THE UNIVERSITY OF MONTANA WESTERN

2011

Report on

STANDARD ONE: MISSION, CORE THEMES, AND EXPECTATIONS

for the

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

March 2011

THE UNIVERSITY OF MONTANA WESTERN
MISSION STATEMENT AND CORE THEMES

A. 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. Montana Western encourages diversity, international awareness, environmental responsibility, and mastery of technology as a gateway to the world.

B. Core Themes

1. **Continuously improve undergraduate education and experiential learning.**

    A. enhance experiential learning and student achievement in all current on- and off-campus academic programs (including general education and developmental mathematics and writing) through review, annual assessment and strategic support;

    B. improve opportunities for original student inquiry, scholarship, and creativity throughout the curriculum;

    C. improve support for faculty pedagogical development.

2. **Maximize campus-wide support for student success and completion.**

    A. enhance student retention to graduation by improving academic advising, mentoring, and support for all students;

    B. conduct ongoing assessment and improvement of "recruitment to graduation" initiatives;

    C. improve programs to nurture student development, leadership and citizenship.

3. **Foster responsible campus efficiency and stewardship of resources.**

    A. maximize economic efficiency of all campus offices and operations through effective evaluation and strategic action.

    B. with attention to the Long-Range Building Plan and the Campus Master Plan, continue to implement improvements to building quality and safety.

    C. continue to assess and implement plans to reduce energy consumption and costs and encourage conservation of natural resources.

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INTRODUCTION

In summer 2010, the University of Montana Western, then five years into its implementation of Experience One, its one-class-at-a-time block scheduling and experiential learning system, completed its ten-year self-study and the site visit by evaluators for the Northwest Commission on Colleges and Universities (NWCCU) and received reaccreditation. The university did so during the final year of use of NWCCU's old accreditation standards. Now, one year later, Montana Western is completing its first report using the new NWCCU accreditation standards.

This timing is fortuitous for at least three reasons: First, the university is positioned to address NWCCU's 2010 recommendations, having embedded them within its new Core Themes. Second, the development of its Core Themes is Montana Western's first act in its process of creating a new strategic plan for 2013-2019. Third, both of these activities are occurring while the Montana State Legislature is debating funding for the Montana University System. Having avoided substantive cuts in the current biennium thanks to substitute funding from the American Recovery and Reinvestment Act (ARRA), the state's public higher education system is now anticipating that, with ARRA funds spent, the Montana University System may take a significant budget cut for the next two years (2012-13), without any assurance the state and national economy will recover adequately to prevent further cuts in the following biennium.

Accordingly, it behooves the university to maximize its financial stability by focusing its core themes upon improving teaching and learning throughout the university, doing so by finally implementing all aspects of Montana Western's student learning outcomes assessment system and using the results to identify and prioritize improvements in academic and pedagogical quality, as well as student retention to graduation, while enhancing the efficiency, effectiveness, and sustainability of the university's offices, business processes, and resource and energy use, to make undergraduate education at Montana Western simultaneously as affordable and as excellent as possible for our students.

Indeed, we believe the implementation of appropriate improvements tied to the core themes and the strategic plan will enable the University of Montana Western to overcome the current weaknesses identified by NWCCU and strengthen its on-going drive for excellence in teaching and learning.

INSTITUTIONAL CONTEXT

Established in 1893 and opened in 1897 as the Montana State Normal School with the primary mission of educating teachers, the University of Montana Western is part of the public system of higher education in Montana. Over time, the university has experienced a number of name- and mission-changes, and in 1988 administratively merged with the University of Montana Missoula. By the late 1990s, in addition to elementary and secondary education degrees, Montana offered Bachelors programs in Fine Arts, Business and Technology, Environmental Sciences, English, Mathematics and Social Sciences departments, and Associate of Arts, Associate of Science, and a small number of Associate of Applied Science degrees. Subsequently, degree programs in Early Childhood Education, Equine Studies and Natural Horsemanship have been added to the curriculum, as has Biology, after separating from the Environmental Sciences department.

But the most significant change in the long life of the university occurred in 2005 when Montana Western inaugurated its one-class-at-a-time, block scheduling and experiential learning course-delivery model, Experience One, school-wide. The impulse behind Experience One and the simultaneous mission statement change was the desire to carve out a distinctive academic identity for the university in the face of challenging demographic shifts and regional competition for students, to maximize the unique features of the university's location and generally favorable student-to-teacher ratio, and to provide the best method for graduating conscientious professionals and active, engaged citizens.

Soon after its implementation, Montana Western began receiving feedback demonstrating the success of Experience One. The 2008 National Survey of Student Engagement demonstrated high levels of academic achievement for Montana Western first-year and senior students—in many cases higher than those for students at The University of Montana-Missoula, Montana State University, and MSU-Billings (**Appendix 1**, University of Montana Western Senior Student Scores on Selected NSSE Questions Compared with Those of Senior Peers at University of Montana Missoula, Montana State University Bozeman, and Montana State University Billings, 2008 Survey).

Enrollment and retention rates continue to improve. In 2008-2009, the University of Montana Western recruited its largest first-year class, and announced its highest fall-to-fall first-year student retention rate (74 percent) in decades. Also in fall 2009, U.S. News & World *Report* ranked Montana Western as 18th among baccalaureate universities in the western region. Subsequently, the news magazine ranked Montana Western as second among "30 well-regarded and affordable colleges with lots of small classes," for having the highest percentage of classes with 19 or fewer students.

Montana Western received its reaccreditation from NWCCU during the final year of its use of its old accreditation standards. The university is lucky now, just one year later, to have the opportunity of creating its first report in the first year of full implementation of NWCCU's new standards. This is fortunate, because the university has been able to keep NWCCU's recommendations in mind while developing its new Core Themes, thus building the recommendations, explicitly or implicitly, into its themes, ensuring close attention to addressing the recommendations in the course of addressing the core themes.

As we will demonstrate below by outlining work already accomplished or in progress in response to the core themes, the university is simultaneously implementing changes that will enable it to appropriately address NWCCU's recommendations, intimating Montana Western's readiness to pursue continuous improvement to the benefit of all of its students.

PREFACE

Brief Update on Institutional Changes since the Last Report

The university, under the leadership of the provost, is half-way through the process of gaining approval from the Montana State Board of Regents of Higher Education (BoR) to change the way in which it offers its academic degree programs from the current, difficult-to-understand "options" and "related areas" to the usual major and minor format. This change, which makes Montana Western's degree offerings consonant with those of nearly all other American universities and colleges, also renders the curriculum more understandable to current and prospective students and should aid in advising, recruitment and retention. Further, because the process gave all departments pause to reflect upon their curricula, it also facilitated changes to degree requirements that streamline and make the organization of degree offerings more coherent, making progress to degree smoother for majors.

Response to Recommendations/Issues Requested by the Commission

In spring/summer 2010, the NWCCU evaluation team made three recommendations to Montana Western:

Recommendation 1: The evaluation team recommends that the university develop and implement procedures necessary to accomplish the following:

- Provide students with a substantial and coherent general education program with identifiable student learning outcomes. Policy 2.1 – General Education/Related Instruction Requirements.
- Establish program assessment procedures based on these outcomes. Standard 2.B.2
- Implement the assessment procedures and use the results to improve the achievement of student learning outcomes . Standard 2.B.3.

Recommendation 2: While the evaluation team recognizes that some departments have produced exemplary assessment of student learning outcomes, it does not find evidence that the commitment to assessment has been embraced throughout the curriculum. The team therefore recommends that the institution take immediate steps to implement frequent, regular and substantive assessment of learning outcomes in all academic programs. Furthermore, the team recommends that the assessment process explicitly connect student learning outcomes to program mission, the institution's strategic plan, the budget process and the university mission. (Standard 2.B.1, 2.B.2, 2.B.3 and Policy 2.2)

Recommendation 3: As the university acknowledges, many entering students are under-prepared for college-level learning in math and writing. Therefore the team recommends that the institution continue to assess and improve its developmental mathematics and writing courses in order to heighten student competence in written communication and quantitative reasoning. (Standard 2.B.3, 2.C.6)

Montana Western has made progress in addressing each of the three recommendations. First, though General Education reform stalled last year due to disagreements about the allocation of credits among departments, committee conversation began again late fall 2010 and picked up steam in spring 2011. In addition, the attendees at an all-faculty meeting in late fall demonstrated

significant interest in organizing the first year, predominantly general education, curriculum so all first year students can participate in four-block-long cohorts each fall. While faculty discussions, led by faculty senate, are on-going, and time is limited to move from initiative to implementation, the faculty interest in returning to the organizing model employed for the first year of Experience One in 2005-06, one which helped to significantly improve first year retention, is worthy of note. After all, upon the foundation of student cohorts, linked courses and integrated learning communities (identified by George Kuh as an high-impact pedagogical practice) can easily be developed (Kuh, G., 2008).

To be sure, the cohort model by itself does nothing to enable Montana Western to ensure all five of the intended outcomes of general education (1. to introduce all students to the core arts and sciences disciplines; 2. to prepare students for university-level thinking; 3. to help students develop the skills and knowledge necessary for lifelong learning; 4. to give each student a foundation in democratic values; and 5. to foster engaged participation in a global society) are fulfilled—especially life-long learning, democratic values, and global participation. But it indicates a willingness among faculty to collaborate in developing a vital part of the curriculum and augurs well for the future.

For the past two fall semesters, members of the faculty have organized two-block-long cohorts with course-linking themes, in fall 2010 creating an adequate number to involve all first year students. The student assessment survey revealed all but six of the 150 respondents valued the cohort model because it helped them make the transition from the high school semester model to the college block model less abruptly than taking single-block courses would have, while enabling them to get to know their linked course peers better and giving them experience working with and learning from their peers in small group exercises, something many had never had the opportunity to do in high school. Further, the linked courses bring together different academic disciplines, giving students immediate practice in integrating ideas across intellectual domains. We believe the fall 2010 two-block cohort model will increase first- to second-year retention and wait for fall 2011 to discover whether our intuition is born out.

In addition to addressing the NWCCU general education recommendation internally, Montana Western administrators are actively participating in statewide discussion of general education reform. In fall 2010, the University of Montana inaugurated a new president, Dr. Royce Engstrom. With the support and encouragement of President Engstrom, the statewide General Education committee, in collaboration with Office of the Commissioner of Higher Education, developed a two-day workshop on General Education for the system's Chief Academic and Student Affairs officers in August, 2010. Discussions at this meeting were adequately thought-provoking to produce significant interest in a follow-up meeting in spring 2011with the audience expanded to include faculty and students. Montana Western representatives are playing a key role in this collaboration and in advocating further collaborative interactions on a broader range of issues, all implicit in our Core Themes. This participation may aid in generating useful ideas for general education and other campus academic reforms that promote student success. (Montana Western's assistant provost will be one of four Montana University System personnel attending the AAC&U Liberal Education and America's Promise (LEAP) conference in Chicago in March.)

In regard to student learning outcomes assessment, the assistant provost has continued to work at simplifying and clarifying seven-year program review and annual assessment procedures

(**Appendix 2**, Assessment Plan with Appendices). These are now in use by five degree programs (Biology, Environmental Science, Environmental Interpretation, Human Health and Performance, and Equine Studies) which are scheduled to complete their seven-year reviews at the end of spring 2011. None of the five programs has undertaken student learning outcomes assessment before, and such assessment is fundamental to the seven-year review process. Once these programs have completed their reviews, all departments will have gained experience with student learning outcomes assessment, and all departments should contain at least one faculty able to lead subsequent annual assessments.

All other departments and degree programs which have not done so before should complete annual assessments this spring. Like seven-year reviews, annual assessments are complete when faculty have written plans for improvements they will make in their curricula, courses, and pedagogies as a result of what they learn from their student learning outcomes assessment.

The Departments of Education, Business and Technology, and History, Philosophy, and Social Sciences have already been carrying out assessments for years. Education and Business and Technology have received or renewed professional accreditations in their fields.

General Education learning outcomes assessment will take a longer period of time to implement, because implementation depends upon the shape of program reform faculty introduce. However, the assistant provost has many general education assessment tools at his disposal and some of these can undoubtedly be adapted to the specifics of the reformed program.

In short, by the end of the 2010-11 academic year, Montana Western should have done the work necessary to inaugurate assessment across the curriculum, a huge (albeit slow-to-occur) step forward for the institution.

In regard to developmental writing and mathematics, the Department of English is in its third year of successful implementation of a two-block long cohort model in which students with developmental writing needs take the English remedial course and the credit-bearing college writing course in sequence from the same professor, giving them more time-on-task and consistent support. Previous assessments demonstrate high levels of student satisfaction with this arrangement, higher course pass rates, and improved retention of developmental writing students. This year the department is hiring a replacement developmental writing faculty member to lead the program which impacts about 40 percent of each new first year class.

This year, the Department of Mathematics faculty has held almost weekly discussions about improving teaching and learning conditions for the 70 percent of each first year class that requires developmental mathematics. As a result, the department has created a second developmental mathematics course in beginning algebra to precede the current intermediate algebra course. By a combination of guided student self-placement and academic advising, the faculty hope to funnel into the beginning algebra course students who need more time and a slower pace to come to terms with algebraic mathematics. The department hopes to create student cohorts who will take either the two developmental mathematics courses, or the intermediate algebra and a credit-bearing 100-level mathematics course, in sequence. This plan fits with the overall two-block cohort model in which, for the last two years, all first years begin their general education experience at Montana Western in thematically linked courses. The new approach to developmental mathematics demonstrates that the department faculty are being

reflective and innovative in facilitating improved student success. One of the younger department members, who had already substantially changed the content of his own developmental course with great success, will lead the new developmental program (**Appendix 3,** Department of Mathematics, Developmental Mathematics Program).

The academic administration is supporting the Department of Mathematics' emerging plan, and, to that end, has reduced the cap on developmental mathematics courses from 35 to 30, and intends to continue reducing caps, as finances allow, to at least 20. Further, the administration has authorized the hiring of a developmental mathematician to support the program. The mathematics faculty deserve significant praise for the energy and care they have brought to this very thoughtful academic transformation. The assistant provost will work with department faculty to ensure the new developmental program is appropriately assessed.

Date of Most Recent Review of Mission and Core Themes

This report constitutes Montana Western's initial effort to create core themes related to the university's mission, and, through the mission, to its strategic plan.

STANDARD ONE: MISSION, CORE THEMES, AND EXPECTATIONS

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

1.A--Mission

1.A.1   The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives   *direction for its efforts, and derives from, and is generally understood by, its community.*

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. Montana Western encourages diversity, international awareness, environmental responsibility, and mastery of technology as a gateway to the world.

Approved by the Board of Regents in 2005-06, the University of Montana Western mission statement is printed prominently on the first page of the annual catalog (**Exhibit 1**, 2010-11 Catalog), and immediately following the table of contents in the Student Handbook (**Exhibit 2**, 2010-11 Student Handbook). The university's strategic plan is its tool for implementing its mission statement (**Exhibit 3**, 2006-12 Strategic Plan; **Exhibit 4**, 2006-12 Strategic Plan with Updates). Mission Statement and Strategic Plan, and now also Core Themes, are appropriately aligned. Indeed, as can be seen in **TABLE 1** below from the list of strategic goals and objectives of the university's 2006-12 Strategic Plan, Strategic Goal 1 expands upon the Mission Statement's essential academic and pedagogical thrust, while the subsequent strategic goals organize the institution to best enable it to fulfill its academic mission.

As will be seen below, the University of Montana Western Core Themes makes the improvement of the quality of undergraduate education their first priority, with student success, retention and graduation the second, and cross-campus efficiency in order to make undergraduate education as affordable as possible for our students the third. Thus, Mission Statement, Strategic Plan, and Core Themes provide the university with an integrated, coherent focus, as well as clear priorities, going forward.

Our Core Themes also ensure that Montana Western stays focused upon the three primary NWCCU recommendations (reform and assess General Education, improve the developmental mathematics and writing programs, and implement student learning outcomes assessment across the curriculum). As will be seen below, our Core Theme 1.a. indicator ("enhance experiential learning and student achievement in all current on- and off-campus academic programs [including general education and developmental mathematics and writing] through review, annual assessment and strategic support"), embraces all three recommendations, encouraging enhancements to the general education and developmental mathematics and writing programs,

TABLE 1: 2006-12 Strategic Plan Goals and Objectives

STRATEGIC GOAL 1: Improve undergraduate education.
OBJECTIVE 1: Continue successful implementation of Experience One.
OBJECTIVE 2: Support our ongoing goal of delivering high-quality academic programs.
OBJECTIVE 3: Promote liberal education.
OBJECTIVE 4: Further support our mission to prepare teachers and coaches for employment and success in Montana K-12 schools.
OBJECTIVE 5: Increase diversity to enrich the intellectual experience at the university.

STRATEGIC GOAL 2: Increase enrollment through enhanced affordability, access, success and retention and increase graduation rates.
OBJECTIVE 1: Appoint an enrollment management task force to study and recommend enrollment targets, develop appropriate initiatives and generally oversee attainment and assessment of goal 2.
OBJECTIVE 2: Improve affordability, access, participation, persistence and student success.

STRATEGIC GOAL 3: Employ, retain and support an excellent faculty and staff.
OBJECTIVE 1: Improve search and recruitment processes.
OBJECTIVE 2: Help ensure faculty and staff retention and success.
OBJECTIVE 3: Increase opportunities for professional development.
OBJECTIVE 4: Continue efforts to increase faculty and staff compensation.

STRATEGIC GOAL 4: Maintain and improve the campus in support of long-range development plans.
OBJECTIVE 1: Maintain and improve facilities.
OBJECTIVE 2: Build new facilities.

STRATEGIC GOAL 5: Strategically position the university for maximum efficiency and long-range success.
OBJECTIVE 1: Utilize shared governance to study and increase efficiency and communication in support of academic goals.
OBJECTIVE 2: Continue the ongoing study, development, assessment and implementation of the overall marketing plan.
OBJECTIVE 3: Work with the Montana Western Foundation to launch, market and execute a capital campaign.

and requiring annual assessment of all academic programs. Thus, the core themes enable Montana Western to organize its priorities relative to the mission statement and strategic plan, to address NWCCU's recommendations, and to drive NWCCU's new accreditation process.

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

The University of Montana Western is presently in its sixth year of fully-implemented Experience One, the block scheduling and experiential learning model that it is the first public higher education institution in the United States to adopt. During these years, first-time, full-time student persistence from fall to spring has risen from 74 to 93 percent, and first year to sophomore year retention has increased from 62 to 74 percent, while the enrollment headcount has grown from 1146 to 1365 students (**Appendix 4**, Fall First-time, Full-time Bachelors Degree-seeking Freshmen Persistence Rates—Fall to Spring; **Appendix 5**, Fall Bachelors Degree-Seeking First-Time Freshman Graduation and Persistence Rates; **Appendix 6**, Most Recent 10-Year Fall Semester and Summer Term Enrollments).

In terms of student perceptions of their academic success, our 2008 National Survey of Student Engagement results show that even though our students, on average, begin their undergraduate careers less well prepared for undergraduate work (70 percent require developmental mathematics, while 40 percent need developmental writing) than their peers at other Montana public universities, by the time they are seniors, they significantly outperform their peers at other colleges on many measures (see **Appendix 1**)**.**

All of the above is to say that, having transformed the way in which it offers undergraduate education, having gathered and considered some fundamental quantitative measures of student academic success, and having received a very positive response from the Northwest Commission of Colleges and Universities for its 2010 Self-Study, the University of Montana Western is no longer sure what constitutes "an acceptable threshold or extent of mission fulfillment." We know Experience One is successful (perhaps even beyond our initial expectations), but we do not know what it is capable of helping the university achieve on behalf of its students.

Indeed, the current accreditation period, which will overlap with the development and implementation of a new strategic plan for 2013-19, is that during which we shall (hopefully) find out. Accordingly, just as Montana Western has been ambitious in pursuing and making progress on its current strategic plan, we expect that, with a new plan, and with our Core Themes articulating and focusing our priorities, we will make even greater progress with and for our students. In short, though we may not know at exactly at what height the bar should be set, we do expect it to be high, and we do expect to throw all of our collective energy into clearing it.

1.B—Core Themes

1.B.1   The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

Montana Western's Core Themes are as follows:

THE UNIVERSITY OF MONTANA WESTERN CORE THEMES

1. Continuously improve undergraduate education and experiential learning.

> **A**. enhance experiential learning and student achievement in all current on- and off-campus academic programs (including general education and developmental mathematics and writing) through review, annual assessment and strategic support;
>
> **B**. improve opportunities for original student inquiry, scholarship, and creativity throughout the curriculum;
>
> C. improve support for faculty pedagogical development.

2. Maximize campus-wide support for student success and completion.

> **A**. enhance student retention to graduation by improving academic advising, mentoring, and support for all students;
>
> **B**. conduct ongoing assessment and improvement of "recruitment to graduation" initiatives;
>
> **C**. improve programs to nurture student development, leadership and citizenship.

3. Foster responsible campus efficiency and stewardship of resources.

> **A**. maximize economic efficiency of all campus offices and operations through effective evaluation and strategic action.
>
> **B**. with attention to the Long-Range Building Plan and the Campus Master Plan, continue to implement improvements to building quality and safety.
>
> **C**. continue to assess and implement plans to reduce energy consumption and costs and encourage conservation of natural resources.

We believe that these three core themes do indeed individually manifest essential elements of Montana Western's mission and collectively encompass our goals. The first theme, regarding continuously improving undergraduate education and experiential learning, is the university's compass. It directly addresses the first and third sentences of the mission statement. The second theme, improving support for student retention to graduation, is vital to enable the university to become increasingly effective at serving and supporting all of its students—on- and off-campus, traditional and non-traditional-aged, for-credit and non-credit, and so on. Thus, this theme addresses the second sentence of the mission statement. The third theme, on affordability, efficiency, and resource stewardship, reminds us student success necessarily embraces customer

service and the provision of the best possible learning, working, and living conditions for students.

Overall, the core themes demonstrate student success is the business of every member of Montana Western's faculty, staff, and administration, and everyone has a positive role to play in shepherding our students from the point of recruitment to the moment of graduation and beyond. In short, our core themes not only encompass, but involve the entire campus community in fulfilling, our mission.

Our core themes also acknowledge the fundamental predicaments of our moment in history and how focused the university must be in responding to them. Like most other American universities, Montana Western has been negatively affected by the Great Recession in the form of budget reductions in the current biennium and probably the next (though we will not know the full extent until May, 2011). Accordingly, as our student enrollment increases, we have to serve more students and improve the teaching and learning conditions we offer with less funding. Strategically, therefore, the university must increase student retention to cover the loss of state funding to the greatest degree possible while minimizing (or avoiding) tuition and fee increases, in order to enable more of our students, 70 percent of whom are of low income, to pursue and achieve their academic dreams. This is no small proposition. But we believe that the timing of our development of core themes could not be more propitious. Articulating the core themes has helped us to confront and clarify what we must do, not just to survive during an indeterminate period of economic instability, but to have the best chance of thriving—and enabling our students to thrive--in its midst.

1.B.2 *The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of its core themes.*

Following are The University of Montana's three core themes with our goals and intended outcomes, indicators of achievement, and rationales for the assessability of the indicators.

Core Theme One	Continuously improve undergraduate education and experiential learning.
Goals and Intended Outcomes	A. enhance experiential learning and student achievement in all current on- and off-campus academic programs (including general education and developmental mathematics and writing) through review, annual assessment and strategic support; B. improve opportunities for original student inquiry, scholarship, and creativity throughout the curriculum; C. improve support for faculty pedagogical development.
Indicators of Achievement of Goals and Intended	A. i. Implementation and routinization of annual student learning outcomes assessment and use of outcomes analysis to enable continuous improvement in the quality of student learning and success across all on- and off-campus degree programs.

Outcomes	A. ii. Increasing use of effective, research-based, high-impact teaching and learning practices in developmental and degree courses and degree programs. Among these practices are learning communities and linked courses; service-learning opportunities; undergraduate research; first-year seminars and experiences; capstone courses and projects; common intellectual experiences; writing-intensive courses; collaborative assignments and projects; diversity and global learning opportunities and experiences; and internships (Kuh, George. 2008. *High-impact educational practices: what they are, who has access to them, and why they matter*. Association of American Colleges and Universities. Washington, D.C.). A. iii. Reform of the General Education program in order to enable students to meet all of the five General Education goals (1. to introduce all students to the core arts and sciences disciplines; 2. to prepare students for university-level thinking; 3. to help students develop the skills and knowledge necessary for life-long learning; 4. to give each student a foundation in democratic values; and 5. to foster engaged participation in a global society), and to facilitate student integration of learning across disciplinary boundaries. A. iv. Development and implementation of reformed General Education program student learning outcomes assessment. A. v. Increasing success rates of students taking developmental mathematics and writing. A. vi. Pass rates of developmental mathematics students in subsequent mathematics courses. A. vii. Increasing number of students taking developmental mathematics and writing who are admitted to two- and four-year degree programs, and successfully complete their degrees. A. viii. Implementation of NSSE Survey once every four years. A. ix. Development of longitudinal trend data regarding improvements in student learning outcomes so as to identify the most effective course and curricular improvements and innovations and to encourage their wider adoption in order to maximize student success and enhancement of retention and graduation rates. A. x. With reference to the Strategic Plan, create an annual report on the results of student learning outcomes assessment across the curriculum for Senior Staff so improvements in teaching and learning conditions can be prioritized and funded.

	B. i. Increasing number and range of opportunities for students to experience, and increasing numbers of students participating in, undergraduate research, capstone courses and other projects to encourage original scholarship, research, and/or creative pursuits that contribute to expanding knowledge and culture. B. ii. Analysis of student responses to relevant questions on the NSSE survey. C. i. Frequency and diversity of faculty pedagogical development opportunities, and rates of faculty participation in pedagogical development opportunities. C. ii. Analysis of student learning outcomes and student evaluations of faculty and courses to determine the efficacy of pedagogical improvements implemented in specific courses as a result of participation in faculty pedagogical development workshops.
Rationale for Why Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes	A. i. Implementation of annual student learning outcomes assessment by individual departments is a significant step forward for Montana Western. However, the ability to monitor progress across all departments, to facilitate collaboration across departments with similar enhancement goals, and to begin to be able to collect assessment data longitudinally are all welcome side-effects of annual assessment implementation. A. ii. One measure of improvement in quality of experiential learning is the availability to students in courses and degree programs of high-impact pedagogical practices demonstrated to positively affect student engagement, learning, and success. Annual evaluation of the extent to which these practices are available to students, surveys of student engagement and satisfaction with these practices, evaluation of the effectiveness of these practices in enhancing student learning and success through assessment of student learning outcomes, and the employment of these data to facilitate continuous improvement in student learning are fundamental to mission accomplishment. A. iii. Montana Western's current General Education program is organized in a smorgasbord or cafeteria-style model, exactly the kind that the Association of American Colleges and Universities (AAC&U) has been trying to reform for twenty years or more. Accordingly, the university is in a position to innovate within the context of Experience One, while taking advantage of the wealth of reform ideas and programs already in existence. A. iv. At present, 70 percent of students entering Montana Western require developmental mathematics, and 40 percent require developmental writing.

Of all students taking developmental math (regardless of whether they pass or fail), 34 percent leave the university within two semesters of taking the course. Of those who fail the course first time, 56 percent leave the university within two semesters of taking developmental math. Therefore, it is vital to monitor the experiences of these students and improve the teaching and learning conditions which they experience in order to maximize their retention and success.

B. i. Experiential learning means, in part, carrying out activities performed by professionals in disciplinary and interdisciplinary fields. At Montana Western, we want our students not just to study, for instance, history, but to *do* history. Thus, the provision, from the first to the senior year, of appropriate and challenging opportunities for students to practice the professional research and creative skills relevant to their fields of study is fundamental to the success of experiential learning and Experience One. Accordingly, increasing the number and range of such opportunities is vital to the success of Montana Western's experiential learning project.

B. ii. Analysis of course descriptions and syllabi allows discovery of the changing extent to which learning regarding diversity, international awareness, and environmental responsibility are available to students in the curriculum. Direct assessment of courses with substantial investment in diversity, international awareness, and environmental responsibility allows discovery of the quality of student learning in these areas.

C. i. Few faculty receive explicit education in teaching strategies and tactics during the course of their graduate training. Accordingly, it is Montana Western's responsibility to ensure pedagogical development opportunities are frequently and reliably available to faculty, such opportunities are tailored to meet their needs, and the effectiveness of the pedagogical development program is assessed and continuously improved. Thus, faculty involvement in program planning, ensuring the appropriate content and means of delivery of workshop and other opportunities, and creating, implementing, and evaluating formal feedback for the purposes of program improvement are vitally important.

C. ii. It is one thing for the university to fulfill its obligation to provide substantial opportunities for faculty pedagogical development; it is another for faculty to avail themselves of those opportunities. Accordingly, maintaining records of attendance and feeding back information to academic programs and departments is important in order to encourage maximum participation.

Core Theme Two	Maximize campus-wide support for student success and completion.
Goals and Intended Outcomes	A. enhance student retention to graduation by improving academic advising, mentoring, and support for all students; B. conduct ongoing assessment and improvement of the "recruitment to graduation" program; C. improve programs to nurture student development, leadership and citizenship.
Indicators of Achievement of Goals and Intended Outcomes	A. i. Develop and assess longitudinal data regarding critical retention moments such as retention from developmental courses into two- and four-year degree programs; retention from first to second year; graduation from two-year programs to four-year programs; retention to completion of four-year degree; and four, five, and six-year graduation rates. Improve retention rates at every significant undergraduate transition point in order to maximize graduation rates. A. ii. Enhance student retention by reviewing, assessing, and improving the programs of the Office of Student Success (academic advising, TRiO student services, The Learning Center, and career counseling), paying special attention to meeting the needs of "at-risk" students. A. iii. Continue implementation of the student exit survey in order to understand as completely as possible students' reasons for leaving Montana Western and to implement appropriate reforms. A. iv. Continue to identify and meet with struggling students at the end of each block, providing such students with appropriate scaffolding and supports in order to enhance their academic success. A. v. Continue to implement Student Affairs, Student Success, and Business office morning meetings to share information about and respond to students needs with alacrity. A. vi. Continue to enhance academic and administrative supports to students participating in online and off-campus face-to-face courses and programs. A. vii. Improve graduation rates. A. viii. Intercollegiate student athletes comprise about one-third of all Montana Western students. Monitoring the academic progress of student athletes and their retention and graduation rates relative to those of the student body as a whole is critical to the retention and graduation goals of the university. Such monitoring can be accomplished by analyzing data

	drawn from the BANNER system. Appropriate enhanced academic supports for student athletes can then be organized and implemented. A. ix. Students frequently interact with the registration, financial aid, and business services offices of the university. Excellence of customer service contributes to student quality of life and, thus, to student satisfaction. Analyzing the annual student satisfaction survey and implementing improvements to office procedures is a routine annual occurrence, but one that needs better documentation to allow longitudinal understanding and analysis. B. i. Annually assess the "recruitment to graduation" program and report annually to Senior Staff on retention and graduation outcomes, with recommendations for improvements. B. ii. To maximize curricular/co-curricular coherence, facilitate discussion between Student Affairs and Academic Affairs professionals in order to build an annual report to Senior Staff regarding student development, leadership, and citizenship outcomes, improvements and funding of enhancements. C. i. Student Affairs, through Residence Life, orientation, and other programs, and the Associated Students of the University of Montana Western (ASUMW) through student government and student clubs, provide substantive opportunities for student development, leadership, and citizenship. With a more intentional approach, such opportunities can be expanded and, hopefully, connected with appropriate curricular opportunities, such as the Montana Campus Corps service-learning program. Annual assessment of these efforts through the Student Satisfaction Survey, and through accumulated student feedback to the Student Affairs, ASUMW and Student Success offices, is easy to develop, analyze, and implement as a basis for improving and expanding opportunities.
Rationale for Why Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes	A. i. Detailed longitudinal retention data that pays attention to different subgroups of students at important points in their academic paths through Montana Western is vital to ensure that all students are provided with the best possible supports (as determined by national best practices adapted to the specificities of Montana Western). The university already maintains some longitudinal retention and graduation data (see Appendices), but here we are proposing more fine-grained data collection and more complex analysis to enable campus constituencies to understand more fully the critical moments in student progress toward degree attainment, to discover and redress points of significant student attrition, and to connect improvements in retention to curricular and other improvements facilitated by student learning outcomes assessment.

| | A. ii. Because of the changing nature of the student body, and, thus, of students' needs, the scaffoldings and supports provided to students by the Office of Student Success need to be reviewed and assessed annually, and adjustments and improvements made to programs to maximize student success and retention.

A. iii. The block schedule enables student success administrators, advisors and mentors to identify struggling students by their grades at the end of each four-week block, enabling positive and intrusive "on-time" intervention during, rather than only after the end of, each semester. Montana Western needs to take advantage of this opportunity for early intervention and to monitor and assess the success of intervention strategies.

A. iv. Academic support needs of off-campus and online students (20 percent of all Montana Western students) must be met in as effective a way as those of on-campus students.

A. v. The various offices of the Student Affairs division of the university, especially residential life and campus counseling, contribute significantly to the quality of life of all Montana Western students. Accordingly, assessment and continuous improvement of services provided is critical to the retention and graduation efforts of the university.

A. vi. The Athletics department, with responsibility for the football, volleyball, basketball, equestrian and rodeo teams, significantly influences the quality of life at Montana Western, especially for the nearly one-third of students who participate in intercollegiate sports. Accordingly, close relations between Athletics and Student Success offices in supporting the academic goals of student athletes is critical, as is monitoring success, retention, and graduation data to assure maximum parity between student athletes and all other students.

A.vii. The admissions, financial aid, business services and registration offices play an important role in enabling students to proceed toward their degrees with equanimity and appropriate material support. Accordingly, assessment and continuous improvement of services provided is critical to the retention and graduation efforts of the university.

A.viii. All students leaving the university are now required to participate with the assistant provost or his designees in an exit interview and survey. Analysis of aggregated exit survey data will help to identify primary reasons for leaving Montana Western, enabling appropriate interventions.

A.ix. The Student Affairs annual survey of student satisfaction with their experiences, including academic and social experiences, as well as |
| --- | --- |

interactions with all campus offices, helps to identify areas of improvement which can enhance student success, satisfaction, and retention.

B.i. The production of an annual, analytical "retention to graduation" report will help integrate qualitative and quantitative data into a comprehensive overview of retention efforts, pinpoint areas for improvement, determine the optimum deployment of financial and other resources, and permit the development of a longitudinal institutional memory to further guide retention efforts.

C.i. Annual assessment of the availability and quality of co-curricular and curricular efforts to facilitate student development, leadership and citizenship opportunities and programs, using the Student Satisfaction Survey as an initial assessment instrument, is easy to implement. Connecting survey results and learning outcome assessment of courses offering appropriate opportunities and experiences should enrich analysis as a basis for improvements.

Core Theme Three	Foster responsible campus efficiency and stewardship of resources.
Goals and Intended Outcomes	A. maximize economic efficiency of all campus offices and operations through effective evaluation and strategic action. B. with attention to the Long-Range Building Plan and the Campus Master Plan, continue to implement improvements to building quality and safety. C. continue to assess and implement plans to reduce energy consumption and costs and encourage conservation of natural resources.
Indicators of Achievement of Goals and Intended Outcomes	A. i. Monitor all offices in order to discover opportunities for automating procedures, expanding Banner management system use, reducing paperwork, and implementing efficiencies within and across offices in order to manage staff workloads and to maximize customer service and satisfaction. A. ii. Annual meeting of office managers to discuss implementation of efficiencies and to write a report on accomplishments and potential improvements for Senior Staff. A. iii. Meeting students' technology needs requires implementation and on-going assessment of the Campus Technology Plan, ensuring that students have access to efficient and effective computer-based programs and a robust learning management infrastructure.

	B. i. Monitor and up-date Long-Range Building Plan and Campus Master Plan annually, reporting on accomplishments and further needs to Senior Staff. C. i. Monitor implementation of the Carbon Reduction Plan, informing Senior Staff of accomplishments and further needs.
Rationale for Why Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes	A. i. The annual Student Satisfaction Survey allows insight into the operations of individual offices and acts as a springboard for improvements within offices. More difficult to get at are efficiencies that could be implemented across offices, especially through better use of the BANNER system. Here, face-to-face conversation among office staff and managers should include meeting academic, technological and support needs of students, virtual and otherwise. B. i. At present, the renovation and restoration of Main Hall is the campus's biggest building upgrade. But smaller improvements occur routinely, both improving building quality and reducing energy consumption. Monitoring and documentation of improvements is carried out by the office of the Vice-Chancellor for Administration, Finance, and Student Affairs. C. i. The Carbon Reduction Plan, recently published in fall 2010, not only documents completed projects for all campus buildings, but also outlines timetables for further implementation of energy-saving facilities improvements. Monitoring of the Carbon Reduction Plan, accordingly, enables the university to be assured that improvements are happening in a timely manner.

Montana Western has not only developed core themes appropriate to its mission statement, strategic plan, and the need to address NWCCU's spring 2010 recommendations; it has begun to implement substantive improvements relevant to each of the three themes.

Improvements and Accomplishments Relevant to the Core Themes

Core Theme One: Improving Undergraduate Education and Experiential Learning.

Student opportunities to participate in service-learning activities have been enhanced by a collaboration between Montana Campus Corps and Montana Western's Office of Student Success, initiated in 2009-10. The collaboration has enabled the university to hire a service-learning coordinator who recruits and manages students engaged in service-learning and collaborates with them in developing activities to engage both campus and community throughout the school year. In its first year, the service-learning program involved 29 students. Now in its second year, the program has grown to 32 students, with space for five additional students, while the program's visibility has substantially increased.

Service-learning is identified by George Kuh as a high-impact educational practice that deepens student engagement in learning. Thus, the university will be careful in assessing student responses to the program, the development of their civic and leadership commitments, and in examining differences in retention and graduation rates of service-learning students and all others.

Core Theme Two: Maximizing Student Success and Completion

It is vital to note the increasing salience of student retention to the university. Specifically, in light of declining and uncertain state funding, it obviously behooves Montana Western to maximize student retention as a means of ensuring any diminution in state funding is maximally compensated for by retaining a larger amount of student tuition and fees. By emphasizing retention, the university also minimizes the necessity of increasing tuition and fee rates. Even small tuition and fee increases, after all, may negatively affect the ability of a considerable proportion of our low income and first generation students to continue their academic pursuits. In short, there is now explicit consonance between the interests of students and the interests of the university in regard to student retention.

The Office of Student Success is working on a "Retention to Graduation" proposal to present to senior staff, but it is unlikely that the report will be completed until summer 2011. Those involved recognize student retention plans and programs have to be flexible, however, due to the changing composition of the student body and the changing degree programs they are coming to Montana Western to pursue. For instance, Montana Western more than doubled its annual enrollment of out-of-state students from an average of 15.3 students in 2001-04 to an average of 32.8 in 2005-10. On the one hand, the increased geographical diversity makes for a broader experience for our students; on the other, because out-of-state students pay higher tuition and fees than in-state students, their presence helps to make the university more financially sustainable in the aftermath of the Great Recession. Part of the increase in numbers of out-of-state students is due to greater student participation in the Western Undergraduate Exchange program (WUE), in which eligible students from WUE member states pay 150 percent of in-state tuition. Further, between 2001-02 and 2004-05, an annual average of 79 percent of Montana Western students were Montana residents, 21 percent from other states; between 2005-06 and 2010-1, 69 percent of students were Montana residents and 31 percent from out-of-state (**Appendix 7**, New Student Data, 2001-2010).

In addition to out-of-state students, Montana Western is also attracting more transfer students. Between fall 2000 and spring 2005, the university averaged 65 transfers per year; between fall 2005 and fall 2010, the university averaged 88 transfers per year. During 2005-10, nearly half of these students arrived as first year students, about a quarter as sophomores and a quarter as juniors. Fewer than 10 percent arrived as seniors (Appendix 8, New Transfer Students—Most Recent Decade). An increasing proportion of students is coming to Montana Western to pursue full-time studies. An average of 77 percent per year of students arriving from 2001-02 to 2004-05 came to the university to pursue full-time study; from 2005-06 to 2010-11, an average of 83 percent did so (see **Appendix 6**).

Just as the composition of the student body is changing, so is student interest in Montana Western degree programs, as TABLE 2 below demonstrates.

To better understand student attrition, the Offices of Student Success and Student Affairs collaborated in fall 2010 in developing an exit interview protocol and survey which students must complete before leaving the university (**Appendix 8**, Exit Interview Survey). Implemented in mid-fall 2010, the number of interviews/surveys completed remains too small to allow for meaningful pattern detection. Nevertheless, to this point, it appears personal, family, and health reasons are primary in students' decisions to leave Montana Western. No student has yet indicated as reasons for exiting either dissatisfaction with Experience One or with the quality of teaching and learning at Montana Western. On the other hand, an analysis of data regarding 110 students who withdrew from Montana Western in fall 2010 indicates the university cannot focus all of its retention efforts upon first year students. Rather, it must maintain a broader scope and perspective. After all, of the 110 exiting students, about 30 percent left during their first year, 40 percent did not return for their second year, and about 30 percent left after their second or third years. Further, about 15 percent of exiters were nontraditional students, while 40 percent were transfer students (the rest were traditional students). Accordingly, it behooves Montana Western to further analyze the retention records of sub-categories of students, as well as to take seriously attrition among students from first to senior year.

The university is fortunate to have hired new football and volleyball coaches this spring. The former has already clearly stated his commitment for all of his players to graduate. The new volleyball coach has an exceptionally strong academic background with an equally strong commitment to ensuring academic success in her student-athletes The Office of Student Success will be working with both coaches to develop appropriate academic supports for their athletes.

Further, Montana Western must pay attention to retention because of the impact of retention upon graduation rates. For the first time in several years, the university's graduation rate dipped under 30 percent to 28.6 percent for spring 2010, probably the result of a poor first year retention year four years previously. With retention increasing during the Experience One period we expect the graduation rate to go back up and keep rising for at least the next three years. It must be monitored carefully, even as additional retention supports are developed.

Finally, given the limitation of IPEDS data to traditional first-time, first-year students who graduate from the college they first attend, it is incumbent upon the university to determine graduation rates for non-traditional students, students transferring into Montana Western, and

TABLE 2: Average Fall Semester Headcount Enrollments by Declared Degree/Major

Degree/Major	2001-02 to 2004-05	2005-06 to 2010-11
AA General	10	14 (40% increase)
AS General	1	45 (4480% increase)
Business and Technology (includes AA/AS/AAS Computer Layout and Design, AS/AAS Business, AS/AAS Human Resources Management, As/AAS Information Processing, AS/AAS Office Systems Tech, AS/AAS Tourism and Recreation, BS Business Education, BS Industrial Arts Education, and BS Business Administration)	187	232 (19% increase)
Education (includes AS/AAS Early Childhood Education, AAS Education Studies, BS Early Childhood Education, BS Elementary Education, and BS Secondary Education)	666	553 (17% decrease)
Equine Studies (including AAS Equine Studies, AAS Natural Horsemanship, and BS Natural Horsemanship)	15	67 (446% increase)
Biology (includes BS Biology Education, BS General Science Broadfield Education, BA Biology, BA Biology and Biomedical Option, BA Pre-Professional Health Option)	36	79 (219% increase)
English (includes BS English Education and BA Literature and Writing)	42	49 (14% increase)
Environmental Science (includes BS Earth Science Education, BA Environmental Interpretation, BA Environmental Science)	65	61 (6% decrease)
Fine Arts (includes BS Art Education, BS Music Education, BA Arts (Visual Arts)	50	40 (20% decrease)
Human Health and Performance (includes BS Health and Human Performance, BS Health and Physical Education)	76	76 (0% increase)
History, Philosophy, and Social Sciences (includes BS History Education, BS Social Science Broadfield, BA Social Science)	106	95 (10% decrease)
Mathematics (includes BS Math Education, and BA Mathematics)	21	20 (5% decrease)
All Liberal Arts and Sciences Degrees/Majors, including Secondary Education joint majors	320	344 (7.5% increase)
All Liberal Arts and Sciences Degrees/Majors, excluding Secondary Education joint majors	159	229 (44% increase)

students transferring from Montana Western and graduating elsewhere, in order to gain a truer measure of the university's efficacy.

In another indirect measure of student success, an examination of 2007-09 graduated student employment data, though the raw numbers are limited, indicates about 96 percent of our students are employed within a year of graduation, 87 percent of them full-time, and 84 percent in work related to their field of study (**Appendix 9**, Graduated Student Employment Information, 2007-09). Though we are reluctant to make much of this data because the number of student survey responses over three years amounts to only about 30 percent of all our 2007-09 graduates, it is adequate to encourage the university to improve survey response rates by following mailed, paper surveys with evening phone calls during which the survey can be administered. (We had previously tried to increase response rates by following up with daytime phone calls, but realized when we got few pick-ups, this was probably because our former students were at work.)

Core Theme Three: Campus Efficiency and Stewardship of Resources

The last couple of years have seen a considerable amount of building activity at Montana Western. The first of three phases of work on historic Main Hall is now almost complete, and the second phase has already begun. Faculty in the Education, English, and Fine Arts departments are now in new offices, often close by renovated and redecorated classrooms which are meeting with student and faculty approval. However, funding for the third phase of Main Hall restoration remains to be acquired.

The HVAC systems in Block Hall and the Industrial Technology building have been upgraded, and heat from the wood-fired boiler has been connected to the Student Union Building, a move which should reduce university energy costs. Further, as a result of the development and implementation of the university's Carbon Reduction Plan (**Exhibit 5**, Carbon Reduction Plan), lighting systems have been upgraded and other energy-saving innovations installed in various campus buildings, including dormitories. The Carbon Reduction Plan lays out details of further energy-saving work on each campus building which the university will implement before 2020.

Finally, given the growing importance of Montana Western's off-campus and on-line offerings, the university has been continuously implementing its Campus Technology Plan. Further, the university hired an instructional technologist to help faculty prepare courses using new Moodle classroom management software.

Conclusion

NWCCU Core Themes reinforce the university's mission statement and strategic plan. We believe clarity of direction, unity of effort, and efficiency in implementing enhancements promoting student retention and success will benefit Montana Western students individually and collectively, while enabling the university to achieve even more than its community may currently believe is possible.

In the short period since spring, 2010, Montana Western has already made substantial strides in addressing NWCCU's recommendations and implementing its core themes productively, as we have demonstrated above. Of course, much more needs to be accomplished, but it is heartening to discover in the creation of this document that we are already walking the path the core themes have helped to more clearly delineate.

References

Kuh, George. 2008. *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities, Washington, D.C.

APPENDICES

University of Montana Western Senior Student Scores on Selected NSSE Questions Compared with Those of Senior Peers at University of Montana Missoula, Montana State University Bozeman, and Montana State University Billings, 2008 Survey

NSSE Statement: Percentage of Senior students who:	UMW	UM Missoula	MSU Bozeman	MSU Billings
Group Learning Experiences				
worked with classmates on assignments outside of class	98%	94%	96%	44%
tutored or taught other students	71%	53%	67%	24%
spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports	31%	18%	23%	11%
Active Learning Experiences				
spent at least 6 hours per week preparing for class	80%	80%	87%	84%
worked on a research project with a faculty member	36%	31%	21%	11%
participated in an internship, practicum, or field experience	95%	74%	52%	48%
participated in community service or volunteer work	67%	80%	60%	52%
participated in study abroad	4%	19%	14%	9%
made at least one class presentation last year	100%	93%	95%	58%
Institutional Commitment to Student Learning and Success				
believe this institution provides support for student success	97%	93%	93%	67%
rated the quality of academic advising at this institution as good or excellent	78%	66%	60%	70%
reported that this institution provided help in coping with work, family and other non-academic responsibilities	71%	54%	54%	18%
reported working harder than they thought they could to meet an instructor's standards or expectations	95%	94%	91%	61%
Student Satisfaction				
would attend this institution if they were starting over again	82%	83%	80%	84%
rated their entire educational experience as good or excellent	86%	86%	80%	84%
reported that other students were friendly or supportive	91%	89%	82%	58%
Student Interactions with Campus Faculty and Staff				
believed that the campus staff were helpful, considerate, or flexible	56%	70%	50%	42%
believed that faculty are available, helpful, or sympathetic	86%	89%	74%	57%
reported that faculty members provided prompt feedback on their academic performance	94%	91%	94%	64%
discussed reading or ideas with faculty members outside of class	84%	71%	70%	28%
Experience with Diverse Groups of People and Ideas				
reported that they often tried to understand someone else's point of view	62%	67%	65%	67%
reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds	77%	93%	71%	44%
Often had serious conversations with students of a different race or ethnicity	42%	38%	77%	39%

APPENDIX 2

A SIMPLIFIED ANNUAL LEARNING OUTCOMES ASSESSMENT SYSTEM
AND SEVEN-YEAR PROGRAM REVIEW PROCESS

Brian Price, Assistant Provost

Introduction: Because routine learning outcomes assessment is a normal requirement for accreditation, and because it is, nationally, regionally, and locally, an unfunded mandate that too often increases faculty workload without compensation, it is vital that The University of Montana Western implement an assessment system that is simple, transparent, palpably useful, and not inordinately time-consuming. Further, Montana Western must implement a seven-year program review process that is simple, workable, and possible to fulfill within the two-year review period.

In light of the above, the following plan replaces previous versions of learning outcomes assessment and program review.

A) The Department of Education and Department of Business and Technology Assessments for Professional Accreditation: The Department of Education manages a complex annual assessment plan and process that simultaneously satisfies the requirements of the National Council for Accreditation of Teacher Education (NCATE), the Montana Office of Public Instruction (OPI), and the Interstate New Teacher Assessment and Support Consortium (INTASC). The department should continue to employ and, as necessary, update its current assessment procedures with appropriate support from Montana Western. The university should not, however, require additional, routine assessments of the department.

The Department of Business and Technology manages an annual assessment plan that satisfies the requirements of the International Assembly for Collegiate Business Education (IACBE). The university should support this plan and process and not require additional, routine assessments of the department.

B) Annual Learning Outcomes Assessment for All Arts and Sciences Departments and Programs: From the point of view of accreditation, it is important that each department and program carry out learning outcomes assessment annually. To make annual assessment feasible, it needs to be integrated into the normal work of faculty. By developing learning outcomes rubrics and scoring sheets appropriate to each department or program's learning outcomes, and by evaluating student work at mid- and end-points through the lens of the rubric, assessment can become an integral element of the evaluation process of any course.

To make this possible, each department and degree program needs to develop an assessment rubric relevant to its desired learning outcomes, and a rubric scoring sheet against which examples of student work can be assessed. **Appendix One** contains examples. The assistant provost is available to help with rubric development.

There are three ways in which faculty can perform useful and legitimate learning outcomes assessment without an overwhelming time commitment:

1) Faculty can grade a set of student work as normal, then review each student's work again, this time through the lens of the rubric, reporting scores on scoring sheets, adding only a few minutes to the overall evaluation task.

2) Faculty can inform students of the learning outcome rubric and then use the rubric as the grading modality, substituting the rubric and scoring sheets for their normal grading methods, resulting in assessment taking no additional time at all. One advantage of this strategy is that it allows students to understand departmental learning outcome expectations and to obtain a snapshot of their current status regarding their accomplishment of each learning outcome objective.

3) Faculty can use one late fall and/or spring department meeting as an assessment time, bringing to the meeting appropriate examples of student work and dividing responsibility for scoring among all attending faculty so that the burden is equally shared and swiftly completed.

Having performed their learning outcomes assessment, faculty can, if they wish, pass their scoring sheets to the assistant provost for aggregation and initial analysis.

The final steps in the annual learning outcomes assessment process are departmental discussion of student learning outcome results, and the development of an action plan for enhancing student academic success, including, if necessary, an estimated annual budget to implement necessary improvements. Action plans need not be lengthy; indeed, one page or less is ideal.

The assistant provost will bring each department's action plan to senior staff for discussion and action, and will report back to each department upon those elements of action plans that will be funded. The assistant provost will also upload action plans to the accreditation/assessment web page.

This annual student learning outcomes process is not inordinately time-consuming, but assures that faculty utilize their assessment processes and annual action plans routinely, rather than merely once every seven years.

B) Seven-Year Program Review Report: Below is the template for the program review report, a variant of the simplified schema created by Provost Karl Ulrich. Departments will employ this template because it highlights fundamental program issues and supports them with easily available data. Following is the template:

A) THE PROGRAM

1) Departmental Mission Statement
2) Introduction (Intention of the program, degree options available)
3) Need for the Program (Employment outlook for graduates, demand for graduates)
4) Strengths and Distinguishing Characteristics of the Program
5) Support of the General Education Program and other Montana Western programs (Education, etc.)
6) Policies or Practices of the Program (specific program policies that modify overall university-wide policies, such as laboratory fee requirements)

B) THE STUDENTS

7) Student Participation in the Program and Student Characteristics
   This section should contain the following tables (see **Appendix 2** for examples):
   a) TABLE 1: Student Credit Hours in Program Courses for Previous Five Years.
   b) TABLE 2: Course Enrollments for Previous Five Years
8) Methods used to Improve the Success and Retention of Students
9) Participation of Majors and Minors in Extracurricular Activities Sponsored by the Program
10) Contribution of the Program to Student Success in a Diverse Society
11) Knowledge of Alumni (from alumni, employer, and graduate school surveys)

C) THE FACULTY

12) Strengths and Specialties of Faculty
13) List of Faculty Publications and/or Creative Activities for Last Five Years
14) Participation of Program Faculty in service activities on campus, in their professions, and in their communities.
15) Outside Support and Funding (current support being expended, including library support)
16) Grant Writing (future support being solicited)

D) LOOKING FORWARD

17) Results of Previous Program Review (including NCATE, IACBE, etc.)
18) Rationale for Changes in the Curriculum that have been Implemented since Previous Review
19) Strategic SWOT Analysis: Summary of Strengths, Weaknesses, Opportunities, and Threats regarding the program.
20) Proposals for Program Improvement during Next Seven Years
21) Resources Needed to Implement Program Improvement

This organization is easy to manage, as each element has integrity and clarity, and, cumulatively, they integrate effectively to make the fundamental workings of the program transparent.

Supplemented by appendices (University of Montana Western Mission Statement, Montana Western Strategic Plan, printed copies of the program web pages, course syllabi, faculty resumes, previous program seven-year review and other reports [NCATE, IACBE, etc.], annual assessment reports, successful grant applications, pending grant applications, evidence [advertising posters, etc.] of student extracurricular participation in program-sponsored activities and events, program resource need statements, copies of alumni, employer, and graduate school surveys, descriptions of special program policies, requirements, etc.), the report can be bound and sent to the external reviewer to inform him/her prior to his/her campus visit.

The program faculty will write the program narrative with help, as necessary, from the assistant provost, especially regarding data gathering.

C) External Reviewer Visit and Report: The external reviewer will be one of the three or four persons proposed by the faculty to the provost and assistant provost. S/he will spend two days at Montana Western. During that time, s/he will meet with the program faculty, the provost and

assistant provost, current students of the program, and, if possible, graduates. The external reviewer can ask for meetings with additional constituencies, as s/he wishes.

During his/her visit, the external reviewer will endeavor to address the following questions relevant to composing his/her report:

A) Program Role, Mission, and Objectives:

      1) Is the program mission consistent with the role and mission of The University of Montana Western?

      2) Are the program's goals, objectives and desired student outcomes clear, reasonable, and well-communicated to students?

B. Curriculum: [Main emphasis of external reviewers.]

      3) Is the program's curriculum (including required courses for majors and minors, elective, general education, and service courses) appropriate? Explain.

      4) Are there areas of emphasis that the program should develop to meet future needs?

      5) Are there areas of the program that should be given low priority or discontinued?

      6) How does the curriculum of this program compare with similar programs at comparable institutions?

C. Students and Student Satisfaction

      7) Do current students and graduates seem satisfied with their experiences in the program?

      8) Are they, and do they perceive themselves to be, prepared for graduate/professional school or employment in their field?

      9) Is the assessment plan devised by the program faculty reasonable? Does it represent the outcomes of student learning effectively?

      10) Are program faculty making effective use of the information gained from assessment activities?

      11) What changes, if any, should be made in the assessment plan?

D. Faculty:

      12) Are the areas of faculty specialization and competence appropriate for the program? Are other specialties needed?

      13) Is the program's use of non-tenured and part-time faculty appropriate?

      14) Are faculty appropriately engaged in teaching and the improvement of their pedagogical strategies?

15) Are faculty appropriately engaged in service to the university and community, and to their professions?

16) Are faculty appropriately engaged in creative/scholarly activities?

E) Resources/Institutional Support:

17) Are resources adequate for achieving the goals and objectives of the program? Consider facilities, capital equipment, operating expenses, office, laboratory, classroom, and other instructional space, library, number of faculty, support staff, and other resources.

18) Are there initiatives and improvements that faculty and administrators should be making?

The external reviewer's report may be an integrated narrative or a simple, full response to each of the above questions. It should be provided to the assistant provost within ten days of his/her visit to Montana Western.

D) Program Review Discussion and Action Plan: The department or program faculty will organize a substantive discussion of the program narrative and the external reviewer's report with the assistant provost. The purpose of the program review discussion is to develop an action plan to implement any agreed-upon curricular or other changes suggested in the program narrative and external reviewer's report, especially those consonant with the university's strategic plan and priorities. The assistant provost will aid program faculty in determining costs of implementation of the action plan, deciding on priorities, and funding high priority action items. The assistant provost will negotiate with the provost and senior staff regarding funding for critical action plan items.

The assistant provost shall be responsible, and responsive to the program faculty, for monitoring the funding and implementation of the action plan. The program faculty and the assistant provost will meet annually during late spring semester or early summer to review the year's progress, the outcomes of the year's learning assessments, helping the program make any necessary adjustments to the action plan, and reconfiguring funding requests.

E) Completing the Program Review Process: The program review, the external reviewer's report, the agreed-upon action plan, and funding outcomes will be posted on the Montana Western web site, and the assistant provost will send an email to faculty informing them when the documents are available for perusal.

Finally, the assistant provost will complete the Program Review report for the Office of the Commissioner of Higher Education (OCHE) and will support the provost in managing the program review through the Board of Regents process.

Appendix 1

Sample Learning Outcomes Rubric for Biology 101

Learning Outcomes	Unacceptable (1)	Marginal (2)	Proficient (3)	Exemplary (4)
Students will demonstrate in-depth knowledge and understanding of content material within the course discipline	Limited or no evidence of higher order thinking with confused demonstration of understanding of the material.	Some placement of ideas in appropriate disciplinary context. Limited evidence of higher order thinking.	Some indication of higher order thinking demonstrating mastery of the material.	Clear indication of higher order thinking demonstrating mastery of the material.
Students will demonstrate ability to formulate and test scientific hypotheses.	Formulates non-testable hypotheses and provides no indication of an understanding of the importance of elegance/ clarity in hypothesis formation.	Formulates non-testable hypotheses but contains elements indicative of some understanding of hypothesis creation.	Formulates hypotheses that are testable but lack some clarity or contain some confounding variables.	Formulates elegant and easily testable hypotheses with no confounding variables.
Students will analyze and interpret data using discipline-specific tools.	Fails to identify or apply appropriate methodologies.	Inconsistently identifies and irregularly applies appropriate methodologies	Typically identifies and applies appropriate methodologies.	Consistently identifies and correctly applies appropriate methodologies.
Students will interpret knowledge in meaningful and appropriate ways as they draw conclusions about the significance of scientific data.	Draws incorrect conclusions. Misunderstanding of the significance of data/findings.	Extrapolates beyond data creating nonviable interpretations of data at hand.	Conclusions are generally solid, but may lack some clarity or consistency with the data.	Draws logical conclusions that follow from the data in a manner indicating clear understanding of significance

Note: An alternative is to conflate the "marginal" and "proficient" categories into a single "good" or "proficient"category so as to produce a simpler three-category matrix.

Sample Scoring Sheet for Biology 101

A Biology 101 Scoring Sheet, demonstrating its use for both Assessment Data and Grades

Faculty Name:

Course Section:

Students	*Demonstrates in-depth knowledge and understanding of content material.*	*Demonstrates ability to formulate and test scientific hypotheses.*	*Analyzes and interpret data using discipline-specific tools.*	*Interprets knowledge in meaningful and appropriate ways as they draw conclusions*	Paper mean score	Grades
Student 1	4	3	4	3	3.5	B+
Student 2	3	2	3	2	2.5	C
Student 3	3	2	3	2	2.5	C
Student 4	4	3	4	3	3.5	B
Student 5	4	3	3	3	3.3	B
Student 6	3	3	3	2	2.8	C+
Student 7	4	3	3	2	3.0	B
Average Score	3.6	2.7%	3.3	2.4%	3.0	B
% Exemplary	57%	0%	28%	0%		

Sample of Biology 101 Rubric Use for Grading Purposes

Student:

Learning Outcomes	Unacceptable	Marginal	Proficient	Exemplary
Students will demonstrate in-depth knowledge and understanding of content material within the course discipline	Limited or no evidence of higher order thinking with confused demonstration of understanding of the material.	Some placement of ideas in appropriate disciplinary context. Limited evidence of higher order thinking.	Some indication of higher order thinking demonstrating mastery of the material.	Clear indication of higher order thinking demonstrating mastery of the material. **X**
Students will demonstrate ability to formulate and test scientific hypotheses.	Formulates non-testable hypotheses and provides no indication of an understanding of the importance of elegance/ clarity in hypothesis formation.	Formulates non-testable hypotheses but contains elements indicative of some understanding of hypothesis creation.	Formulates hypotheses that are testable but lack some clarity or contain some confounding variables. **X**	Formulates elegant and easily testable hypotheses with no confounding variables.
Students will analyze and interpret data using discipline-specific tools.	Fails to identify or apply appropriate methodologies.	Inconsistently identifies and irregularly applies appropriate methodologies	Typically identifies and applies appropriate methodologies.	Consistently identifies and correctly applies appropriate methodologies. **X**
Students will interpret knowledge in meaningful and appropriate ways as they draw conclusions about the significance of scientific data	Draws incorrect conclusions. Misunderstanding of the significance of data/findings.	Extrapolates beyond data creating nonviable interpretations of data at hand.	Conclusions are generally solid, but may lack some clarity or consistency with the data. **X**	Draws logical conclusions that follow from the data in a manner indicating clear understanding of significance

Sample Learning Outcomes and Rubric for Global Awareness

Learning Outcomes Expected of Globally-Aware Students:

Globally aware students consider themselves global citizens. As such they use digital-age technologies to learn, think, participate in, and communicate about global issues. Globally aware students:

> • are aware of how technology links nations and individuals, as well as how it enables the global economy.
>
> • understand the interconnectedness of the global economy.
>
> • are aware of how the global economy impacts political decision-making – including the formal and informal pacts nations enter into.
>
> • are aware of the social, environmental, and micro-economic impacts of global decisions made by both national and international (e.g. the U.N., the I.M.F.) organizations.
>
> • understand how cultural differences (e.g. beliefs, traditions, religions) impact personal and national participation at the global level.
>
> • understand the impact of ideology and culture on national decisions about access to and use of technology.
>
> • participate in the global society through interactions with persons in another country or culture.

Sample Learning Outcomes Rubric for Global Awareness

Continuum of Progress:

Learning Outcome	Novice (1)	Basic (2)	Proficient (3)	Advanced (4)
Awareness of tech-nology's impact on inter-connections between nations/ individuals, global economy	Student is unaware of the role that technology plays in enabling a global economy. He/she knows at a very superficial level that technology links individuals from different nations.	Student is aware that technology plays an important role in linking nations/individuals and in enabling the global economy. However, this knowledge is general, limited (e.g., student may define technology too narrowly), or includes significant misconceptions.	Student has some understanding of the ways in which technology has been an essential part of the global economy. He/she understands some of the effects technology has had in linking nations /individuals and enabling exchange of goods, services, and information.	Student understands – beyond grade-level expectations –how technology links nations/individuals, how it enables the global economy, and how it changes the nature of the resources (e.g. information vs. goods) that can be traded.
Under-standing of the inter-connected-ness of the global economy	Student does not understand that economies of nations impact one another.	Student is aware that national economies impact one another, but this knowledge is general and sparse.	Student is aware that economic conditions of one nation can impact those of other nations, but he/she is not aware of political/social/ environmental issues raised by economic interdependence.	Student understands – beyond grade-level expectations – how economies impact each other; he/she can think critically about political/ social/ environmental issues raised by economic interdependence.
Under-standing of the impact of global economy on political decision-making	Student is unaware of the impact of economic considerations on political decision-making. He/she may be largely unaware of political events and international economic conditions.	Student is generally aware that political decisions are shaped by economic considerations; however, he/she has little knowledge of specific considerations and national/ international policies.	Student is aware of some of the economic considerations that drive political decisions. However, this knowledge is somewhat limited or tends to cast issues in black and white terms.	Student possesses knowledge – beyond grade level expectations – of economic considerations that drive specific national policies and decisions. He/she can critically evaluate the gains and losses that result from these policies.

Under-standing the impact of decisions made by national, inter-national orga-nizations on societies, environ-ment, economies	Student has no knowledge of the impacts of decisions made by national/international organizations. He/she has little knowledge of these organizations or their functions.	Student understands very generally that national and international organizations impact societal, environmental, and micro-economic conditions, but is unaware of specific policies/decisions that impact his/her world.	Student understands how some specific decisions made by national/international organization impact many facets of his/her day-to-day world; however, knowledge is limited or tends to cast issues in black and white.	Student has an excellent understanding of the way specific decisions made by national/international organizations impact his/her day-to-day world. He/she is able to evaluate these issues critically and thoroughly.
Under-standing of the impact of culture on political relation-ships	Student is unaware of the ways in which culture impacts national/personal political decision-making.	Student understands that culture impacts national/personal political decision-making, but his/her view tends to cast these issues in black and white. Knowledge is either sparse or includes significant misconceptions.	Student understands some specific ways in which culture impacts national/personal political decision-making.	Student has an excellent understanding of the ways in which culture impacts decision-making of specific nations/groups. This understanding is fair and takes into account multiple cultural perspectives.
Under-standing of the impact of ideology, culture on decisions related to technology and access	Student is unaware of differences in societies' access to technology and information; he/she is unaware that political ideologies and culture impact individuals' access to these resources.	Student understands at a general level that nations differ in the degree to which they allow citizens access to technology/ information. However, this knowledge is sparse.	Student understands some of the ideological and cultural issues that drive national decisions about access to technology and information.	Student has specific and well-developed knowledge of ways in which access to technology/informatio n is impacted by culture and political ideology. He/she is able to transfer this knowledge when learning about similar issues with which he/she is unfamiliar.

| *Parti-cipation in the global society* | In many cases it has not occurred to the student that persons in other nations directly influence his/her life socially, politically, and economically. | The student has a growing awareness of the global nature of the world. He/she is interested in the study of international policy and affairs—but action is limited to learning and reflection. | The student recognizes his/her own role as an individual in a global society. As such he/she – when guided –participates locally through economic, political, or social means (e.g., donations to relief efforts, contributions to international social, health, or environmental concerns). | The student is aware of how his/her actions and the actions of his/her country exert influence globally. He/she seeks to understand the global impact of personal actions (e.g., consumerism based on company policies, consumption of energy, or recycling), and acts accordingly. |

By the Metiri Group in cooperation with NCREL

Sample Global Awareness Scoring Sheet

Name	Awareness of technology's impact on interconnections between nations/ individuals, global economy	Understanding of the interconnectedness of the global economy	Understanding of the impact of global economy on political decision-making	Understanding the impact of decisions made by national, international organizations on societies, environment, economies	Understanding of the impact of culture on political relationships	Understanding of the impact of ideology, culture on decisions related to technology and access	Participation in the global society	Evidence Mean Score	Grade
Average Score									
% Exemplary									

Appendix 2

TABLE 1: Student Credit Hours in Program

	Lower Division Credits	Upper Division Credits	Total
Fall, Year 1			
Program Credits (for majors and minors)			
General Education Credits			
Service Credits (for Education majors, etc.)			
Total			
Continued to Year 5			

TABLE 2: Program Course Enrollments for Previous Three Years

(NOTE: Courses in bold indicate General Education Course Offerings)

Crse	Crse	Crse Title	Year One			Year Two			Year Three	
Dept	**#**		**F**	**S**		**F**	**S**		**F**	**S**
Prefix	Number	Short Title								

Developmental Mathematics Program

Introduction

The Department of Mathematics proposes a draft, pedagogical structure for its Program in Developmental Mathematics. In this document, we outline the following:

1. A two-tier structure composed of two developmental mathematics course offerings. During the first semester (Fall 2011) in which these offerings become available, two experiments will be performed:
    a. A course from each tier will be offered in parallel. This will allow students to switch enrollment during the first week if their initial placement was inappropriate.
    b. A linked pair of a developmental course and the General Education topics math course (M117).
2. The course materials to be used for one tier of the developmental math curriculum have already been created by Mike Walker. The materials for the other tier are in development. These will be briefly described.
3. The Program in Developmental Mathematics will require consistent, full-time staffing . The staffing requirements and responsibilities of the staff members will be detailed.
4. Finally, a draft of the schedule of developmental math offerings for the 2011-2012 academic year will be provided.

A Two-Tier Structure

During the pilot introduction of the Program in Developmental Mathematics, we propose to offer two courses. Both are MUS catalog courses and one, M095, is already offered at UMW. Proposed catalog descriptions follow:

1. **M090 Introductory Algebra:** This course serves as an introduction to algebra which includes a deep study of the basic operations (addition, multiplication, exponents), their properties, and how they interact; review of variables, with an emphasis on different categories of variable; solving and graphing linear equations, which is then expanded to cover inequalities; what a function is, their properties, and how to graph them for both linear and nonlinear functions. The main goal is proper use of vocabulary and mastery of the use of fundamental algebraic tools.
2. **M095 Intermediate Algebra:** This course focuses on expanding the use of algebraic tools, with an emphasis on nonlinear equations and qualitative thinking. Students will also practice critical thinking, mathematical reasoning, interpreting everyday situations through a mathematical lens, and, in general, attaining a greater degree of mathematical literacy.

The current system consists of a single tier, M095. However, for various reasons (preparation, motivation, etc.) a number of students find it difficult to pass M095 the first time they take it. Therefore, M090 is intended to serve as an additional, preparatory course for these students. In M090, the curriculum will be presented at a more relaxed level and at a slower pace. M090 will also seek to refine the general academic skills of the student.

M090 Introductory Algebra, is not currently a UMW catalog course. We have decided to investigate two routes of introducing it into the 2011-2012 curriculum. First, the course could be taught as an experimental, outreach course. Second, since M090 is a current course in the MUS transferability matrix, it should be possible to introduce it into the UMW curriculum. At least during the pilot program, it would be preferable if M090 could be provisionally introduced without the standard curriculum review process. The department is open to other ways of accomplishing the introduction of M090.

Two experiments will take place during the pilot offering of the proposed Program in Developmental Mathematics:

1. During the first blocks of the Fall and Spring semesters, a section each of M090 and M095 will be offered in parallel. Accurate placement into these classes will be attempted according to ACT/SAT scores and other information obtained through advising. However, if at any time before the end of the first week it is determined that students were misplaced in either course, they will have the option of switching to the other section without any academic penalty. This has at least two benefits. First, it can potentially save students the time and expense of taking an unnecessary course or failing and re-taking one they are not quite ready for. Second, it can help the developmental mathematics staff identify more accurate means of placing students in the future. If this practice proves successful, it will be repeated as staffing and scheduling constraints allow in the future.

2. At the end of the Fall semester (blocks 3 and 4) a section of M095 and M127 (Topics in Mathematics) will be thematically linked, providing developmental students who qualify for enrollment into M095 with an opportunity to complete their mathematical requirement within our General Education program. We would like to investigate an evaluation mechanism in which students enroll for the full 8 credits of both courses but do not receive a grade for either until both are complete. This allows for a greater degree of differentiation within the classroom. Accelerated students may proceed further with their general education curriculum while other students, who require more developmental work, will be given more time, without academic penalty. Registration and financial aid policies will need to be investigated in order to explore possible issues with this idea.

It is hoped that tutoring services will play a major role in the two-tier structure of the developmental mathematics program. In particular we hope to provide training to tutors in which they either attend a section of each tier or complete the coursework for them. In addition, we hope each tutor will be able to engage in a mentoring relationship with members of the developmental mathematics staff.

Placement

There are existing Board of Regents Policies that have impacts upon student placement into and progress within the proposed Program in Developmental Mathematics. According to the Montana Board of Regents Policy 301.1 section I.B, students may be provisionally admitted to a 4 year Montana Baccalaureate program for reasons of a deficiency in mathematics proficiency if they can demonstrate none of the following:

1. *A score of 22 or above on ACT mathematics; or*
2. *A score of 520 or above on SAT mathematics; or*
3. *A score of 3 or above on the AP calculus AB or BC subject examination or a score of 4 on the IB calculus test; or*
4. *A score of 50 or above on the CLEP subject examinations in selected topics [college algebra, college algebra-trigonometry, pre-calculus, calculus, or trigonometry]; or*
5. *Completion of a rigorous high school core including four years of mathematics in high school (Algebra I, Algebra II, geometry & a course beyond Algebra II) and three years of laboratory science; or three years of mathematics including a course beyond Algebra II and four years of laboratory science, in addition to English, social studies, and electives as described in the regents' college preparatory program, with grades of C or better in all courses. (See Appendix I.)*

If any student is provisionally admitted under this policy, then section II.B of of the same policy outlines how students may demonstrate mathematics proficiency and become fully-admitted, four-year, baccalaureate students:

1. *Students denied full admission to a four-year program in the MUS because they do not meet the mathematics proficiency standard may prove that they have the appropriate proficiency in the following ways:*
   a. *within 3 semesters or 32 credits of enrolling, earn a C- grade or better in intermediate algebra (M 95), or in a college course that is the prerequisite to a mathematics course that satisfies the general education program requirement described in board policy 301.10; or*
   b. *earn a score of 22 or above on the mathematics portion of the ACT or 520 or above on the mathematics portion of the SAT; or*

c. *earn a score of at least 60 on the COMPASS algebra exam, or an equivalent score on another placement exam used by the campus, upon enrollment; or (d) complete an A.A. or A.S. degree.*

2. *The above-described standards are also used to determine mathematics proficiency when students transfer from two-year programs or campuses to four-year programs or campuses. Scores below 22 on the mathematics portion of the ACT or 520 on the SAT indicate placement into developmental mathematics courses.*

3. *Students whose mathematics scores are below 18 on the ACT or 440 on the SAT may be fully admitted to a two-year degree program of the MUS, but may not be admitted to a four-year degree program of the MUS.*

For reasons described by point 1.a, M095 will remain the course offered at UMW that students muss pass in order to qualify for enrollment into college-level, general-education mathematics courses. Furthermore, it is expected that students who place into the developmental mathematics program will complete their developmental coursework within 32 credits or 3 semesters of enrolling. The registrar's office should be responsible for enforcing this policy. Alternatively, students who are unable to meet the requirements of the BOR remediation policy should feel free to file an appeal for a degree requirement waiver with the academic standards committee or the Chancellor's office.

During the pilot phase of the program, students who are placed into the developmental program by the BOR policy will have the option of beginning with either tier (M090 or M095). An advising protocol will need to be developed in order to help them make this decision wisely. However, if a student enrolls in M095 and fails it, they will be expected to enroll in M090 before making a second attempt at M095. Therefore, an aspect of the advising protocol will be to help students honestly determine their own level of preparation and academic seriousness before choosing which course to begin with. It is expected that in the long run, this will decrease the number of credits students dedicate to developmental mathematics. However, initially, there very well could be an acculturation period in which students and advisers learn best practices in navigating the developmental math curricula. If necessary, placement into the various tiers of the program may be enforced through pre-requisites in the future. A possible pathway into and through the Program in Developmental Mathematics is depicted below:
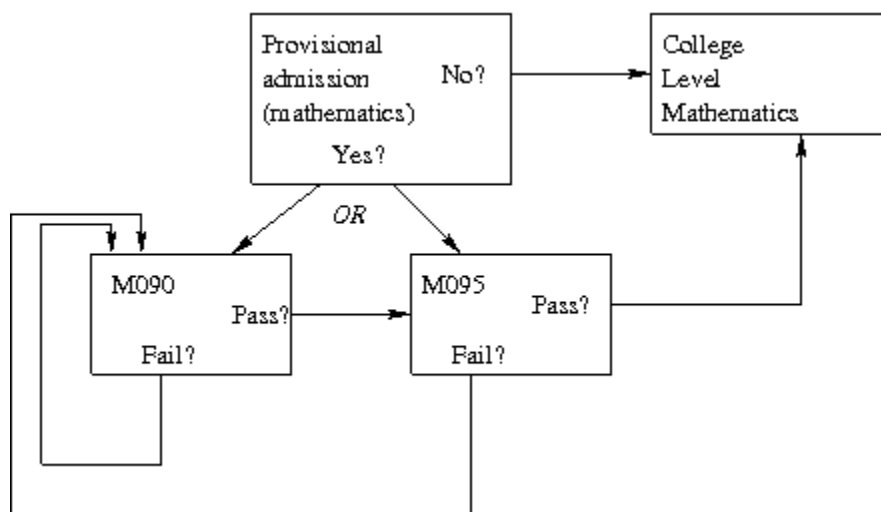
Developmental Mathematics Curricular Materials

Mike Walker developed new materials for his sections of M095 during the summer of 2010. He has been using them with measurable success during the 2010-2011 academic year. The success of the M095 materials is due to two things. First, the entire packet is relevant. When using it, there is no need to say "Don't bother with section 3.4. Oh, and tomorrow we're going to jump ahead three sections. Do only the odd problems, but don't bother with #13-21." The number of and type of exercises is appropriate to the work that the students should be doing. Second, since the materials were developed by a UMW instructor, there is consistency between the text and lectures. The level of rigor is the same between the text and the lectures. There is no conflict of terminology (quotient versus ratio). There is no conflict of typesetting or notation

(versus). The way a problem looks in the examples is the way a problem looks in the exercises is the way a problem looks on the quiz is the way a problem looks on the exam. The prompts for what a student needs to do is consistent as well. Roughly ⅓ of the students in M095 are capable of solving some rather intricate problems. The challenge is making sure that they know what to do, what is expected of them, and where to stop. The materials were a major part of removing the feeling that the student is treading water, and barely keeping their heads above the waves. The consistency is their life preserver.

We acknowledge that the consistency could pose a problem. It would be beneficial to have a student look at a problem, regardless of source, and be able to solve it and deal with it logically. However, many M095 students are *afraid* of math. They have a real, definite fear of mathematics, and before we can teach them how to deal with problems of a type analogous to ones they've studied, they first need to master their fear and the array of basic skills being taught in M095.

From the onset, there were plans create a series of short videos that would be included on a DVD with the materials. The students would have access to "lecture-like" solutions to various problems whenever they needed them. The videos would be a good way to develop the student's studying and self-teaching skills; they would have practice at learning in a lecture setting. However, only two of the videos before the end summer, so they were not included. Similar resources are available on the Internet, most notably from the Khan Academy, but they differ in tone and content enough that there are reservations about using them as an official part of the course; remember, we are striving for consistency.

Materials for M090 are currently in discussion and development. However, it is expected that the development of the M090 materials and the continued M095 materials will be a collaborative effort in which the entire staff of the Program in Developmental Mathematics participates. For the sake of programmatic consistency and assessment, it will be expected that this curricula be used across all sections of developmental mathematics courses taught at UMW.

Staffing Requirements and Responsibilities

Initially, the Program in Developmental Mathematics will require two full time instructors and, possibly, one part time adjunct in order to meet the load of course offerings needed by students. These positions and their associated responsibilities, are summarized below:

1. **Mike Walker, Full Time Instructor and Coordinator of the Program in Developmental Mathematics:** Mike Walker has already demonstrated a commitment to excellence in developmental mathematics education. It is proposed that, in addition to teaching a full time load of 12 credits per semester, he serve as the coordinator of the Program in Developmental Mathematics. This would involve the addition of new responsibilities to Mike's contractual workload. These would include
   a. Chairing regular, organizational meetings for the program in which assessment and curriculum development will, at least initially, be key topics on the agenda.
   b. Spearheading curriculum development efforts by writing, creating, and editing course materials and organizing collaborative efforts toward this end among other program staff.
   c. Collection of assessment data in the form of grades, numbers of transfers between developmental math courses, numbers of withdrawals from developmental math courses, numbers of course repeats and reasons for the above. Some of this data collection could be automated with the assistance of Chad Baver and the Registrar's office. The rest of it might need to be collected through surveys that take place at the beginning or end of each course.
   d. Scheduling of developmental math courses (in conjunction with the rest of the Department of Mathematics).
   e. Leading the effort to interface with and train developmental mathematics tutors

      Since these new responsibilities are numerous and substantial, it is strongly urged that Mike Walker be allowed to negotiate an appropriate salary increase with the Provost.
2. **New Hire, Full Time Instructor:** Currently developmental mathematics courses have been taught by adjuncts instructors and tenured or tenure-track faculty members of the department of mathematics. The existing adjunct

pool has shrunk substantially for a number of reasons (Rich Ferris is no longer with the university, Doug Daenzer has substantial teaching responsibilities through the Business and Education Departments that leave him with increasingly less time to teach for the Mathematics Department, and, after recent changes in the Elementary Education degree requirements, Lalove Hilton will have more opportunities to teach pedagogical methods courses for the Education Department and less time to teach for Mathematics). In addition, it is strongly believed that the success of any program in developmental mathematics will depend upon the presence of a committed, highly qualified, full-time, core staff. For these reasons, we propose that a full time instructor with interest in and commitment to teaching developmental mathematics be hired as soon as possible. Certainly, such a position would be required in the Fall of 2011, but there is also benefit to performing the hire sooner. In particular, there is at least one section of M095 that needs a teacher during the Spring of 2011 (block 8). If this instructor were hired in time to teach this section, they could also assist Mike Walker with planning and curriculum development during the Summer of 2011. Additional responsibilities would include attendance of all program meetings, willingness to cooperate with Mike Walker in curricular development efforts throughout the academic year, and willingness to make use of the established curriculum in all developmental math courses taught.

3. **Adjunct Instructor(s):** As stated above, the current pool of adjunct instructors who can teach developmental math is quite shallow. Diana Peppin is sometimes available to teach one course each semester. If she is willing to continue at this rate (making use of the established curriculum), then it is proposed to continue to employ her as an adjunct. However, it might be a good idea to place an open advertisement on the Provost's web page that calls for applications and curriculum vitae from qualified candidates who could be called upon to teach as adjuncts as needed. These instructors should be willing to attend program meetings during blocks in which they are employed, encouraged to participate in curricular development by offering input and ideas, and make use of the existing course materials when they teach.

Since the full time staff will have a heavy curriculum development load, especially in the early stages of the program's creation, it would be highly desirable that faculty development / professional development funding be made available for the staff to spend summer months working toward building and revising an effective curriculum.

Proposed Schedule of Developmental Mathematics Courses: 2011-2012 Academic Year

The following table summarizes the developmental mathematics course rotation (including linked general education courses) in the 2011-2012 Academic year. No courses are currently listed for adjunct instruction. However, it is understood that these could be added as needed / as available. Blocks 2 and 6 are especially good candidates for addition of adjunct-taught sections of M095.

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8
Mike Walker	M090 Intro. Algebra	Curric. Develop.	M095 Intermed. Algebra	M127 Topics in Math	M090 Intro. Algebra	Curric. Develop.	M095 Intermed. Algebra	M127 Topics in Math
Staff	M095 Intermed. Algebra	Curric. Develop.	M090 Intro. Algebra	M095 Intermed. Algebra	M095 Intermed. Algebra	Curric. Develop.	M090 Intro. Algebra	M095 Intermed. Algebra
Adjunct Staff	?	?	?	?	?	?	?	?

The University of Montana Western
FALL 1st-time, Full-time, Bachelors Degree-seeking Freshmen
Persistence Rates - Fall to Spring

	Cohort	Persistence rates Fall to Spring	
Fall AY	**Count**	**Count**	**%**
1993-94	164	125	76.2%
1994-95	195	171	87.7%
1995-96	177	131	74.0%
1996-97	167	143	85.6%
1997-98	160	131	81.9%
1998-99	164	131	79.9%
1999-00	188	150	79.8%
2000-01	180	148	82.2%
2001-02	172	136	79.1%
2002-03	171	143	83.6%
2003-04	151	112	74.2%
2004-05	213	187	87.8%
2005-06	190	162	85.3%
2006-07	201	168	83.6%
2007-08	191	168	88.0%
2008-09	118	106	89.8%
2009-10	160	148	92.5%
Average most recent 3 years	156	141	90.0%
Average for all years	174	145	83.1%

*Unofficial   17

Cohort consists of 1st-time full-time bachelor degree seeking frosh; counts may include students

enrolled in the Fall who attended UMW for the first time in the prior Summer.

% = portion of total cohort members returning for 2nd term

RptGrad&PersistRatesWWeb   UMW Registrar   2/2010

BachRetForSpr

APPENDIX 5

The University of Montana Western

FALL <u>Bachelors</u> Degree-Seeking 1st-Time Full-Time Freshman

Graduation and Persistence Rates (not adjusted for transfer-outs nor transfer-ups)

Fall		Cohort Count**	Persistence (returned for:) 2nd Yr Ct	%	3rd Yr Ct	%	4th Yr Ct	%	Within 4 Yrs Grad Ct	%	Returned Ct	%	Within 5 Yrs Grad Ct	%	Returned Ct	%	Within 6 Yrs* Grad* Ct	%*	Returned Ct	%	Within 8 Yrs Grad Ct	%	Returned Ct	%	Within 10 Yrs Grad Ct	%	Returned Ct	%
1993	^	164	88	54%	68	41%	55	34%	17	10%	38	23%	36	22%	19	12%	46	28%	3	2%	51	31%	1	1%	54	33%	0	0%
1994	^	195	120	62%	74	38%	60	31%	25	13%	35	18%	48	25%	8	4%	51	26%	0	0%	55	28%	1	1%	55	28%	1	1%
1995	^	177	83	47%	62	35%	54	31%	20	11%	32	18%	38	21%	9	5%	46	26%	0	0%	48	27%	1	1%	48	27%	2	1%
1996	^	167	100	60%	64	38%	61	37%	20	12%	36	22%	44	26%	14	8%	49	29%	1	1%	55	33%	4	2%	57	34%	2	1%
1997	^	164	80	49%	53	32%	48	29%	13	8%	32	20%	27	16%	15	9%	38	23%	0	0%	42	26%	1	1%	44	27%	0	0%
1998	^	164	98	60%	72	44%	68	41%	15	9%	47	29%	40	24%	19	12%	49	30%	3	2%	59	36%	1	1%	60	37%	0	0%
1999	^	193	109	56%	71	37%	70	36%	17	9%	47	24%	47	24%	17	9%	56	29%	7	4%	65	34%	0	0%	68	35%	1	1%
2000	^	180	95	53%	68	38%	57	32%	8	4%	44	24%	32	18%	10	6%	42	23%	5	3%	47	26%	1	1%				
2001	^	173	110	64%	86	50%	78	45%	23	13%	48	28%	53	31%	17	10%	60	35%	9	5%	64	37%	2	1%				
2002	^	173	103	60%	85	49%	81	47%	28	16%	46	27%	58	34%	15	9%	65	38%	0	0%								
2003	^	152	77	51%	61	40%	55	36%	18	12%	32	21%	40	26%	8	5%	43	28%	8	5%								
2004	^	212	132	62%	88	42%	81	38%	38	18%	33	16%	51	24%	13	6%												
2005	^	190	118	62%	90	47%	77	41%	22	12%	54	28%																
2006		202	133	66%	113	56%	95	47%																				
2007		191	133	70%	107	56%																						
2008		118	87	74%																								
Ave's																												
R3yr		170	118	69%	103	53%	84	42%	26	16%	40	21%	50	28%	12	7%	56	34%	6	3%	59	32%	1	1%	57	33%	0	0%
All		176	104	59%	77	43%	67	38%	20	11%	40	23%	43	24%	14	5%	50	29%	3	2%	54	31%	1	1%	55	32%	1	0%
			16		15		14		13				12				11				9				7			

^Official numbers   *IPEDS 150% of "normal" time-to-degree - 6 years for bachelors degrees.   **Not adjusted for transfer-outs nor transfer-ups

Cohort consists of 1st-time FT bachelor degree seeking frosh; may include new frosh who attended for the first time in the prior summer term; adjustments made for deaths, drop-outs due to military or church service, etc.

Source: UMW BANNER report WJPKNOW procedure by Fall AY frosh cohort   Ct=number who returned or graduated   Returned=continued enrollment

R3yr=most recent 3-yrs reported, official cts (w/^ in col 2)

N: RptGrad&PersistRatesWWeb   Bach

UMW Registrar   10/2009   Fall02 = 1st X-1 cohort (75), Fall03 = 2nd X-1 cohort (75), Fall04 = all freshmen to X-1, Fall05 = majority of classes to X-1

Most Recent 10 Year - Fall Semester & Summer Term Enrollments

FALL SEMESTER	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Total Headcount	1163	1142	1128	1146	1159	1176	1148	1190	1255	1365
Trad 1st-time Frosh	173	189	147	212	205	227	245	216	211	233
Non-trad 1st-time Frosh	25	16	24	28	25	18	7	11	29	24
Total 1st-time Frosh	198	205	171	240	230	245	252	227	240	257
Other Freshmen	234	223	222	166	181	183	161	175	197	204
Total Freshmen	432	428	393	406	411	428	413	402	437	461
Sophomores	194	221	232	194	216	215	235	257	196	257
Juniors	182	151	189	207	196	198	189	218	254	211
Seniors	281	263	232	271	283	283	269	273	320	367
Unclassified	0	0	0	0	0	5	3	0	0	0
Post-Baccalaureate	74	79	82	68	51	47	39	40	48	69
Other (including Grad)	0	0	0	0	2	0	0	0	0	0
New Transfers	89	98	138	105	153	139	109	98	124	138
Full-time Students	891	866	869	906	941	956	962	992	1041	1154
Male	417	407	423	448	441	460	480	488	514	558
Female	474	459	446	458	500	496	482	504	527	596
Part-time Students	272	276	259	240	218	220	186	198	214	211
Male	47	45	43	33	32	47	49	41	45	36
Female	225	231	216	207	186	173	137	157	169	175
Male	464	452	466	481	473	507	529	529	559	594
Female	699	690	662	665	686	669	619	661	696	771
Montana Residents	1010	993	970	974	979	946	857	915	992	1070
NR Other States	151	143	155	165	173	223	284	269	260	293
WUE	108	108	119	127	134	178	215	201	195	206
NR Foreign	2	6	3	7	7	7	7	6	3	2
FTE - As of 15th day	970	963	971	1023	1048	1069	1062	1097	1171	1289
FTE - After 15th day	3	1	4	5	31	25	20	26	18	NR

10/1/2010

MAY INTERIM/SUMMER	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Total Headcount	459	359	365	332	339	313	251	230	258	326
FTE Full-time Equivalents	147	118	124	141	143	138	121	110	127	153
Added E-o-t Spring	0	0	0	0	8	10	10	6	6	2

8/16/2010

K: Rpt10yrEnrollments -- Fall&M-SS   UMW Registrar   NR=None reported/requested

APPENDIX 7

New Student Data

					Fall Semesters						Ave's All Yrs
	2001	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	
New Freshmen Data											
Admissions Apps Rec'd (app's initially coded - new frosh)	278	324	292	414	405	443	468	428	478	517	405
Enrolled - FT & PT (applicants from above who enrolled)	198	205	170	241	228	241	260	237	237	257	227
Approximate Yield	71%	63%	58%	58%	56%	54%	56%	55%	50%	50%	56%
Academic Profile of New Freshmen - Averages											
High School - Average GPA (N w/GPA)	3.01	2.88	2.95	2.95	2.94	3.05	2.99	2.98	2.96	2.95	
	(162)	(187)	(150)	(223)	(218)	(222)	(249)	(217)	(224)	(245)	
Class Rank - Average Class Rank %ile (N)	52 (155)	46 (172)	48 (140)	48 (215)	47 (203)	52 (214)	51 (228)	51 (199)	50 (211)	50 (226)	
% and (N) in: Top 25%	20%	15%	16%	17%	16%	20%	22%	21%	19%	16%	
	(31)	(26)	(23)	(37)	(33)	(43)	(51)	(42)	(40)	(35)	
Upper 50%	50%	41%	45%	47%	46%	53%	52%	51%	50%	48%	
	(78)	(70)	(63)	(100)	(94)	(114)	(118)	(102)	(105)	(109)	
Lower 50%	50%	59%	55%	53%	54%	47%	48%	49%	50%	52%	
	(77)	(102)	(77)	(115)	(109)	(100)	(110)	(97)	(106)	(117)	
Bottom 25%	17%	26%	21%	23%	25%	17%	18%	22%	23%	17%	
	(27)	(45)	(29)	(50)	(50)	(36)	(41)	(44)	(48)	(39)	
Average ACT scores (N)	(136)	(143)	(129)	(157)	(153)	(181)	(173)	(161)	(175)	(165)	
Composite	19.42	19.28	18.84	19.34	19.61	19.73	19.35	18.92	19.71	19.36	19.36
English	18.25	17.99	17.44	18.05	18.39	18.55	18.35	17.79	18.74	18.18	18.17
Math	19.13	18.81	18.26	19.04	19.39	19.62	19.02	18.49	19.28	19.14	19.02
Average SAT scores (N)	(39)	(42)	(25)	(55)	(47)	(51)	(87)	(68)	(60)	(76)	
Verbal	455	460	478	425	472	441	438	449	468	454	454
Math	478	468	478	466	457	460	446	457	464	453	463
Total	933	928	956	891	929	901	884	906	932	907	917
Geographic Distribution **New Frosh** - Top 5 states											
Montana	157	157	127	188	179	180	165	170	187	183	
Idaho	13	14	23	18	13	18	13	5	18	17	
Washington	4	5	2	11	12	12	21	14	11	18	
Oregon	5	4	2	7	4			5			
Hawaii	3	13		12		11	19	17	10	13	
Utah			6						3		
Wyoming			2								
Alaska					3						
Nevada						11	7				
California										7	
Gender Mix (FT & PT) New Frosh											
New Frosh - Women	106	97	81	108	115	100	126	110	120	130	109

| Men | 92 | 108 | 90 | 132 | 115 | 145 | 134 | 121 | 116 | 127 | 118 |

High School Class Size

≤ 50	23% (35)	33% (57)	31% (43)	36% (77)	25% (51)	38% (81)	29% (65)	25% (50)	29% (60)	26% (58)
51-100	19% (30)	12% (21)	23% (32)	20% (43)	21% (42)	15% (32)	14% (32)	19% (38)	23% (48)	20% (45)
101-150	19% (29)	22% (38)	15% (21)	13% (28)	11% (22)	14% (30)	10% (23)	20% (39)	10% (20)	14% (31)
151-200	5% (8)	7% (12)	4% (6)	5% (11)	5% (11)	3% (7)	7% (15)	2% (3)	6% (12)	5% (12)
201-300	6% (10)	9% (15)	7% (10)	11% (24)	12% (24)	9% (19)	11% (26)	13% (25)	10% (21)	11% (25)
301-400	24% (37)	12% (20)	12% (17)	10% (21)	21% (43)	16% (35)	18% (42)	15% (29)	20% (41)	17% (39)
401-500	3% (4)	3% (5)	3% (4)	3% (7)	3% (6)	3% (6)	7% (15)	5% (10)	1% (3)	5% (11)
500+	1% (2)	2% (4)	5% (7)	2% (4)	2% (5)	2% (4)	4% (10)	3% (5)	2% (5)	2% (5)

The University of Montana Western

	Fall Semesters										**Ave's All Yrs**
	2001	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	
New Transfer Student Data											
Admissions Apps Rec'd (apps initially coded - new transfers)	129	148	191	179	228	241	176	166	229	270	196
Enrolled (applicants who enrolled)	87	98	136	105	153	139	109	98	124	141	119
Approximate Yield	67%	66%	71%	59%	67%	58%	62%	59%	54%	52%	61%
Geographic Distribution **New Transfers** - Top 5 states											
Montana	71	83	115	84	117	107	75	89	106	78	
Idaho	4	5	7	3	10	8	7	4	3		
Washington	4		3	5	6	5		6	5	10	
Oregon	3			2	3		4	1		5	
Colorado	1	2		2				1			
Wyoming	1		3								
Nevada		2									
Hawaii		2					4		3		
California			1	2	3	3	4	2	6	8	
Nevada						4					
North Dakota										5	
Gender Mix (FT & PT) New Transfers											
New Transfers - Women	55	58	84	105	102	82	67	72	71	91	79
Men	38	40	54	40	51	57	42	39	56	50	47

New Frosh & New Transfers

Academic Interests (top 5 programs) New Frosh & Transfers

BS Elementary Education	61	54	52	47	60	61	43	28	52	46
BS Secondary Education (various majors)	58	50	54	66	62	64	36	48	49	72
BS Business	28	29	30	32	42	44	46	38	35	42
AAS Early Childhood Education	19	12	11					25		
BS Early Childhood Education					25					
BA Bio (Bio, Biomed, Pre-prof Health mix)						16	25		41	42
BA Enviro Sciences & Enviro Interpretation	13	21	14	21						
BA Pre-professional Health Sciences				20						
AAS Equine Studies & Natural Horsemanship					25	18				
AS Associate of Science (Gen)							40	64	31	
AAS Business										27

APPENDIX 8

Exit Interview/Survey

Student ID # 8000_____

Date Enrolled at Montana Western: _____Today's Date: _____

Student Home Phone_____ Student Cell Phone_____

Please complete all sections that are relevant to your decision to leave Montana Western.

Section 1: Academic   **Section 3:** Financial   **Section 5:** Medical

Section 2: Social   **Section 4:** Personal   **Section 6:** Government Services

Section 7: General (everyone completes this section)

_____

Section 1: Academic

Please check all that apply to your situation.

- ☐ Block scheduling did not work for me
- ☐ Academically too challenging
- ☐ My courses were not academically challenging enough
- ☐ I do not perform well on quizzes and exams, but they were the primary means the faculty used to evaluate my skills and knowledge
- ☐ Personal conflict with faculty or staff
- ☐ Classes were so small, I was required to participate verbally beyond my comfort zone
- ☐ My professor did not include experiential activities that I came here expecting
- ☐ Poor time management/Lack of study skills
- ☐ Distracted by alcohol, drug use or social activities
- ☐ I have finished my educational goal which was_____
- ☐ Other: _____

Section 2: Social

Please check all that apply to your situation.

- ☐ College is too small
- ☐ Town is too rural, isolated and remote
- ☐ The community is too conservative/liberal for me
- ☐ The students are too conservative/liberal for me
- ☐ The college puts too much emphasis on non-academic activities

- ☐ Residence Hall environment not positive
- ☐ College dining service is inadequate
- ☐ Too "cliquish" or too much "drama"
- ☐ Not enough events or programs on campus
- ☐ Not enough activities in the area
- ☐ College athletics not positive and satisfying
- ☐ Not enough organizations or clubs that interest me
- ☐ Campus is not culturally diverse enough
- ☐ Other: _____

Section 3: Financial

Please check all that apply to your situation.

- ☐ Cost of attendance too expensive
- ☐ Need/want to work instead of attending college
- ☐ Did not receive enough financial aid
- ☐ Did not meet recommended financial aid deadlines
- ☐ I get financial aid, but too much of it is in loans, not scholarships and grants
- ☐ I get adequate financial aid, but I do not manage money as well as I should
- ☐ I work _____ hours on or off-campus and don't have adequate study time
- ☐ Other: _____

Section 4: Personal

Please check all that apply to your situation.

- ☐ Family obligations
- ☐ Major life event (marriage, birth of a child, divorce, etc.)
  Please explain: _____
- ☐ Not the right time for me to attend college
- ☐ Church mission
- ☐ Relationship issues
- ☐ Campus/Dillon not safe enough
- ☐ Victim of a crime
- ☐ Other: _____

Section 5: Medical

Please check all that apply to your situation.

- ☐ Physical
- ☐ Psychological/emotional
- ☐ Treatment

Please check all that apply to your situation.

Section 6: Government Service

☐   Joined the military
☐   Recalled to active duty
☐   Government service organization
☐   Other: _____

Section 7: General

     Please check all offices below which you made use of, and then circle the number that best represents the quality of service and/or support you experienced with that office.

Support	Poor Support				Excellent Support
☐ Admissions Office	1	2	3	4	5
☐ Advising Office	1	2	3	4	5
☐ Athletic Department	1	2	3	4	5
☐ Business Services	1	2	3	4	5
☐ Career Services	1	2	3	4	5
☐ Chancellor's Office	1	2	3	4	5
☐ Student Counseling Program	1	2	3	4	5
☐ Dean of Students Office	1	2	3	4	5
☐ Dining Services	1	2	3	4	5
☐ Disability Services	1	2	3	4	5
☐ Facility Services	1	2	3	4	5
☐ Financial Aid Office	1	2	3	4	5
☐ Learning Center	1	2	3	4	5
☐ Provost's Office	1	2	3	4	5
☐ Registrar's Office	1	2	3	4	5
☐ Residence Life Office	1	2	3	4	5
☐ Student Activities Office	1	2	3	4	5
☐ Student Senate Office	1	2	3	4	5
☐ Trio Student Support Services	1	2	3	4	5

Please tell us in your own words about your Montana Western experience:

1. **Why did you choose Montana Western?**

2. **At what point did you first consider leaving Montana Western?**

3. **What were some specific challenges you faced, i.e. faculty, peers, classes, workload, housing, etc.?**

4. **Under what conditions would you have stayed at Montana Western?**

5. **Would you consider returning to Montana Western?**

6. **Is there anything else you'd like us to know about your time at Montana Western?**

Graduated Student Employment Information, 2007-2009

Graduation Year	Degree Program	Employed in Degree-Related Area?		Employment Status			Enrolled in Graduate School?		Where Employed	
		Yes	No	Full-time	Part-time	Seeking Work	Yes	Con-side-ring	Mon-tana	Other State
2009	AAS/BS Early Childhood	5	0	4	1	0	1	2	5	0
	BS Elementary or Secondary Education	10	0	10	0	0	0	2	9	1
	BS Business	9	1	12	0	1	0	9	9	4
	AAS Equine Studies	2	0	2	0	0	0	0	1	1
	AAS Natural Horsemanship	1	0	1	0	0	0	0	0	1
	BS Natural Horsemanship	3	0	2	1	0	0	1	1	2
	BA Biology	1	0	1	0	0	1	0	0	1
	BA Environmental Science	2	1	3	0	0	0	1	0	3
	BA Literature/Writing	1	1	2	1	0	0	3	2	1
	Total:	34	3	37	3	1	2	18	27	14
	Percentage:	92%	8%	90%	7%	3%	5%	49%	66%	34%
2008	BA Biology	0	0	0	0	0	1	0	0	1
	BS Business	2	1	3	0	0	0	0	2	1
	BS Elementary Education	2	0	2	0	1	0	1	1	1
	BS Secondary Education	2	0	2	0	0	0	1	2	0
	BA Literature and Writing	0	0	0	0	0	1	0	0	1
	BA Social Sciences	0	1	1	0	1	0	1	1	1
	Total:	6	2	8	0	2	2	3	6	5
	Percentage:	75%	25%	80%	0%	20%	40%	65%	55%	45%
2008 + 2009 (Post-Recession)	Total:	40	5	45	3	3	4	21	33	19
	Percentage:	89%	11%	88%	6%	6%	16%	84%	63%	37%

2007										
BA Biology	0	0	0	0	0	1	0	0	1
AAS Business	0	1	1	0	0	0	1	2	0
BS Business	11	1	10	2	0	2	7	11	2
AAS Education Studies	1	1	2	0	0	1	0	2	0
AAS Early Childhood Education	8	2	10	0	0	2	5	10	0
BS Early Childhood Education	8	0	8	0	0	0	2	7	1
BS Elementary Education	20	3	23	0	1	0	2	23	3
BS Secondary Education	18	2	20	0	0	1	0	15	5
BA Environmental Science	5	1	3	3	1	0	5	4	2
BA Literature and Writing	0	3	2	1	0	1	0	1	0
BA Social Science	0	0	0	0	0	2	0	2	0
BA Visual Arts	2	3	2	1	3	1	2	4	1
Total:	73	17	81	7	5	11	24	81	15
Percentage:	**81%**	**19%**	**87%**	**8%**	**5%**	**31%**	**69%**	**84%**	**16%**

Total and Percentage Employed Full-Time or in Graduate School 95%