrollment. From 1990 to 2008, master's degrees awarded climbed from 298 to 459; PhD and EdD degrees from 29 to 85; professional doctoral graduates from 121 to 141. Overall, 37% of graduate school applicants were admitted. GRE scores vary across programs, averaging 523 verbal and 595 quantitative (1118 combined).

In the past year, 191 Teaching Assistants (112 master's, 79 doctoral) each received a full tuition waiver. State-funded stipends are well below national averages: \$9,000 for non-science master's, \$9,927 for science masters, and \$14,000 for doctoral students. In contrast to most state universities, non-resident students on assistantships are not considered as residents for tuition purposes.

Approximately 90% of master's and doctoral degree graduates (including Law) were employed during the year after graduation, 64% of Master's degree graduates and 65% of doctoral degree graduates in Montana.

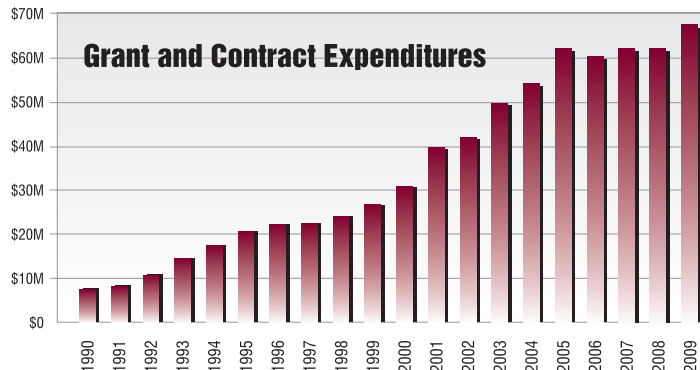
Graduate Students			
	FY1999	FY2005	FY2009
Master's	844	1,145	1,196
Professional	313	296	307
Doctoral	95	238	220
Total	1,252	1,679	1,723

RESEARCH AND CREATIVE ACTIVITIES

Expenditures from extramurally funded grants and contracts have grown significantly, due to institutional investments in recruitment and start-up for new faculty—from \$7M in FY90 to \$67M in FY09, an annual growth rate of 7.77%.

The number of scholarly peer-reviewed publications has grown steadily (ISI Web of Knowledge). Annual publication rates have tripled in the last 2 decades, and the quality and importance of the research is impressive. In the last 5 years, UM faculty published nearly 30 papers in the premier science journals Science and Nature.

The Office of Technology Transfer has aided transfer in biomedical and pharmaceutical sciences, chemistry, wildlife biology, and computer science, leading to 21 active licenses with local, national, and international companies. The growth of the research enterprise has helped nearly 20 faculty members create 9 different spin-off companies.



ENROLLMENT MANAGEMENT

Record enrollments confirm success in capturing a larger market share of resident students (402 FTE over projections in spite of the decline of Montana high school graduates) and reversing downward trends in nonresidents. Ratio of enrolled-to-admitted students (yield) was up in all categories, except Western Undergrad Exchange (WUE) students.

Programs to foster student success are gaining momentum, with higher retention rates for the last 3 cohorts of new full-time freshmen. A similar trend marks 2nd year retention, with positive results from first-year-experience programs. Student credit loads increased, in part because of conversion of online courses to state-support, which allows students to enroll for more coursework without tuition increases.

Affordable access for Montanans is critical to our mission, but the % of family income needed to pay for college rose from 24% in 1992 to 32% in 2008 (35th in U.S. for affordability). For the 2010/11 biennium, resident tuition is frozen at the COT; up 3% on the Mountain campus.

UM also serves students who are facing special challenges, including 1st-generation, students with disabilities, from low income families, internationals, and students of color. UM has a growing Native American population, the largest outside the tribal colleges.

Since 2001, 2nd-year retention and 6-year graduation rates have improved for students with disabilities. In addition, UM enrolls over 500 freshman from disadvantaged backgrounds and nearly 600 are first in their families to attend college. Nearly 250 fall in both categories. Retention is improving and graduation rates are stable among these students.

	Actual FY2006	Actual FY2007	Actual FY2008	Actual FY2009
College of Technology				
Resident	967	1,033	1,186	1,313
Nonresident	48	57	77	100
WUE	5	8	13	10
Total COT	1,019	1,098	1,276	1,423
UM Undergraduate				
Resident	6,809	6,846	6,883	7,113
Nonresident	1,889	1,868	1,821	1,895
WUE	586	637	697	631
Total Undergraduate	9,284	9,351	9,401	9,638
Graduate School				
Resident	1,124	1,140	1,208	1,216
Nonresident	555	551	550	507
Total Graduate School	1,679	1,691	1,758	1,723
UM Missoula				
Resident	8,900	9,020	9,277	9,641
Nonresident	2,492	2,476	2,447	2,502
WUE	591	645	711	641
Total UM Missoula	11,983	12,140	12,435	12,784
Fall Student Headcount				
Total UM Missoula	13,602	13,961	13,858	14,207

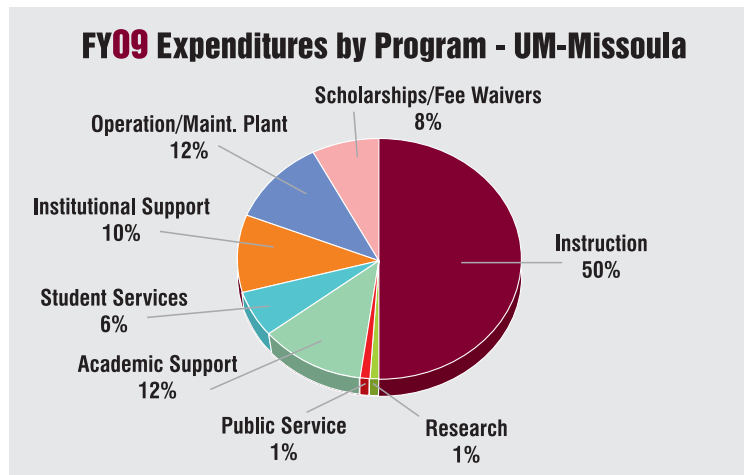
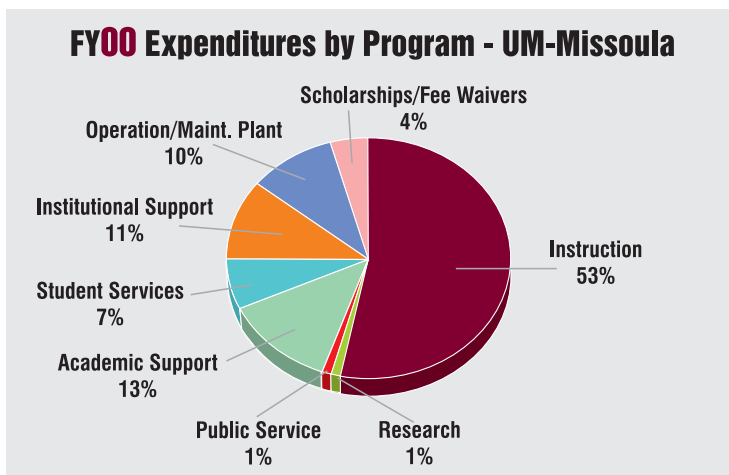
INSTITUTIONAL EFFICIENCY AND EFFECTIVENESS

The Delta Cost Project recently showed Montana doctoral research campuses to be the most cost efficient in the nation.

In 2007, the National Center for Higher Education Management Systems (NCHEMs) found that Montana Universities ranked 45th (6th lowest) in the nation for dollars spent per FTE student at \$9,124. UM's cost-per-student in 2007 was \$9,762. By comparison, Alaska (1st) spent \$18,352 while Florida universities (50th) spent an average of \$7,873.

Significant actions were taken following the President's signing the American University and College President's Climate Commitment (AUCPCC), including a Greenhouse Gas Inventory, building audits, adoption of new building standards (LEED Silver certificate). Students levied a \$4.00 per term revolving energy fee to invest in renewable energy projects.

The following illustrates the distribution of General Funds across programs, a total of \$82,474,305 in 2000 and \$134,962,549 in 2009:



National Study of Instructional Cost and Productivity (NSCIP) compares instructional costs and faculty 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 (Fall 08)	Benchmark (Fall 06)	Unit (Fall 08)	Benchmark (Fall 06)	Unit (Fall 08)	Benchmark (Fall 06)			Unit (FY2008)	Benchmark (FY2007)
Arts & Sciences	247	250	2.3	2.3	4,696	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	<i>Not avail.</i>	3.2	<i>Not avail.</i>	5,354	<i>Not avail.</i>	16	69%	82,335	<i>Not avail.</i>

CONTRIBUTIONS TO THE COMMUNITY

UM hosts more non-university driven, public entertainment events than all other venues in Missoula combined. In the past three years, UM has earned a national reputation by hosting entertainers such as The Rolling Stones, Elton John, James Taylor, Brad Paisley, Sting, Alison Krauss, and Blue Man Group.



Grizzly Football games continue to be the State's highest attended, and each year 42,000 people attend theatre, music, dance, and arts performances and screenings at UM. In addition:

6,700 public and private school K-12 students attend campus matinees, festivals, exhibitions, showcases and clinics;

17,500 public and private school K-12 students in communities in Montana and the Northwest receive educational outreach through Montana Rep's Educational Outreach, UM music ensembles, and MODE and Co-Motion Dance;

30,000 audience members attend Montana Rep's National Tour production in ~50 communities across the nation.

50,000 audience members attended four traveling exhibitions organized by the Montana Museum of Art & Culture in communities across the nation and the largest and most comprehensive exhibition of Pulitzer Prize-winning photographs ever shown in the United States was displayed August to October, 2009 at MMAC. More than 15,000 visited the exhibition.

The Osher Lifelong Learning Institute (MOLLI) provides programming for adults over 50 across the region, has served over 800 attendees to date, and recently received a \$1 million grant in recognition of its growing membership.

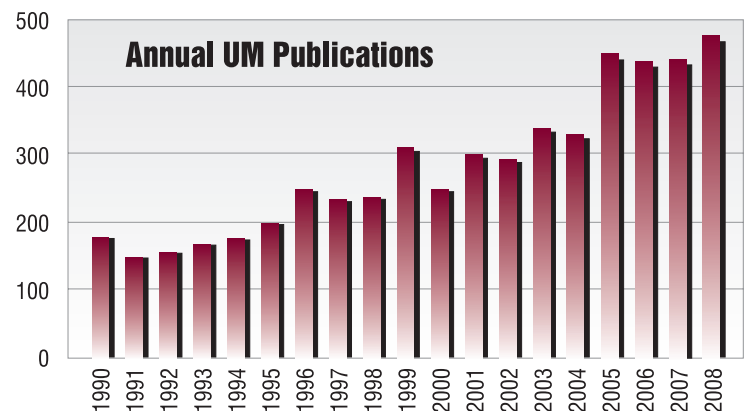
INSTITUTIONAL PROMINENCE

The Carnegie Foundation classification system recognizes The University of Montana's undergraduate program as a "balanced arts and sciences and professions" with a "high graduate coexistence." The basic classification for UM is Research University with "high" research activity. UM was named recently to the "Curricular Engagement and Outreach Partnerships" category. UM is accredited by the Northwest Commission on Colleges and Universities.

The national ranking system of highest visibility is U.S. News and World Report, based on standardized metrics as well as a reputational ranking by peer institutions. Overall, UM is ranked Tier 3.

Specific UM programs have received special recognition this past year.

The Skaggs School of Pharmacy was ranked 9th nationally in competing for federal research grants. The National Council on Teacher Quality recognized UM in 2008 as one of only 10 education programs nationally to meet the three criteria, relevance, breadth, and depth, for all standards in the preparation of elementary teachers in mathematics.



The value of the UM Foundation's portfolio (endowment) as of June 2008 was \$119,955,000. Among 14 doctoral universities in the northwest with fewer than 15,000 students, UM is 6th in total endowment and 8th in endowment per student FTE. During fiscal year 2008, The University of Montana Foundation raised nearly \$37 million for the campus. The Foundation also concluded a capital campaign in 2008 that raised \$131 million, with more than 29,000 donors making contributions, 13,000 for the first time.

The University recognized two additional Regents Professors in 2008-09 and another CASE Montana Professor of the Year, bringing the totals to 8 and 9, respectively.

Seven faculty members are current recipients of NSF Early Career Development awards, that provide support to junior faculty who exemplify the role of teacher-scholars.

Strategic Planning, Budgeting and Assessment Cycles

The University of Montana

January 2009 - January 2011

