

**Faculty Senate
2009/2010
University of Montana Western
Minutes for 3/22/2010 meeting
3:30PM-5PM**

1. Call to order—Delena Norris-Tull, Eric Wright, Cash Yont, Shauna Basile, Karl Ulrich, Megan Chilson, Sheila Roberts, Sara Glasgow, Brent McCabe
2. Reading and approval of minutes from 3/1/2010—tabled until then next meeting
3. Old business
 - most recent draft of UMW Regent’s Professor—see Appendix A, remuneration—increase in base salary, Bethany voted to recommend the procedures, Sara seconded. The motion was approved with one abstention.
 - Academic Standard committee discussion—late adds are approved by a new committee (Student Enrollment Committee approved by the University Council), append the FS bylaws to add someone from Financial Aid to the Academic Standards Committee?, Jason Karch and Rikki Jones will be invited to the next meeting, see Appendix B, section C entitled “Appeals”
 - Comments on Mission Review statement for the BoR—see Appendix C, changes go to Karl, edits will be discussed at the next meeting
 - Curriculum proposals-second reading (32, 36, 38-39, 50, 53)
 - 32, 39—Sheila moved to approve, Shauna seconded. Motion carried.
 - 36—Delena moved to approve. Bethany seconded. Motion carried with one abstention.
 - 38—Email vote pending revisions, add pre-req of WRIT 101 and c/i, change catalog description to be more vague about software
 - 50—Sheila moved to approve, Delena seconded. Motion carried
 - 53—Sheila moved to approve, Eric seconded. Motion carried.
4. New business
 - Textbook requirements at the bookstore (Kathey Hupp-she will show at 4:30PM). No show.
 - Adding new classes—existing FLOC leaders will coordinate efforts to add new classes to the matrix.
5. Good of the order

-Budget committee (Delena)--We only have to give back \$60,000 instead of \$140,000. Will be taken from emergency fund.

6. Adjournment. Delena moved to adjourn. Sara seconded. Everyone made like tires and hit the road.

Appendix A

Appendix B

The University of Montana-Western Section 200 – Academic, Grant & Policy and Procedures Manual Research Policies

Policy 203.1 – Student Enrollment & Attendance Policy

Date Adopted: 4/21/09 Issuing Office: Academic Affairs

Date Revised: Approved By:

References: BOR 305.2, PL 110-315 Higher Education Opportunity Act, Reauthorization Amendments, effective 8/14/2008

I. POLICY

Students at the University of Montana Western enroll on a semester basis and are expected to register

(including paying tuition and fees) prior to the start of the term for all classes they plan to complete

during that term and, once registered, to actively participate in learning activities associated with courses in which they are enrolled. Based on this policy, the following procedures will enable university officials to determine the enrollment status of students.

II. PURPOSE

The purpose of this policy is to set forth conditions and definitions related to student enrollment at Montana Western, to describe attendance expectations, to clarify the effects of student actions related

to enrollment and attendance, and to encourage students to make timely and thoughtful course enrollment choices (i.e., taking program-pertinent courses or courses that satisfy their intellectual curiosity) with the intent of keeping student enrollment costs down and minimizing the time needed to

graduate, and to ensure compliance with federal financial aid regulations and athletic eligibility.

III. DEFINITIONS & PROCEDURES

A. Definitions

1. **Student Enrollment Status**—based on weeks of actual attendance **AND** student credit load.

a. Full-time – registering for twelve (12) or more credits of academic classes **AND** attending classes through the entire semester.

b. Part-term – registering for twelve (12) or more credits in the semester but attending classes less than the full semester.

c. Part-time – registering for less than twelve (12) credits in the semester.

2. **Semester or Term** – a 16-week period of enrollment at the start of which students register for all courses they plan to attempt. UMW has three semesters: fall semester, spring semester, and summer session. For purposes of this policy, “semester” and “term” are interchangeable.

3. **Credit Load** – total credits for which a student is registered during the term.

4. **Registration or Registering** – officially signing up for a class or classes **AND** paying all costs associated with such enrollment and within the published deadlines for that term.

5. **Academic Courses/Classes** – classes that are generally open to any qualified student, have specified attendance/meeting/instructional days, have defined learning outcomes, and satisfy published degree or program of study requirements.

6. **Attendance or Attending** – registering for, attending, and actively participating in learning/instructional activities associated with a class or classes.

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7. **Course Exchange** – simultaneously dropping and adding courses covering the same time period or part of the term (“Block 3” for example). The following conditions define or govern a course “exchange”:

a. the course exchange is completed within the deadline to add for the applicable part of term.

b. there is an even exchange of courses and credits (see Student Enrollment Status above – does not change).

c. the add and drop are recorded on the SAME form and they are offered in the same part of

term.

d. the exchange is approved by all necessary officials – course instructors, student advisor, division dean, etc.

8. **Hold** – temporary designation on a student’s record indicating the need for that student to rectify specific deficiencies in the student’s file **or account**. A hold prohibits the student from gaining access to their account, registering for classes, viewing grades, obtaining transcripts, or other request for service until the deficiency is fulfilled.

9. **Withdraw from the University** – individuals who, after registering for the term, take action to drop all classes, cease attendance, and leave the university.

10. **Student Enrollment Status Committee** – A campus committee established to review and decide student appeals related to administrative enrollment policies.

B. Procedures

1. The University of Montana Western operates on a semester calendar organized into 4 blocks per Fall and Spring Semester, and a Summer Session organized into three blocks.

2. Students are held responsible for making informed enrollment decisions and for knowledge of and compliance with policies and procedures affecting their enrollment at Montana Western.

3. Admitted students are expected to register (including paying tuition and fees) prior to the start of the term for all classes they plan to complete during that term, and, once registered, to attend class each day and actively participate in class learning activities as assigned by the instructor.

4. Student enrollment status is determined at the start of the term.

5. Individuals who wish to maximize enrollment benefits are encouraged to initiate and maintain full-time status during each term of enrollment. After the second week of the term, no student will be eligible to change to full-time status except by approval of the Enrollment Status Committee. Individuals registering after the second week of the term will be classified as either part-time or part-term depending upon the student’s credit load.

6. Only students who start with and maintain full-time enrollment status throughout the term are eligible for intercollegiate athletic certification and participation.

7. Federal student financial aid is awarded based on actual weeks of attendance **AND** class/credit load (credits attempted) **during the term**. By law, only eligible students who start with and maintain full-time enrollment status can receive maximum federal aid benefits. Eligible part-time or part-term students will NOT be funded as full-time students for financial aid.

8. Attendance is based on when a student took action to add or register for a class, NOT the scheduled/published beginning date of a class.

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9. Students are allowed to add and drop classes during the term according to published institutional policy. However, such action may cause a student’s enrollment status to change as described above and elsewhere in the catalog.

10. Students may exchange courses without jeopardizing their enrollment status (see Definitions).

11. Students who wish to add or to drop classes or withdraw from Montana Western (cease enrollment) must communicate their intentions to the Registrar’s Office within the appropriate deadline.

12. Once the term begins, dropping a class that causes the student’s enrollment status to change requires the student to report the rationale for such action on a Planned Absence/Block Off Form and a properly completed Add/Drop Card, both available at the Registrar’s Office.

13. Late fees will be charged for course adds or drops beginning Monday of the fourth week of the term; adds/drops involving course exchanges are exempt from late fees.

14. Courses that are dropped during the term will be identified on a student’s academic record as follows: “WA”- withdrawn attended – drop is submitted after the start date of a class; or, “WN”- withdrawn not attended – drop is submitted before the start date of the class. Petitions to drop classes after the deadline for such action must also include a properly completed Policy Waiver Request Form (petition to late drop or late withdrawal).

15. Course section codes will clearly identify the required attendance dates of all courses.

Courses

identified as full-term academic stringers must require student attendance of at least 15 weeks of the term. Classes with open (no fixed) start dates will be identified with a section code with a leading "X". These designations facilitate determination of student enrollment status.

16. Enrollment changes cannot be processed if "holds" are present. Students with "holds" on their accounts must take action immediately.

C. Appeals

Student appeals regarding administration of this policy should be submitted within two weeks (10 business days) of initial determination or change of student enrollment status. Students wishing to appeal must complete a Policy Waiver Request Form and applicable documentation outlined in the

current Student Handbook/Planner.

The Student Enrollment Status Committee reviews and decides student appeals related to administrative enrollment policies.

IV. AUTHORITY

BOR 305.2; PL 110-315 Higher Education Opportunity Act, Reauthorization Amendments, effective

8/14/2008

V. RESPONSIBILITY

Provost, Vice Chancellor for Administration & Finance/Student Affairs, Director of Financial Aid,
Registrar

Appendix C

DRAFT 6

3/16/2010

Mission Review
Of

The University *of* Montana Western

Memorandum of Understanding, 2010-2014

This document serves as a Memorandum of Understanding between the Montana Board of Regents, the Montana University System, The University of Montana, and The University of Montana Western 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

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

George M. Dennison, President
The University of Montana

Richard D. Storey, Chancellor
The University of Montana Western

MISSION STATEMENT

The University of Montana Western provides innovative interdisciplinary education through experiential learning that combines theory and practice. Montana Western serves citizens of all ages with its academic, community service and lifelong learning programs. As part of the global community, Montana Western encourages diversity, international awareness, environmental responsibility and mastery of technology as a gateway to the world.

1.0 INSTITUTIONAL CHARACTERISTICS

1.1 Profile

The University of Montana Western (UMW) is one of six baccalaureate granting universities authorized in the State of Montana and is a member of the four affiliates of the multi-campus University of Montana. The University of Montana Western has for more than a century sustained the state's first teacher education program, followed later by business and liberal arts, as the foundation for undergraduate and professional education.

UMW is a small, innovative, comprehensive, public, undergraduate university located in the southwest Montana community of Dillon. The university enrolls about 1250 students and offers the depth and breadth of high quality academic programs of a larger university. The fundamental mission is undergraduate education and the focus is on student success in the classroom and in life. Both associate and baccalaureate degrees programs are available to students.

Carnegie Classification : Baccalaureate Colleges--Diverse Fields

UMW is accredited by Northwest Commission on Colleges and Universities since 1932, and by NCATE and OPI in teacher education. The department of business and technology received external accreditation from the International Assembly for Collegiate Business Education (IACBE) in 2009.

1.2 Role

Montana Code Annotated 2009

20-25-253. Purpose of university of Montana-western. The university of Montana Western has for its primary purpose the instruction and training of teachers for the public schools of Montana.

UMW has also developed degree programs in business and the arts and sciences. Academic departments and programs include English, Fine Arts, Equine Studies, Early

Childhood, Elementary and Secondary Education, Mathematics, Environmental Science, Biology, History, Philosophy, and the Social Sciences.

1.3 Distinctive Characteristics and Strengths

Experience One makes UMW unique.

UMW is alone in American higher education as the first and only public institution offering Experience One where students take and faculty teach one course at a time during a 3 ½ week block. Each semester includes 4 blocks and enables students to complete 16 or more credits per semester and to graduate in eight semesters or less. UMW takes advantage of block scheduling to emphasize experiential learning – that is, learning by doing—that gives graduates a distinct educational advantage in their careers and lives.

UMW courses are taught by a distinguished and dedicated faculty (not teaching assistants) who are sincerely interested in their students' success. Faculty have chosen to be part of a very innovative approach to education because they believe it's a superior way to prepare students for the future and ultimately for life.

Excellence in undergraduate instruction is Montana Western's primary goal, enhanced by close student-faculty relationships and fine teaching facilities and environment. Public service and research by faculty, staff, and students contribute to the broader mission of the institution. Montana Western has a unique degree program in natural horsemanship.

Our history characterizes us from other MUS institutions.

The Enabling Act in 1889 authorized statehood for Montana and set aside 100,000 acres of the public domain (the income thereof) for the establishment and support of a State Normal School. The site was finally settled in Dillon in 1893, on land donated by local ranchers under provision the institution remain here and open. The school opened in September 1897.

In 1903, the name became the State Normal College and in 1931, the State Board of Education authorized conferring the degree of Bachelor of Education. The Legislative Assembly changed the name to Western Montana College of Education in 1949.

In April 1954, the State Board of Education authorized the granting of a Bachelor of Science degree in Secondary Education and the degree of Master of Science in Education. The name became Western Montana College in 1965.

We became a four-year affiliated campus of The University of Montana in July 1988 under the name Western Montana College of The University of Montana. A Bachelor of Arts degree with multiple option areas was authorized by the Board in 1991 with five thematic areas: Environmental Sciences, Literature & Writing, Pre-professional Health Sciences, Social Science, and Visual Arts.

In 2001, the name was change to The University of Montana Western as we gained university status in recognition of the breadth and strength of our academic programming.

A Bachelor of Science degree in Business was approved in 2002. Other degree programs followed, including biology and equine studies.

Montana Western began Experience One scheduling for all first-time baccalaureate-seeking freshmen in Fall 2004, with full transition to Experience One occurring Fall 2005. Experience One is a successful reinvention of the university.

The NWCCU Core theme.

Core Theme—continue to expand the excellence of the academic program.

- 1) Experience One. Deepening experiential learning and facilitating experimentation with knowledge, creativity, discovery and engagement. Expand the international and national aspects of the curriculum.
- 2) Further develop a sustainable learning outcomes assessment program across the curriculum.
- 3) Enhance and grow recruitment and retention of even more good-fit students.
- 4) Continue to improve the general education program and re-examine the developmental mathematics and writing courses for effectiveness.
- 5) Further education about a green campus and sustainability. Develop and implement additional green academic and degree programs, especially appropriate technology for local green job development.

UMW Strategic plan.

Summary. Our collective goal at Montana Western is to provide students with the finest undergraduate experience possible. Our mission is teaching, learning and discovery. Specifically, the strategic plan further improves our academic program under the successful block plan we uniquely call Experience One.

The plan provides a roadmap, a blueprint, to greater excellence through 2012. It is our guide for action and decision-making, organizes how we envision a growing public university can best fulfill its mission and strengthens our intellectual engagement with the community and indeed the world.

Our action plan is divided into five connected strategic goals:

1. **Improve undergraduate education.**
2. **Increase enrollment through enhanced affordability, access, success and retention and increase graduation rates.**
3. **Employ, retain and support an excellent faculty and staff.**
4. **Enhance successful development, maintenance and improvement of the campus in support of long-range development plans.**
5. **Strategically position the university for maximum efficiency and long-range success.**

We take great care in assessment of our actions and in measuring our successes. The Strategic Plan Steering Committee has formulated, and will continue to refine, various time frames for action and strategies and tools for assessment of outcomes.

UMW Strategic plan web link

http://www.umwestern.edu/strategicplan/Progress_Report_Dec_2009.pdf .

1.4 Areas of Commonalities

Most bachelor-degree granting institutions in the MUS offer various programs in education, business and the arts and sciences as we do at UMW.

1.5 Peer Institutions

See appendix A for a list of peer institutions.

Where relevant, UMW conduct institutional comparisons relying on data and information from this list and others and draws upon national studies conducted by professional associations and other institutions such as the CUPA-HR salary studies and NSSE to benchmark instructional costs, productivity, competitiveness, compensation, academic and service programs, and sources of revenue.

2.0 ACADEMIC PROFILE

2.1 Academic programs

Program array

Certificate	3
Associate	8
Bachelor majors (including professional degrees)	7

General education program.

The purpose of the program at is fivefold. To: 1) introduce all students to the core arts and sciences disciplines, 2) prepare students for university-level thinking, 3) help students develop the skills and knowledge necessary for lifelong learning, 4) give each student a foundation in democratic values, and 5) foster engaged participation in a global society.

In keeping with its Mission Statement, Montana Western recognizes and values both the integrity of the individual and membership in an increasingly diverse and global society. Thus, the General Education program is experiential, multidisciplinary, and multicultural. The program is distinctive because it is delivered via Experience One with block scheduling and experiential learning.

Class size analysis and student-faculty ratios.

Fall 2009 - Class sizes, student-faculty ratio, preparations per faculty member:

Average Class Size		
Lower division (100- & 200-level)	17.2	
Upper division (300- & 400-level)	12.8	
All classes LD & UD	15.6	
UG Student to Faculty ratio*	17.4-to-1	
(*1255 students / 72 FTE faculty**)		
Organized class sections per faculty FTE**	4.5	(324 classes / 72 faculty**)
(**61 FT faculty + 22 PT faculty/2 = 72)		

See Appendix B1 for Undergraduate Degree Recipients by College, 2008-09

See Appendix B2 for Graduate Degree Recipients by College, 2008-09

See Appendix B3 for Faculty Characteristics and Faculty Productivity

2.2. Technology and instruction.

UMW's burgeoning on-line course offerings consist of more than 100 course sections and some 500 course registrations, with the number increasing 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. UMW 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 as a member of the four UM campuses.

2.3 Alternative scheduling

Please see the description of block scheduling (Experience One) at the beginning of this document. We also schedule semester-long stringer classes for students as well as week-end, evening outreach classes and summer session (blocks A,B,C) for the campus and community. We also offer classes in Butte and elsewhere around the state. We are finalizing plans to recommend offering our bachelors degree in Industrial Technology Education on the UM-Helena campus.

3.0 STUDENTS

3.1 Student characteristics and student services

Appendix C1 shows a profile of UMW students, predominantly Montana residents with women in the majority and with an average ACT score of 18.4 (see Appendix C2). Approximately one-half of entering freshmen require developmental math or English or

both. UMW provides a range of student services, including residence life, dining, clubs and organizations, advising, counseling, health (with the county), recreation and select intramural sports, lectures, cultural events, tutoring, financial aid, and work-study opportunities.

3.2 Retention and Graduation Rates

The University has spent a considerable amount of time and energy analyzing student success and developing a comprehensive plan for improving it. Over the last five years, in addition to implementation of Experience one, we have improved our advising center, added advising staff, established a student learning center and reallocated funds and staff to the success of that proven retention strategy. Our enrollment strategy task force studied considerable data relative to student success. Our retention committee has developed a plan to further improve student success, persistence and retention. For fulltime, bachelor's seeking students, we strive for:

- First-year, fall to fall retention: 80 percent
- Six-year graduation rate: 50 percent

See appendix C3 for rates.

The aberrance in graduation rate for the 2003 entering cohort is most likely due the high rate of transfer out and low retention of that class in the second year of the Experience One pilot program, which experienced some difficulties. We expect the graduation rate to move into the 40 % range spring 2010 based on increased retention rate, lower transfer out rates and increased student success in Experience One.

Our retention rate for all students Montana Western students (bachelors and associate programs) this fall was up from 66% to 69% and for first-time, fulltime first-year bachelor degree seeking students up to 74% following a rate of 51% in fall 2003.

3.3 Student Satisfaction and Student Learning

We received our results from the National Survey of Student Engagement which was administered to first year and senior students in Spring '08. The results demonstrate beyond question that Experience One is working effectively and that faculty, staff, and administrators are providing our students with a quality of academic and co-curricular engagement and satisfaction that is outstanding and in which we should all take great pride.

- NSSE compares Montana Western's results with those of a comparison group of public college and university peers in the Rocky Mountain region, as well as with those of all schools participating in the 2008 NSSE survey.
- Relative to students in both comparison groups, first years and seniors alike report a significantly higher level of active engagement in their academic work (including more, lengthy writing assignments), and a higher level of collaborative

interaction on academic projects with their colleagues in and out of class. Most students gave a class presentation and wrote at least one paper.

- Students reported a higher degree of face-to-face interaction with their faculty in and out of class, and a higher level of supportive interaction with other students, with faculty, and with staff and administrators, than do peers at comparison schools.
- When asked, “If you could start over again, would you go to the same institution you are now attending?” first years especially say “yes” at a statistically more significant level than students at comparison schools.

Our first year students are more likely than their comparator peers to have:

- Prepared two or more drafts of a paper or assignment before turning it in;
- Worked on a paper or project that required integrating ideas or information from various sources;
- Worked harder than they thought they could to meet an instructor’s standards or expectations;

Our senior students are more likely than their comparator peers to have:

- Tutored or taught other students;
- Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.);
- Read more books on their own for academic enrichment or personal enjoyment;
- Written papers or reports of 20 pages or more;
- And completed a practicum, internship, field experience, co-op experience or clinical assignment.

In short, is Experience One working? The unequivocal answer: yes.

We conduct, evaluate and utilize regular learning outcomes assessment of all academic and student services and activities programs. Learning outcomes assessment of the academic programs occurs annually, as well as during the seven-year departmental external review process. The quantitative results of learning outcomes assessment become the basis for departmental discussion of means of improving student academic success, the first goal of the university’s strategic plan.

Student activities and student success programs are evaluated through an annual school-wide student satisfaction survey. The results are discussed among staff and administrators and practices and policies are adjusted accordingly.

Improvements in both academic programs and student activities and student success programs are noted annually in strategic plan updates.

3.4 Enrollment trends, projections and challenges.

The University continues to experience steady and, we hope, sustainable enrollment growth, both in student headcount and fulltime equivalent (FTE) students. The fall 2009

campus census established full-time equivalent (FTE) students at 1,171, the highest since the university began tracking the statistic in 1973 and about a 7 % increase from last year. The current estimated number of enrolled students (headcount) is up about five percent from last year at 1,255, the highest fall enrollment at Montana Western since 1927. Montana resident enrollment was up 8.5%, but non-resident enrollment was down about 3 %. Transfers were up just over 50% from fall 2008. We also set a high mark since records are available in the number of applications—up just over 17%. We are concerned about and taking expanded recruitment actions on the recent decline in traditional first time, first year students.

Experience One is not only attracting first-time students, and keeping them enrolled here, but is mentioned by a growing number of transfer students as a primary reason they came to UMW. We believe key factors in projecting steady enrollment growth are Experience One, focus on recruiting, marketing and retention, enhanced academic reputation and improved student success.

The University's enrollment projections and goals are formulated around these directions and circumstances:

- A continued slight increase in enrollment with about 20 to 30% of the most recent increases estimated to be due to the economy.
- A modest decline or flat spot in first-time, full-time resident undergraduate enrollment that reflects demographic trajectories.
- A slight increase in non-resident enrollment based on an aggressive recruitment strategy.
- Improved retention of existing students (see Section 3.2).

See appendix C4 and C5 for enrollment summaries.

See appendix C6 for a summary of degrees awarded.

3.5. Student finances

The average cost of attendance budget for a Montana student at the University of Montana Western is just over \$11,500 per year, inclusive of tuition and fees, room and board, and books. This figure has stabilized somewhat in the most recent biennium, largely due to two factors: CAP tuition freezes and a leveling of cost of living rates in the Dillon area. Non-resident students have a budget just over \$20,000. Meeting the needs of students and families in an environment where state funding levels will decrease will be our challenge. Increases in base Pell Grant funding will assist us, but borrowing is at an all-time high at Montana Western with aggregate debt averaging about \$22,000 at graduation for five year seniors, and about \$17,000 for four year seniors. We have also seen a 60% increase in parent borrowing, and, unfortunately, a slight increase in alternative loan borrowing as well. Investing those dollars into channels that yield a return, such as higher education, as well as matriculating students in four years via our Experience One curriculum are the keys to making these debt levels acceptable. For full-time, lower level students (12 or more credits) UMW tuition is \$1401 per semester for residents and \$5929 for nonresidents. Fees are \$432 per semester. For upper

division students the rates are \$1954 and 6106 per semester, respectively. There is currently no increased in rates above 12 credits a semester.

4.0 PUBLIC OUTREACH, RESEARCH, & TECHNOLOGY TRANSFER

4.1 Outreach programs

Montana Western is committed to serving lifelong learners and it maintains robust outreach programming through the School of Outreach. The School of Outreach provides learning opportunities to citizens of all ages. These opportunities supplement Montana Western's traditional academic programs. Courses are offered for college credit, continuing education credit, professional development, or no credit. Offerings include day, night and weekend classes; semester, seminar and workshop formats; and web-based and computer-based courses.

The following are a few signature outreach programs.

- Exploritas (formerly Elderhostel)—Largest provider of Exploritas programs in the northern Rocky Mountain Region with over 50 programs per year.
- La Cense School of Professional Horsemanship—A one year, professional program that
- Youth Challenge college classes—High achieving students in the National Guard sponsored Youth Challenge program complete up to 6 college credits at Montana Western.
- CSI: Birch Creek—A one-week program for middle school students. The GEAR UP funded program teaches students about history, science and performing arts by engaging them in a murder mystery at the Birch Creek Center, a former Civilian Conservation Corps camp located in the Pioneer Mountains.
- Speaker Series—A free speaker series open to the general public. Several times throughout the year, community and faculty members are invited to present on a topic of general interest to the Dillon community (hobbies, travels, expertise, etc.).

4.2 Funded research/sponsored projects program profile.

Montana Western maintains a modest research and sponsored program agenda. Grant activities fall into two general categories educational programming and research. These activities are consistent with the mission of the university. Over the past six years, grant expenditures have ranged between \$1.2 million and \$639,000 per year. The average number of grants in a given year is 15. The six year trend for grant expenditures is down, but Montana Western faculty members have started to increased their grant writing efforts. The increase in faculty grantsmanship is due, in part, to two things. First, after five years of being internally focused on implementing Experience Once, faculty members are beginning to refocus their efforts on external funding and research

opportunities. Secondly, faculty members responded favorably to financial incentives that the research office sponsored in 2009.

4.3 Inventions, patents, and spin-off companies

None

4.4 Community engagement

Montana Western is active in the Campus Compact program. Additional activities include the, IT club/Student Senate's electronic recycling effort; science faculty partnership with the local high school advanced placement science course; Polynesian Club's educational outreach to area schools and communities; campus work with community sustainability/green energy; science faculty work with the BLM and Nature Conservancy; business department faculty and student collaboration with the Chamber of Commerce and small businesses; hosting of College Sunday; the Montana Youth Challenge Program and Terra Verde's Earth Day community cleanup activities. These activities go beyond our normal educational mission and serve a larger, external community. There are other examples.

Each year more than 10,000 people attend theater, music, dance, art, and media arts performances, exhibitions, lectures, readings and screenings on the UMW campus. Beier Auditorium is the largest performing arts center in southwest Montana and Main Hall, with theaters, museums and exhibits is the center of cultural activities in the region. The university, and particularly the student senate, partners with the Southwest Montana Arts Council and other organizations to bring performing and visual arts events to campus and the community in Main Hall.

4.5 Special recognition

Geology and environmental sciences Professor Rob Thomas was named national Outstanding Baccalaureate Colleges Professor of the Year by The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE).

The two groups chose Dr. Thomas as the recipient of the prestigious award from a field of over 300 professors from similar colleges and universities across the United States. Dr. Thomas is the first professor from Montana to win this distinguished national award. It has been compared to election to a national higher education hall of fame.

He has been a faculty member at Montana Western for 16 years. In that time he helped transform Montana Western into the first and only public university in the United States to offer block scheduling, called Experience One. Dr. Thomas has consistently insisted his award is a reflection of collective efforts taken by his fellow faculty and staff at our small but innovative university.

4.6 Peer comparisons

The University made national news in U.S. News & World Report again, this fall as the second-ranked university on a list of “Colleges that Offer Small Classes on a Budget.”

The newly released ranking of “30 well-regarded and affordable colleges with lots of small classes” places Montana Western second only to the highly-regarded New York College of Environmental Science and Forestry.

The survey took into consideration five factors in determining each university’s ranking: the number of classes with 19 or fewer students; the total number of undergraduates; the percentage of faculty who are full-time; selectivity in the acceptance process; and tuition and fees.

U.S. News & World Report’s 2010 edition of “America’s Best Colleges” ranked Montana Western in its top tier of western baccalaureate colleges. The university jumped to 18th place in the academically coveted top tier from its third-tier position in 2009. The western region contains 15 states.

The best-selling publication defines baccalaureate colleges as institutions that “focus on undergraduate education and offer a range of degree programs in the liberal arts, which account for fewer than half of their bachelor’s degrees, and in professional fields such as business, nursing, and education.”

Of particular note are Montana Western’s individual statistics (from 2008) within the ranking. The university led the pack in average alumni giving rates at 19 percent. The average freshman retention rate for us was 65 percent, 13th among the top tier western baccalaureate colleges, which include military and seminary schools.

Please see section 3.3 for the NSSE survey results and sections 3.4 and 5.5 and the 2008 IPEDS report on UMW (<http://nces.ed.gov/collegenavigator/?id=180692>).

5.0 SYSTEM COLLABORATION

.5.1 Collaborations with K-12

Through the teacher education program, biology department, and School of Outreach, Montana Western is engaged in several collaborative programs with K-12. For example, two biology faculty members have a joint research project underway with a Beaverhead County High School science teacher and his students. The School of Education works with K-12 districts across the state to place student teachers, evaluate effective practices and provide professional in-service training. Education teachers and students also host rural schools on campus as part of the Teacher Education Program (TEP). The School of Outreach offers dual-credit classes to high achieving high school students in southwest

Montana. The School of Outreach also operates the Birch Creek Outdoor Education Center, which hosts approximately 800 middle school students each year who participate in the outdoor education curriculum, Pioneering Discoveries

5.2 Program partnerships

Partnership development is important to advance the mission of and support for the university. Montana Western pursues partners to enhance a variety of academic and student programs. These efforts include program development with the Helena and Hamilton higher education centers, non-profit organizations (e.g., Nature Conservancy, Montana Campus Corps, Big Hole Watershed Committee), government agencies (e.g, Department of Health and Human Services, Bureau of Land Management, U.S. Forest Service, and Montana Fish Wildlife and Parks) and for profit organizations (La Cense, Harrington Pepsi and Copper Spring Ranch).

5.3 Participation in system initiatives

Montana Western is an active partner in the OCHE led Common Course Numbering, MUS Transfer, College Now and eLearning initiatives.

Montana Western also supports and follows the Board of Regents strategic plan.

5.4 Support for campuses affiliated with the university

As previously mentioned, Montana Western has many program partnerships. Some of these include extensive collaboration with the Board of Regents, Office of the Commissioner of Higher Education and Montana University System campuses. The following lists a few of these affiliated campus partnerships.

- OCHE Common Course Numbering, MUS Transfer Initiative, eLearning, and College Now
- MSU-Bozeman managed EPSCoR grants – MONTS and INBRE
- MSU-Billings managed Special Education Project
- BOR and UM-M Strategic Planning
- UM-Missoula and MUS Data Systems Integration
- Academic program partnerships with Montana Tech, and the Helena and Hamilton higher education centers.

5.5 Support/collaboration with other campuses (cc's, tribal colleges, other).

Montana Western's School of Education is developing a 2-plus-2 agreement with Blackfoot Community College for a teacher education program. The program is similar to the successful program that the School of Education developed with Salish Kootenai

College. The SKC/Montana Western partnership resulted in SKC’s own state-approved elementary education program.

Additionally, Montana Western has articulation agreements with several other campuses in Montana including UM-Missoula , Montana Tech., UM Helena and Miles Community College.

6.0 OPERATING BUDGET

Montana Western has had continuous improvement and stability in its operating budget over the last decade. Increased student enrollment combined with strategic budget initiatives have enabled Montana Western to be innovative and bold in the development of Experience One scheduling. It has also provided investment in retention and marketing efforts including new tenure track faculty lines, improved academic advising, a learning center, a new brand, and facility improvements. Montana Western is attracting more students and improving its academic reputation due to investments in unique quality programs and services.

REPORTING METRIC EXPENDITURES PER STUDENT						
<u>Campus</u>	<u>FY 05</u> <u>Actual</u>	<u>FY 06</u> <u>Actual</u>	<u>FY 07</u> <u>Actual</u>	<u>FY 08</u> <u>Actual</u>	<u>FY 09</u> <u>Budgeted</u>	<u>Growth</u> <u>Rate</u>
University of Montana						
UM - Missoula	\$ 8,904	\$ 9,369	\$ 9,799	\$ 10,354	\$ 10,851	5.1%
UM - MT Tech	9,341	10,192	10,443	10,903	11,198	4.6%
UM - Western	8,302	8,561	9,298	9,794	10,412	5.8%
UM - Helena COT	6,177	6,815	6,793	7,671	7,677	5.6%
Montana State University						
MSU - Bozeman	9,692	10,370	11,242	12,090	12,429	6.4%
MSU - Billings	7,568	7,897	8,375	8,786	9,133	4.8%
MSU - Northern	9,143	9,839	10,498	11,826	12,521	8.2%
MSU - Great Falls COT	6,504	6,734	7,071	7,656	7,772	4.6%
Community Colleges*						
Dawson	6,423	6,881	8,319	8,939	9,316	9.7%
Flathead Valley	6,267	7,027	7,820	8,328	8,208	7.0%
Miles	7,095	8,412	9,265	10,698	11,229	12.2%

Source: Individual campus reporting metric worksheets for "Expenditures per Student FTE"

*FY 08 was the first year this information was reported for Community Colleges.

APPENDICES

APPENDIX A -- Peer institutions (sample).

The National Center for Education Statistics and the Integrated Postsecondary Education Data System (IPEDS) include the following as a comparison group:

Central State University of Ohio
 Dickenson State university of North Dakota
 Indiana University East
 Mayville State University of North Dakota
 MSU-Northern
 Northwestern Oklahoma State University
 Penn State University- Lehigh Valley
 Texas A & M University Galveston
 University of Minnesota Crookston
 Valley City State University of North Dakota

APPENDIX B1 -- Undergraduate degree by college, 2008-09

Student Success – Degree Production – Degrees Awarded by Type					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Certificates	0	0	4	3	4
Associate Degree	49	34	35	25	30
Bachelor’s Degree	147	175	164	148	128

2008 – 2009 AY Bachelor’s Degrees Awarded

College of Arts & Science

	Total Number	Percent
Bachelor of Arts	4	3%5
Bachelor of Applied Science (34	27%
	27	21%

School of Education, Business and Technology

Bachelor of Science Business		
Bachelor of Science Early Childhood Education	2	2%
Bachelor of Science Elementary Education	24	19%
Bachelor of Science Secondary Education	30	23%
Bachelor of Science Natural Horsemanship	7	5%

APPENDIX B2 -- Graduate Degrees--none

APPENDIX B3 -- Faculty characteristics and productivity.

<i>Faculty Characteristics</i>		All Faculty (Instructional and Other)					
		Headcount			Percentage of Total		
		FT	PT	Total	FT	PT	Total
Montana Western Total Faculty		63	28	91	100%	100%	100%
	Nonresident (international)	1		1	1%		1%
	Women	30	13	43	48%	46%	47%
	Men	33	15	48	52%	54%	53%
Tenure Status		63	28	91			
	Tenured (CT)	26		26	41%		29%
	Tenure Track (PT)	19		19	30%		51%
	Nontenurable (NT)	18		46	28%	100%	50%
Rank		63	28	91			
	Professor	21			33%		33%
	Associate Professor	15			24%		24%
	Assistant Professor	12			19%		19%
	Instructor/Educator	15	28		24%	100%	24%
	Lecturer						
Total Full Time Equivalent (FTE)		63	28	91	69%	31%	100%
Have doctorate, FP or other terminal degree		47	7	54	75%	25%	59%
	Highest degree is Doctorate (Phd, EdD)	43	3	46	68%	11%	51%
	Highest degree is Juris Doctor (FP degree)	1	1	2	2%	4%	2%
	Terminal masters or other terminal degrees	3	3	6	5%	11%	7%

Productivity. The faculty at UMW publish articles and papers in regional, national and international journals and books and obtain competitive grants from NSF, NIH and the Department of Education, as examples.

APPENDIX C1-- Students

Fall 2009 – UMW Student Characteristics

	Headcount	%		Headcount	%
Gender			Ethnicity		
Men	559	45%	Caucasian	1113	89%
Woman	696	55%	Minority	96	8%
			Foreign	3	1%
			Not Reported	43	3%
Residency			Age		
Resident	992	79%	Less than 25	962	77%
Nonresident	68	5%	Older than 25	292	23%
WUE	195	16%			

Academic Level			Attendance		
Undergraduate	1207	96%	Full-time	1041	83%
Post-Bacc	48	4%	Part-time	214	17%

APPENDIX C2 -- Students

UMW Academic Preparedness – SAT and ACT Test Scores

Percentage of 2008 Freshman Class with Test Scores in the following Ranges

SAT Score Range	SAT C Reading	SAT C Math	SAT Writing
700 - 800	1%	0%	NA
600 - 699	10%	3%	NA
500 - 599	15%	20%	NA
400 - 499	48%	45%	NA
300 - 399	22%	19%	NA
200 - 299	4%	4%	NA
Total	100%	100%	NA
Average Test Score	449	457	NA
ACT Score Range			
30 - 36	1%	1%	1%
24 - 29	11%	9%	13%
18 - 23	50%	41%	40%
12 - 17	37%	41%	46%
6 - 11	1%	8%	0%
Below 6	0%	0%	0%
Total	100%	100%	100%
Average Test Score	18.9	17.8	18.5

UMW Academic Preparedness – SAT and ACT Test Scores

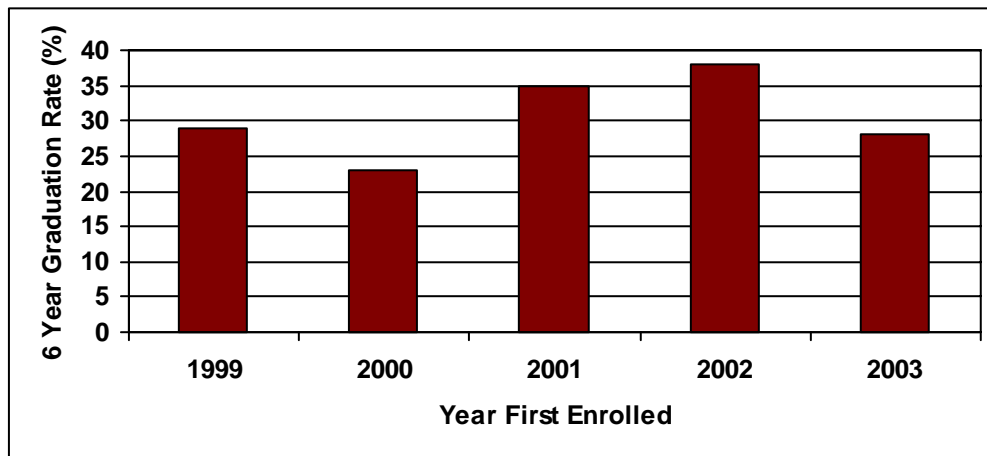
Percentage of 2008 Freshman Class with Test Scores in the following Ranges

SAT Score Range	SAT C Reading	SAT C Math	SAT Writing
700 - 800	1%	0%	NA
600 - 699	10%	3%	NA
500 - 599	15%	20%	NA
400 - 499	48%	45%	NA
300 - 399	22%	19%	NA
200 - 299	4%	4%	NA
Total	100%	100%	NA

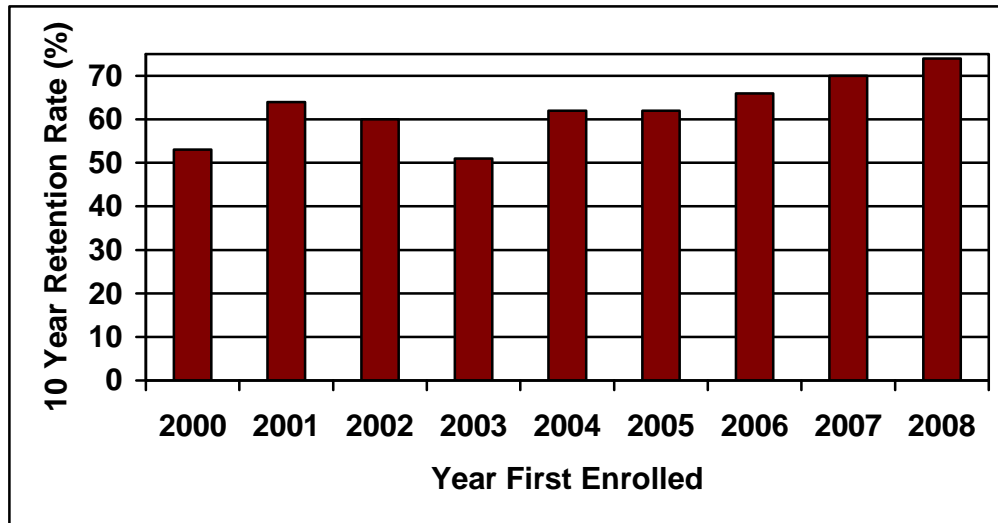
Average Test Score	449	457	NA
ACT Score Range			
30 - 36	1%	1%	1%
24 - 29	11%	9%	13%
18 - 23	50%	41%	40%
12 - 17	37%	41%	46%
6 - 11	1%	8%	0%
Below 6	0%	0%	0%
Total	100%	100%	100%
Average Test Score	18.9	17.8	18.5

APPENDIX C3 -Degrees

Bachelors Degree Seeking 1st Time Full Time Freshman UMW 6 Year Unadjusted Graduation Rate



Bachelors Degree Seeking 1st Time Full Time Freshman UMW 10 Year Retention Rate (returned for second year)



APPENDIX C4 AND C5 -- ENROLLMENT TRENDS

UMW – Most Recent 10 Year – Fall Semester Enrollments

FALL OF:	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Total Headcount:	1160	1163	1142	1128	1146	1159	1176	1148	1190	1255
Trad 1 st time Frosh	208	173	189	147	212	205	227	245	216	211
Non-Trad 1 st time Frosh	56	25	16	24	28	25	18	7	11	29
Total 1 st time Frosh	264	198	205	171	240	230	245	252	227	240
Other Freshman	220	234	223	222	166	181	183	161	175	197
Total Freshman	484	432	428	393	406	411	428	413	402	437
Sophomores	198	194	221	232	194	216	215	235	257	196
Juniors	162	182	151	189	207	196	198	189	218	254
Seniors	256	281	263	232	271	283	283	269	273	320
Unclassified	5	0	0	0	0	0	5	3	0	0
Post-Baccalaureate	55	74	79	82	68	51	47	39	40	48
Other (including Grad)	0	0	0	0	0	2	0	0	0	0
New Transfers	81	89	98	138	105	153	139	109	98	124
Full time students	908	891	866	869	906	941	956	962	992	1041
Male	436	417	407	423	448	441	460	480	488	514
Female	472	474	459	446	458	500	496	482	504	527
Part-time Students	252	272	276	259	240	218	220	186	198	214
Male	43	47	45	43	33	32	47	49	41	45
Female	209	225	231	216	207	186	173	137	157	169
Total Male	479	464	452	466	481	473	507	529	529	559
Total Female	681	699	690	662	665	686	669	619	661	696
Montana Residents	998	1010	993	970	974	979	946	857	915	992
Non Residents	158	151	143	155	165	173	223	284	269	260
WUE	103	108	108	119	127	134	178	215	201	195
Non Resident-Foreign	4	2	6	3	7	7	7	7	6	3
FTE as of 15 th day	985	970	963	971	1023	1048	1069	1062	1097	1171
FTE after 15 th day	5	3	1	4	5	31	25	20	26	0

APPENDIX C6 —DEGREES AWARDED

The UNIVERSITY of MONTANA WESTERN										
DEGREES CONFERRED -- MOST RECENT TEN (10) ACADEMIC YEARS*										
<u>Degree Type/Major</u>	<u>99- 00</u>	<u>00- 01</u>	<u>01- 02</u>	<u>02- 03</u>	<u>03- 04</u>	<u>04- 05</u>	<u>05- 06</u>	<u>06- 07</u>	<u>07- 08</u>	<u>08- 09</u>
<u>One-Year Certificates</u>										
Early Childhood Certificate	0	0	0	0	0	0	0	4	3	3
Computerized Machine Tool Tech	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
TOTAL One-Year Certificates	0	0	0	0	0	0	0	4	3	4
<u>Associate Degrees</u>										
AA General	1	1	2	2	2	0	2	4	0	3
AS General	0	0	2	2	4	2	2	3	1	2
AAS or AS Business	16	4	2	4	2	5	3	2	2	4
AAS Computer L&D	4	0	3	3	0	0	1	0	0	0
AAS or AS Early Childhood Ed	12	24	9	30	23	33	21	15	7	15
AAS Teachers Aide	0	0	0	0	0	0	0	10	6	0
AAS Equine Studies	0	0	0	0	2	4	2	0	7	4
AAS Natural Horsemanship	0	0	0	0	0	0	0	0	0	1
AAS or AS Tourism & Rec	<u>6</u>	<u>4</u>	<u>5</u>	<u>4</u>	<u>1</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>1</u>
TOTAL Associate Degrees	39	33	23	45	34	49	34	35	25	30
<u>Baccalaureate Degrees</u>										
Bachelor of Applied Science	3	4	1	1	1	1	0	4	1	4
Bachelor of Arts (old-BLS)										
Arts & Visual Arts	1	2	3	6	5	4	6	3	5	3
Bio & BioMed	0	0	0	0	0	0	1	1	4	4
Business & Comm	37	24	21	24	16	4	2	0	1	0
Environmental Interpretation	0	0	0	0	0	0	0	0	0	3
Environmental Sci	12	11	13	7	9	8	5	11	9	8
Literature & Writing	4	4	4	3	3	7	1	7	1	7
Pre-Professional Health Sci	0	0	0	1	1	3	4	2	1	2
Social Sci	<u>12</u>	<u>9</u>	<u>8</u>	<u>17</u>	<u>11</u>	<u>14</u>	<u>12</u>	<u>10</u>	<u>9</u>	<u>7</u>
Sub-Total BA	66	50	49	58	45	40	31	34	30	34
Bachelor of Science										
Elementary Educ	52	51	66	59	30	39	52	43	37	24
Art Educ (incl K-12s)	6	4	4	7	5	3	6	3	0	4
Business Educ	7	7	6	10	5	1	2	1	2	4
English Educ	7	6	7	2	6	5	4	3	5	6
Industrial Tech Educ	6	0	5	4	4	6	2	4	4	3
Mathematics Educ	1	2	2	3	4	0	11	1	2	1
Music Educ (incl K-12s)	2	1	1	2	1	0	0	0	0	0
HHP & PE Educ (incl K-12s)	4	7	4	4	11	6	10	15	12	7
Science (Nat&Phys) Educ	1	7	3	2	2	2	5	3	2	1
Soc Studies (incl History) Educ	<u>14</u>	<u>9</u>	<u>15</u>	<u>11</u>	<u>7</u>	<u>10</u>	<u>13</u>	<u>9</u>	<u>4</u>	<u>4</u>
Sub-Total BS Teacher Educ	100	94	113	104	75	72	105	82	68	54

BS Early Childhood Education	0	0	0	0	0	7	3	6	7	2
BS Business	0	0	0	1	10	27	36	37	35	27
BS Natural Horsemanship	0	0	0	0	0	0	0	1	7	7
TOTAL Baccalaureate Degrees	169	148	163	164	131	147	175	164	148	128
TOTAL Degrees & Certificates Conferred	208	181	186	209	165	196	209	203	176	162

N: RptGradsByDegWebInfo

10/2009

UMW Registrar