

Tactical Planning Tracking Document

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Initiative (What is the goal or objective?)	How will success be measured? What evidence supports progress?	What is the baseline metrics (starting point used to measure progress)?	What tool or information is used to measure baseline and progress	What Core Theme, Priority, or Goal Does it Align With?	Updates and Report of Progress	Contact Person or Department	Notes	Year Completed
Strategic Enrollment Management Plan (SEM)	Development and implementation of a SEM plan that integrates the enrollment and academic goals related to the student experience	There is currently no SEM Plan for the campus	Retention and graduation reports; Admissions Recruitment Plan; Admission WJRTRAK tracking reports	Core Theme 2	2016-17: Task force assigned from AAC to prepare the plan to plan. Presentations given to AAC, Faculty, and Students 2017-18: SEM committee assembled in Spring 2018 semester	Academic and Administrative Council		
Increase Athletic Retention and Graduation Rates	Retention and Graduation rates noted on athletic report;		Five year retention and graduation reports; Equity in athletic	Core Theme 2	2017-18: Establish baseline metrics and goals.	Athletic Director and HHP Department Chair	Need to determine % of increase related to this goal; Establish and record base line metrics; Integrate life skills participation in this objective?	
Paw Print Program as a program to support retention/persistence	Reports tracking retention and subdividing those who participated vs those who did not.	FTFT Associate/Bach Retention Rate: F14= 69% F13=65% F12= 66% F11= 69% F10= 66%	Yearly comparison of retention of students who participated in Paw Prints with those who did not and overall retention numbers.	Core Theme 2	2016-17: Established Paw Print Program and established metrics of measurement 2017-18: Paw Print for Success expanded to entire campus. Metrics will be collected at the end of the year.	Residence Life Director		
Include student learning outcomes in all general education syllabi. The outcomes shall reflect LEAP and CCN outcomes.	Leap outcomes are listed on all general education syllabi	90% of general education courses in Block 1 2013 included student learning outcomes on the course syllabi.		Priority 1.A.2.	2013-14: Fall 2013-all faculty required to include learning outcomes in course syllabi. Ongoing monitoring is required simply to improve presentation of learning outcomes and explicit connection to LEAP and CCNs. 2016-17: GE committee clarified LEAP ELO's in general education courses. 2017-18: GE committee is reviewing each block which courses are include SLOs and ELOs in syllabi.	General Education Committee and Tyler Seacrest	Need to create a report or process that support the measurement of progress	

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<p>100% of course evaluation measure effective use of experiential teaching and other high impact practices.</p>		<p>90% of general education courses will document use of experiential teaching and other high impact teaching practices.</p>		<p>Priority 1.B.1.</p>	<p>2013-14 Assessment committee developed a survey in fall 2013 to assess ELOs. ELOs are not a direct measure of experiential teaching; 2014-15 NSSE survey was administered in spring 2015 as an indirect measure of HIPs. Result will be available in during fall 2015; 2015-16 NSSE results shared with campus in various meetings and committees. 2016-17: Through Complete College America metrics Montana Western is strong in several HIPs. Now need to explore how to expand this offering. 2017-18: MUS receives NASH TS3. MUS goal will be that every student will have at least one high impact practice.</p>	<p>Assessment Committee, Anneliese and Deb</p>	<p>What "other high impact practices" is Western measuring/integrating? How is progress reported and measured? What metrics measures this?</p>
<p>Award at least one faculty development award each year that is specific to the scholarship of experiential teaching and learning.</p>	<p>Documentation of development awards</p>	<p>No faculty development awards are currently designated for supporting the scholarship of experiential teaching and learning.</p>	<p>Annual update on information from Vice Chancellor of Finance to the Provost</p>	<p>Priority 1.B.2.</p>	<p>2013-14 Blankenship & Gilde 2014-2017. This has been met for twelve years. In FY17 a new process for recording the Foundation Faculty Development funds was instituted which will improve tracking and measurement.</p>	<p>Provost or Finance Office, Faculty Development committee - Mike Gilbert</p>	

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100% of departments will conduct annual assessment of academic programs.	Assessment Committee reviews annually submitted assessment report and documents	in 2013 100% of programs currently conducted and documented formal program assessment.	Tracking % of report submission through Moodle Assessment Course	Priority 1.C.1.	2013-14: New form developed to assist with annual assessment 2014-15: New HHP department excluded from requirement 30% submitted in Moodle 2015-16: 75% of department reports submitted by end of spring 2016. 2016-17: 80% of department reports submitted by end of spring 2017. Assessment committee is following up with remaining reports in the 2017-18 year. 100% Assessment compliance is expected by the end of 2017-18 Assessment Committee and provost
100% of academic programs will conduct comprehensive seven-year review. The seven-year review shall include an external evaluator.	Submission of each comprehensive seven-year review to OCHE/Board of Regents	As of 2013-14 100% of programs are currently in compliance with seven year review cycle.	Tracking submission of reports to the Board of Regents through Provost Office	Priority 1.C.2.	2013-14: Mathematics; 2014-15: Natural Horsemanship; 2015-16: English, Business & Visual Arts, Nat. Horsemanship; 2016-17: HPSS; 2017-18: Biology; 2018-19: Environmental Science Provost
100% of curricular requests shall utilize annual assessment and program review data to justify program changes.	Curriculum Proposal Approval Process	As of 2014-15 Assessment data is currently not required in curricular program revision requests.		Priority 1.C.3.	2014-15 Annual program assessment report form revised; 2015-16 Work with Faculty Senate to revise curriculum forms. 2016-17 Curriculum forms updated to reflect new MUS requirements and forms Faculty Senate-Karl and Rob and Provost

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<p>Reduce time to degree for all degree categories</p>	<p>Reduction by ____% of time to degree</p>			<p>Priority 1.C.4</p>	<p>2016-17: Changed measure from reduction of credits to time of degree and establish metrics and percentage of reduction. 2017-18: TBD- by how much does the University desire to reduce time to degree. New metrics must be established</p> <p>Faculty Senate and AAC-Charity</p>
<p>Plan and support two meetings per year where all faculty discuss ideas for the academic improvement of Montana Western</p>	<p>Document two meetings per year for all faculty</p>	<p>As of 2013-14 no regularly scheduled all faculty open meetings.</p>	<p>Schedule of meeting and training in the Vice Chancellor of Finance and Provost offices</p>	<p>Priority 1.D.1.</p>	<p>2013-14: Fall conference (8/13), Gen Ed Conference (5/14) 2014-15: Fall conference (8/14), curricular revisions (4/15) 2015-16: Fall conference (8/15) 2016-17: Chancellor and Provost began offering faculty forums once a block 2017-18: Provost continues offering to required faculty forums each semester</p> <p>Provost</p>
<p>Continue X1 travel offerings (domestic and international).</p>	<p>Documentation of travel opportunities each semester</p>	<p>Montana Western has averaged 2 to 3 travel experience programs per year since 2006. These have been offered as block courses.</p>	<p>Course Schedule</p>	<p>Priority 1.D.2.</p>	<p>2013-14: Greece, Scotland (F13), hosted Russian students (S14) 2014-15: New York (F14), Russia (S15), Canada (F14) 2015-16: Italy/Spain (F15), Greece (F15), Iceland (SP 16), New York (SP 16) 2016-17: Death Valley, CA (S17), Yellowstone (S17), Austria (S17) 2017-18: Greece (F17), Seattle, WA (S18), Venice, Italy (S18)</p> <p>International Committee/Provost and Bill Janur (chair)</p>

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<p>Document increasing usage of emerging technologies in sandbox classroom.</p>	<p>Documentation through tracking mechanism of sandbox usage</p>	<p>Sandbox classroom designed, constructed and equipped, Fall 2013.</p>	<p>Priority 1.E.1</p>	<p>2013-14: Usage of Sandbox was down; need tracking system. 2014-15: Director of eLearning position vacated; job search begun. 2015-16: After failed search; reopen search for Director of eLearning. 2016-17: Director of eLearning is redefining role of sandbox classroom. 2017-18: Director of eLearning vacated; part-time interim appointed. Sandbox classroom is currently being used as an Established Technology Classroom.</p>	<p>Technology Steering Committee</p>	<p>Metrics of use of sandbox needs to be developed and/or update to what metric will be used column.</p>
<p>Maintain membership in Montana Campus Compact.</p>	<p>Track civic action plan</p>	<p>Montana Campus Compact member since 1999.</p>	<p>Priority 1.F.1.</p>	<p>2013-14: Pd member MCC 2014-15: Pd MCC member, no MCC VISTA funding 2015-16: Pd MCC member; Chancellor signed commitment to action statement that includes developing a campus civic action plan by the end of AY 17; Academic team member assigned to participate in state wide advisory board to the compact. 2016-17: Membership maintained. Conversation regarding integration of the Civic Action Plan into this goal. 2017-18: Metrics related to tracking needs to be developed</p>	<p>Ilene</p>	

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Civic Action Plan to measure campus student service engagement	Development and implementation of a civic action plan that integrates the co-curricular and curriculum service activities of the campus	There is currently no collective Civic Action Plan for the campus	Yearly campus compact survey; Data from Champions of Character Athletic Information; membership in campus compact since 1999	Core Theme 1 and 2; Priority 1.F.1	2016-17: Moved to 2017-18	Chancellor needs to designate contact person for this item.-possibly Ilene Cohen and/or Russ Richards	
Continue to pursue annual funding to support student Americorp and VISTA positions.	Funding pursued and awarded	Campus Corps funds supported ___student Americorps and two VISTA positions in AY12.		Priority 1.F.2.	2013-14: Hosted VISTA in VMX for Veteran's Initiative 2014-15: No funding available 2015-16: No funding available 2016-17: Keep campus informed of opportunities to engage in national service positions so ready to respond if funding is available.	Director of Student Success	
Through general education ensure that the LEAP Essential Learning Outcome for "Civic knowledge and engagement-local and global" is developed and assessed.	Track General Education Programs	March report on the status of the General Education Program based on reports from each academic department offering courses that develop civil knowledge and engagement.		Priority 2.B.1.	2013-14: Pilot online assessment project to map ELOs 2014-15: Continue pilot, use results to assess Gen Ed and ELO coverage 2015-16: Revise Gen Ed include ELOs in published categories; 2016-17: Find way to document and encourage civic engagement in general education assessment 2017-18 GE documented civic engagement in 2016-17 using their online survey. Now looking to expand this tactical item to include better assessment of even more LEAP outcomes.	General Education Committee- Tyler Seacrest	Integrate into Civic Action Plan? Needs metric of tracking

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<p>100% of faculty, staff and new students receive Title IX training through new student orientation, and mandatory campus meetings, faculty and staff meetings.</p>	<p>Documentation from annual records of participants in Title IX training</p>	<p>Maintain a record of which faculty and staff have attended mandatory meetings and which students have attended orientation.</p>	<p>Documentation through Vice Chancellor of Finance and Dean of Students</p>	<p>Priority 2.C.1.</p>	<p>2013-14: 85% faculty/staff attendance 2014-15: 87% faculty/staff attendance 2015-16: 63% faculty/staff attendance 2016-17: Haven and Everfi online training began. System allows human resources to follow up with those who have not completed. 100% compliance achieved.</p>	<p>Vice Chancellor of Finance and Dean of Students</p>
<p>50% of students perform campus or community service through class service-learning projects, athletic programs, and student clubs.</p>	<p>Documentation through implementation of the civic action plan</p>	<p>In April of each year have all course instructors who include service learning in their courses, every athletic coach, and every student club submit a list of students who have performed service along with a description of that service. In May of each year prepare a summary report that includes the percentage of students involved in service</p>		<p>Priority 2.D.1.</p>	<p>2015-16: Initial discussion of the use of co-curricular transcripts to assist in tracking this information. 2016-17: Metrics to measure participation in these areas needs to be developed. NSSE data will assist. Moved method to measure to 2017-18</p>	<p>Russ, Ilene, Anneliese Integrate into Civic Action Plan? Needs metric of tracking, NSESE data</p>

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<p>Improve the three-year rolling average for student retention by one percent of total freshman students each year.</p>	<p>Retention Reports</p>	<p>3-year average (2009-11) bachelor student retention is 71%.</p>	<p>Retention Reports for Degree Seeking Students</p>	<p>Priority 2.E.1.</p>	<p>2013-14: 72% Bachelor Seeking/58% Associate Seeking/65% Combined 2014-15: 70% Bachelor Seeking/59% Associate Seeking/66% Combined 2015-16: 70% Bachelor Seeking/60% Associate Seeking/66% Combined 2016-17: 69% Bachelor Seeking/59% Associate Seeking/66% Combined 2017-18: 72% Bachelor Seeking/54% Associate Seeking/66% combined</p>	<p>Student Success; Institutional Research</p>
<p>Increase IPEDs graduation rates by two percent per year.</p>	<p>IPEDS graduation reports</p>	<p>BA GR150 was 45% for FY07. BA GR200 was 34% for FY05.</p>	<p>Graduation Reports available in IPEDS</p>	<p>Priority 2.E.2.</p>	<p>2013-14: 45% Bachelor Cohort Rate/37% All Cohort Rate 2014-15: 54% Bachelor Cohort Rate/46% All Cohort Rate 2015-16: 40% Bachelor Cohort Rate/38% All Cohort Rate 2016-17: 59% Bachelor Cohort Rate/45% All Cohort Rate 2017-18: 57% Bachelor Cohort Rate/ 43% All Cohort Rate</p>	<p>Institutional Research</p>

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<p>Attain an average freshman to sophomore retention rate of 80 percent.</p>	<p>Retention Reports</p>	<p>Freshman to sophomore retention rate was 75% for Fall 2011 Bachelor cohort.</p>	<p>Year to Year Retention Reports</p>	<p>Priority 2.E.3.</p>	<p>2013-14: Fall 2012 Cohort-71% Bachelor/58% Associate/66% Combined 2014-15: Fall 2013 Cohort-65% Bachelor/64% Associate/64% Combined 2015-16: Fall 2014 Cohort-73% Bachelor/ 63% Associate/67% Combined 2016-17: Fall 2015 Cohort-68% Bachelor/ 55% Associate/ 64% Combined Rate 2017-18: Fall 2016 Cohort-75% Bachelor/46% Associate/64% Combined Rate</p>	<p>Institutional Research</p>
<p>Measure graduation success for 100% of students.</p>	<p>Reports are available that track graduation for all degree seeking students</p>	<p>The IPEDS Fall 2007 GR150 was 26% for student athletes and 37% for all students. Transfers made up 65% of the Fall 2007 cohort but are not included in the IPEDS methodology. This disadvantages programs with high numbers of transfer students, e.g. athletics</p>	<p>Retention and Graduation Reports</p>	<p>Priority 2.E.4.</p>	<p>2014-15: Developed graduation tracking systems for transfers 2015-16: Implemented transfer graduation tracking system 2016-17: Developed reports that measure graduation progress for all students by student type and class.</p>	<p>Institutional Research</p>
<p>Maintain small class sizes in support of experience on and experiential learning</p>	<p>Average Class Size Reports</p>	<p>In fall 2011, 70% of UMW classes enrolled between 11 and 30 students and the average class size was 15.5. Class size has not exceed 40 students since fall 2004.</p>	<p>Average Class Size Reports broken down into campus vs off campus reporting</p>	<p>Priority 3.A.1.</p>	<p>2013-14: Average class size 15.94 2014-15: Average class size 14.96 2015-16: Average class size 14.92 2016-17: Average class size 16.22</p>	<p>Provost; Institutional Research</p>

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<p>Maintain or reduce the percent of low-enrolled courses (<10 students) to less than 30.</p>	<p>Through Average Class Size Reports</p>	<p>25% of UMW classes enrolled less than ten students in fall 2011. This represents a five year low.</p>	<p>Average Class Size Reports Priority 3.A.2.</p>	<p>2013-14: 22% of courses had less than ten students 2014-15: 25% of courses had less than ten students 2015-16: 24% of courses had less than ten students 2016-17:20% of courses had less than ten students</p>	<p>Provost; Faculty; Institutional Research</p>
<p>Develop and maintain Enrollment Management Plan that addresses strategies for recruiting "best-fit" students.</p>	<p>Internal recruitment strategies are not widely available.</p>	<p>Entering Student Profile and Graduating Student Profile Reports</p>	<p>Priority 3.B.1.</p>	<p>2014-15: Recruitment management plan drafted 2015-16: Completed recruitment management plan; Introduced proposal for the development of an Enrollment Management Team. 2016-17: Continue to encourage administrative leadership regarding the development of an Enrollment Management Team. SEM Team approved</p>	<p>Academic and Administrative Council; Admissions; Institutional Research, Ilene and Charity Integrate into Strategic Enrollment Management Plan Initiative</p>

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<p>Increase minority enrollments by 0.05 of a percentage point each year.</p>	<p>Reports for IPEDS Ethnicity</p>	<p>Minority enrollments averaged 5% between 2009 and 2011. The 10-yr average between 2001 and 2011 was 4.8%.</p>	<p>IPEDS Ethnicity Enrollment Reporting</p>	<p>Priority 3.C.1.</p>	<p>2013-14: 8% minority enrollment 2014-15: 9% minority enrollment; participated in Native American recruitment fairs 2015-16: 10% minority enrollment; continued recruitment effort with Native American population; increase Hawaiian & Alaskan recruitment. 2016-17: Continue to grow recruitment efforts in diverse areas including Native American students in Montana as well as Native Alaskan and Hawaiian populations. 2017-18: Admissions continues to recruit in diverse areas and uses new multicultural center as a resource when visiting with new students</p>	<p>Admissions Department; Student Success</p>	<p>participation in Native American Scholar program, Multi-cultural center, athletic support through coaches</p>
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Increase MUS Scholar enrollments to more than 4 per year.	Documentation of MUS Scholars enrolled and retained	MUS Scholar enrollments reached an institutional high of 14 in AY07. Two MUS Scholars enrolled in AY13. The 5-year average between AY10 and AY14 was 4 MUS Scholars per year.	Retention reports related to MUS Scholar students	Priority 3.C.2.	2013-14 3 MUS Scholars 2014-15 2 MUS Scholars 2015-16 4 MUS scholars 2016-17 Increase communication and recruitment with high schools that have a previous high number of MUS scholars as well as promoting the visibility of MUS scholars on campus to encourage more students to apply. 2017-18: Used information from MUS to identify high schools in MONTana that award most MUS scholars and use that information to arrange high school visits in the state.	Admissions Department; Student Success, Susan
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<p>Seek to achieve a 5-year average fall year enrollment of 300 non-resident students.</p>	<p>Through Fall Residency Reports</p>	<p>Non-resident enrollments hit a high of 306 in fall 2012 and averaged 285 between fall 2008 and fall 2012.</p>	<p>Semester Residency Reports</p>	<p>Priority 3.C.3.</p>	<p>2013-14 09-13 average: 289.4; admissions targeted states that showed high yield potential, specifically WUE states in recruitment plan. 2014-15 10-14 average 296.2; Regional admissions representative located in the Midwest added to target non-resident students. WUE states continue to be main target. 2015-16 11-15 average 299.4; Began outreach to faculty, staff, and administration discussing how to target out-of-state students better. 2016-17 Develop out-of-state mentorship program working with University Alumni and Friend Association as resources to recruit out-of-state students.</p>	<p>Admissions; Registrar</p>
<p>Increase on-site staff training opportunities to three per year.</p>	<p>Documentation of training opportunities</p>	<p>Staff development budget allows for in-state travel for off-site training and two speakers for on-site trainings.</p>	<p>Tracking through the Vice Chancellor of Finance Office</p>	<p>Priority 4.A.1.</p>	<p>2013-14: Staff professional development completed available in VC Finance office 2014-15: Staff professional development completed available in VC Finance office 2015-16: Due to office transitions, list was not maintained in 2015-16 2016-17: Reinstigate tracking of staff professional development completed.</p>	<p>Human Resources</p>
<p>Continue to increase budget for faculty development by \$1,000 per year.</p>	<p>Documentation from Budget</p>	<p>The faculty development budget in FY13 was \$16,600.</p>		<p>Priority 4.A.2.</p>		<p>Provost and Susan</p>

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<p>Revise new faculty orientation processes to be ongoing throughout first year and to focus on unique job attributes related to the University mission and core themes.</p>	<p>New faculty orientation processes are not well developed and frequently default to ad hoc on-the-job-training within departments.</p>	<p>Priority 4.A.3.</p>	<p>2014-15: A fall semester new faculty orientation offered by Interim Assistant Provost 2015-16: Fall semester new faculty orientation continued 2016-17: Moved to 2017-18</p> <p>Provost</p>
<p>Revise new staff orientation processes to be ongoing throughout first year and to focus on unique job attributes related to University mission and core themes.</p>	<p>New staff orientation processes are not well developed and frequently default to ad hoc on-the-job-training within departments.</p>	<p>Priority 4.A.3.</p>	<p>2017-18: Developing an online orientation</p> <p>Vice Chancellor of Finance/Human Resources</p>
<p>Engage faculty and staff in collaborative planning efforts to improve facilities, technology, and administrative processes.</p>	<p>The University includes faculty and staff in important planning efforts. Faculty and staff inclusion results in better planning, wider understanding, and shared responsibility.</p>	<p>Priority 4.A.4.</p>	<p>2016-17: Faculty Forums hosted by Provost and Chancellor; Understanding the strategic plan sessions held for all faculty and staff throughout the fall semester</p> <p>Chancellor/Provost/Vice Chancellor</p> <p>How do you track "engagement"? Committee minutes, budget forum, master plan forum</p>
<p>Improve and expand diversity training. Possible improvements might include bringing in outside speakers and including diversity topics in new employee training programs.</p>	<p>Currently conduct mandatory Title VII and IX trainings.</p>	<p>Priority 4.B.1.</p>	<p>2016-17: Re-evaluate measurable objective-may be redundant with other metrics.</p> <p>Vice Chancellor of Finance/ Dean of Students/ Director of Student Success; and Athletic Director</p>
<p>Create a professional campus community that is more racially diverse than the State of Montana.</p>	<p>Roughly 8% of Montanans were reported as being more than one race in the 2000 Census. In 2013, racial minorities comprised 1 % of the faculty and staff.</p>	<p>Priority 4.B.2.</p>	<p>2016-17: Re-evaluate measurable objective. What is the metrics?</p> <p>Vice Chancellor of Finance/ Dean of Students/ Director of Student Success; and Athletic Director</p>

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Continue to budget and advocate for cost-of-living increases.	Since the 2009 recession, MUS employees have realized greater cost-of-living increases than other state employees.	CUPA survey	Priority 4.C.2.	2016-17: In progress. A metrics needs to be set to determine how success will be measured.	Vice Chancellor of Finance	
Initiate architectural planning phase to determine the needs and costs of upgrading athletic facilities.	The athletic facility was built during the 1970s. It is a dated facility that doesn't meet current co-curricular programming demands.		Priority 5.A.4.	2015-16: Developed list of the present and future needs of the athletic facilities correlating with proposed improvements in the updated campus master plan. 2016-17: Continues in progress. Need to determine how success will be measured for this goal.	Athletic Director and Facilities	In progress
Conduct biennial assessment to Identify, prioritize and address capital renewal and deferred maintenance needs and accomplish funded projects.	The Long Range Building Plan (LRBP) and Auxiliary Capital Plan (ACP) are reviewed biennially. Current LRPB and ACP projects include Main Hall Phase III and Matthews Seismic.		Priority 5.B.2.	2015-16: Library heating pipe replacement (high priority project) was funded and will be completed in August 2016. The Matthews Hall Seismic project has been funded with 25% Auxiliary funds and 75% with a FEMA grant 2016-17: Plans and funding found for Davis Hall Bathroom Renovation to be completed in	Vice Chancellor of Finance and Facilities	

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<p>Improve two classrooms/labs per year with appropriate technology and furnishings in consultation with faculty.</p>	<p>Documentation regarding which classes have been improved and in what years</p>	<p>Instructional facility improvements include faculty input.</p>	<p>Priority 5.B.3.</p>	<p>2013-14: Installed new classroom SMARTboards for Math and Library. 2014-15: Upgraded STC PC labs with increased seating/hardware and refreshed Block Hall Mac lab hardware. 2015-16: Installed new classroom SMARTboards for Education and Social Studies. 2016-17: Upgraded STC Mac lab with new hardware/furniture and purchased new STC laptops for student classroom checkout. 2017-18: Upgraded classroom SMARTboards for Biology and Human Health.</p>	<p>Director of ITS/Technology Steering Committee</p>	<p>ongoing</p>
<p>Update the Technology Plan.</p>	<p>Current Master Plan for Information Technology from 2003 is reviewed and accomplishments listed annually.</p>	<p>Priority 5.C.1.</p>	<p>2013-14: Accomplished list 2014-15: Accomplished list 2015-16: Technology Plan update and revision 2016-17: Updated Plan vetted through committee 2017-18: New five-year Technology plan completed and posted to the web</p>	<p>Director of ITS/Technology Steering Committee</p>		
<p>Through best practices and benchmarking, consolidate operations as appropriate to identify operational efficiencies and improvements.</p>	<p>e.g., Birch Creek Center formerly operated as a program in the School of Outreach now consolidated with other food, lodging and conference services</p>	<p>Priority 6.A.3.</p>	<p>2016-17: Vice Chancellor and ITS Director participate in shared resources committee with the MUS</p>	<p>Vice Chancellor of Finance and Provost</p>		

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Administration, faculty and staff to increase extramural funding between 5 and 10% each year.		UMW's 3-year average (FY11-FY13) for grant expenditures (as reported on SFEFA report) average was \$602k. The university has successfully pursued ~\$100K since July 2013 in support of Veteran's services (\$25k), financial literacy (\$26k), and 2-year programming (\$40,500).		Priority 6.B.1.	2013-14: SFEFA Volume \$597,948; 3YrΔ=\$555,041 (8% decrease) 2014-15: SFEFA Volume \$621734 3YrΔ=\$599,102 (8% % increase) 2016-17	Vice chancellor of Finance; Foundation Office; Provost
Receive 100% of Montana Western's allocated share of OCHE performance funds.	Awarding of PBF monies	OCHE held back 5% of the general fund in AY13 to award on the basis of institutional performance.	Reports that support performance based funding	Priority 6.B.3.	2013-14: NA 2014-15: 100% of Dual Credit PF, \$ 2015-16: 100% of PBF received 2016-17: 100% of PBF received	Vice Chancellor of Finance
Increase alumni participation in campus program efforts.	Number of alumni giving in FY vs previous FY; Number of Alumni participating in alumni events; Number of alumni participating as mentors with Career Services; Number of alumni participating at recruitment fairs	Alumni participated in campus recruiting fairs.	Data from Alumni solicitation and giving; event attendance and survey results	Priority 6.C.1.	2015-16 :Approximately 15 events 2016-17: Alumni and Events Coordinator position added. 22 alumni and engagement events.	Alumni Services/Foundation Office
Increase the percent of campus faculty/staff gift giving each year.		35% of faculty and staff contributed to fund raising efforts in FY12.		Priority 6.D.2.	2013-14: 35.10% 2014-15: 20.85% 2015-16 43.22% (held first day of giving event on campus) 2016-17- 42.78%	Foundation Office/Alumni Services
Increase the percent of alumni donors by 1 to 2% each year.		19% of alumni solicited made donations in FY12.		Priority 6.D.3.	2013-14: 212 (2655 Solicited)-7% 2014-15: 215 (3028 Solicited)- 7%; 2015-16: 211 (3317 Solicited)- 6.3% 2016-17: 291 (3331 Solicited)- 8.7%	Foundation Office/Alumni Services

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Development of process or position to manage Financial Aid Default Management	Documentation of Entrance Counseling; Financial Literacy; Research related to students at risk;	Baseline information will be obtained from MGSLP when process transfers	NSLDS Repayment Reports and early and late stage delinquency assistance;	2017-18: Outsourcing to Inceptia	Director of Financial Aid	
Voicemail System Upgrade	System is updated or decision to continue with current system and self support maintenance	the current voicemail system is over 10 years old and currently running on a deprecated operating system no longer supported by the vendor	Research into voicemail systems; Test Groups to vet system;	Core Theme 3; Priority 5.C. and 6.A	<p>2017-2018:In the process of signing an MOU with the Montana State Information Technology Services Division (SITSD) to provide ongoing on-site telephone technician support for our telephone/voicemail system. This has also started dialog with SITSD on the possibility of them hosting our telephone/voicemail system in the future.</p>	Director of ITS/Technology Steering Committee
First Year Experience Experiments	Comparing classes that participate in First Year Experience Experiments with those who do not	OCHE held back 5% of the general fund in AY13 to award on the basis of institutional performance.	Retention rates; course evaluation rates	Core Theme 1.B.1; and 1.B.2	2017-18-: Add to SEM committee agenda after committee is developed.	Provost; Faculty and Staff involved in experiments, Ilene will provide trio data, linked courses data- did we retain those students more-3 years of data