



The University of Montana was founded in 1893, less than 90 years after Lewis and Clark and their Corps of Discovery explored the area. Since then, the University has nurtured a tradition of cultural and scientific exploration. Located in an amazing community - Missoula, Montana - UM is a world-class institution with world-class faculty.

Students receive a high-quality, well-rounded education and training for professional careers in the University's three colleges - Arts and Sciences, Forestry and Conservation, and Technology - and six schools - Journalism, Law, Business, Education, Pharmacy, and the Fine Arts.

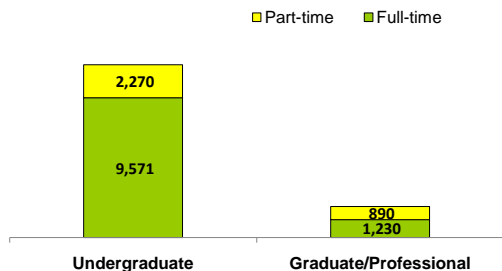
The University of Montana

Student Characteristics (Fall 2006) [More](#)

TOTAL NUMBER OF STUDENTS

13,961

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total

11,841

Gender

Women	6,294	53%
Men	5,547	47%

Race/Ethnicity

African American / Black	67	1%
American Indian / Alaskan Native	436	4%
Asian / Pacific Islander	156	1%
Hispanic	202	2%
International	333	3%
White	9,785	83%
Race/Ethnicity Unknown	862	7%

Geographic Distribution (Degree-Seeking)

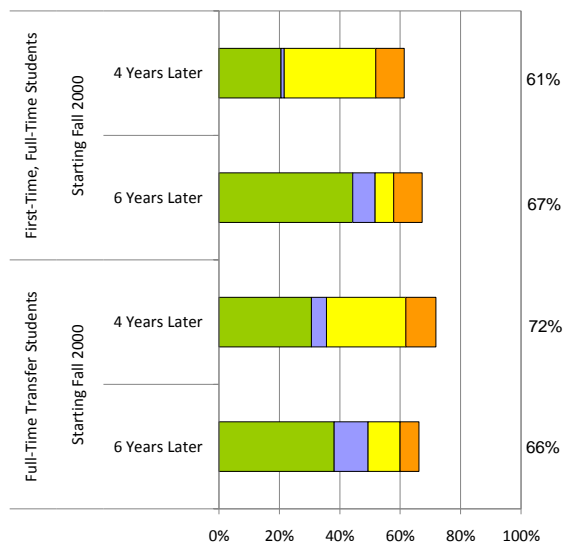
Montana	72%
Other US States & Territories	25%
Other Countries	3%

Age (Degree-Seeking)

Average Age	23
Percent of Undergraduates Age 25 or Older	16%

Undergraduate Success and Progress Rate

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



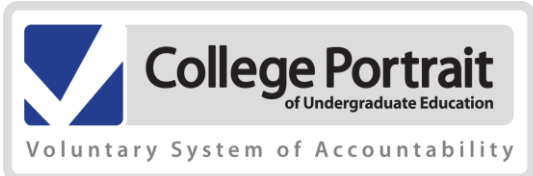
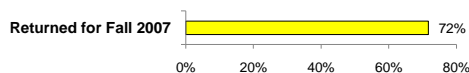
A 61% four-year success and progress rate means that 61% of students starting in Fall 2000 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2000 entering class shown in the graph above.

- 1,750 First-Time, Full-Time Students
- 166 Full-Time Transfer Students

[CLICK HERE](#) for Detailed Success & Progress Rate Tables

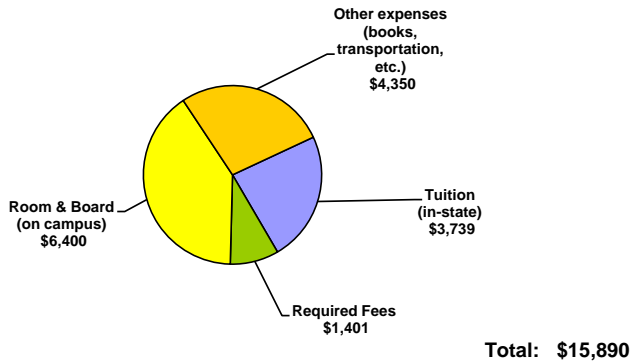
Retention of Fall 2006 First-Time, Full-time Students



One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!

Costs of Attendance and Financial Aid

Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2009)



[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

The cost to attend varies based on the individual circumstances of students and may be reduced through grants and scholarships.

[CLICK HERE](#)
To get a cost estimate for students like you!

Financial Aid Awarded to Undergraduates (Fall 2006)

Overall Financial Aid

• 79% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

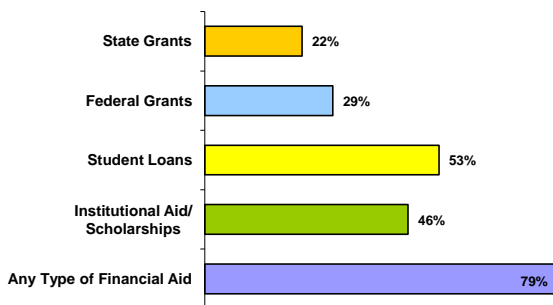
Annual Need-Based Scholarships & Grants

• 38% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$3,872.

Annual Need-Based Loans

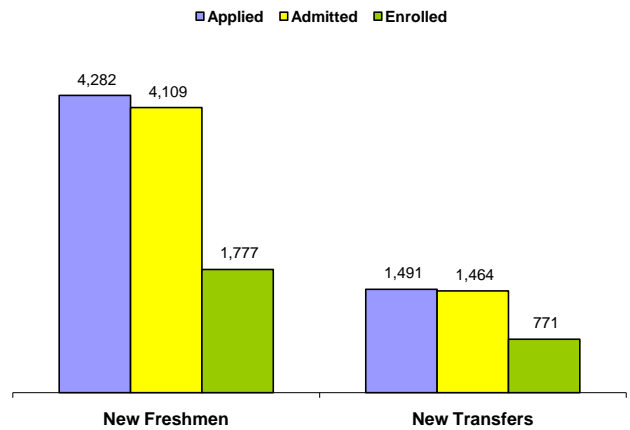
• 47% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$3,888.

Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid



NOTE: Student may receive aid from more than one source.

Undergraduate Admissions



Academic Preparation of New Freshman

Test(s) Required for Admission: Either SAT or ACT

Middle 50% of Test Score Range

	ACT	SAT
Composite	20-25	950-1190
Math	19-25	480-600
English	19-26	
Critical Reading		480-600

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

Percent in top 25% of High School Graduating Class	40%
Percent in top 50% of High School Graduating Class	70%
Average High School GPA (4-point scale)	3.30

Degrees and Areas of Study

Degrees Awarded at UM in 2006-07

Associate's	201
Bachelor's	1,691
Master's	476
Doctoral	72
Professional (e.g., Law, Medicine)	136
Total	2,576

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-07

Business/Marketing	21%
Social Sciences	15%
Natural Res/Environmental Sci	8%
Comm/Journalism	8%
Psychology	7%
All other degree areas	41%
Total	100%

[CLICK HERE](#) for a list of undergraduate and graduate programs

The UM Community

The University of Montana has all the ingredients of a happy college experience: friendly people, supportive faculty, a great sense of community, and fantastic educational opportunities - all served up with some of the most stunningly beautiful scenery in the nation. Life on campus mirrors life in Missoula. Students are friendly and eager to mingle in one of the campus's open ovals.

There is an excellent education to be had at UM. Outstanding programs include English Literature, Business, Communications, and Wildlife Biology, among others. For the motivated student, the Davidson Honors College features small classes taught by the best professors on campus.

A source of particular significance and pride is UM's nationally-recognized reputation for student and faculty involvement in service learning and volunteerism.



Study at UM

Classroom Environment

Students per Faculty	19 to 1
Undergraduate classes with fewer than 30 students	72%
Undergraduate classes with fewer than 50 students	88%

Full-Time Instructional Faculty

Total Faculty	557
% Women	38%
% from Minority Groups	8%
% with Highest Degree in Field	81%

Carnegie Classification of Institutional Characteristics

Basic Type

Research Universities (high research activity)

Size and Setting

Large four-year, primarily nonresidential

Enrollment Profile

Majority undergraduate

Undergraduate Profile

Full-time four-year, selective, lower transfer-in

Undergraduate Instructional Program

Balanced arts & sciences/professions, high graduate coexistence

Graduate Instructional Program

Doctoral, professional dominant

NOTE: Institutional classifications based on the Carnegie 2005 edition.

[CLICK HERE](#) for more information on Carnegie Classifications.

Student Housing

74% of new freshmen live on campus
25% of all undergraduates live on campus

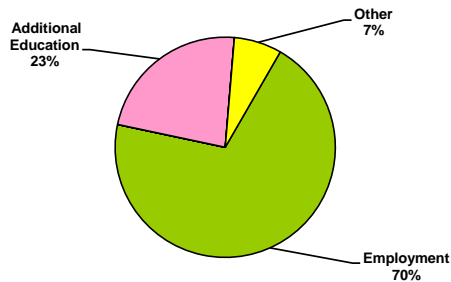
Campus Safety

The University of Montana is protected by certified police officers with The Office of Public Safety working in partnership with Residence Life and the Dean of Students to ensure a safe learning environment.

Crime Prevention & Safety measures include Emergency Phones, student staffed escort service and Fire sprinkler-equipped dorms.

[CLICK HERE](#) for Campus Crime Statistics report.

Future Plans of 2005-06 Bachelor's Degree Recipients



[CLICK HERE](#) for information on survey administration, sample, and response rate.

Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how UM evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2006 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on the NSSE survey.

Group Learning Experiences

- 94% percent of seniors worked with classmates on assignments outside of class.
- 53% of seniors tutored or taught other students
- 18% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

- 80% of seniors spent at least 6 hours per week preparing for class
- 31% of seniors worked on a research project with a faculty member
- 74% of seniors participated in an internship, practicum, or field experience
- 80% of seniors participated in community service or volunteer work
- 19% of seniors participated in study abroad
- 93% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

- 93% of seniors believe this institution provides support for student success
- 66% of seniors rated the quality of academic advising at this institution as good or excellent
- 54% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 94% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Satisfaction

- 83% of seniors would attend this institution if they started over again
- 86% of seniors rated their entire educational experience as good or excellent
- 89% of seniors reported that other students were friendly or supportive

Student Interaction with Campus Faculty and Staff

- 70% of seniors believed that the campus staff were helpful, considerate, or flexible
- 89% of seniors believed that faculty are available, helpful, or sympathetic
- 91% of seniors reported that faculty members provided prompt feedback on their academic performance
- 71% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

- 67% of seniors reported that they often tried to understand someone else's point of view
- 93% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
- 38% of seniors often had serious conversations with students of a different race or ethnicity

Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at UM

The University of Montana was one of the earliest participants in the Collegiate Learning Assessment (CLA) Pilot Project. As stated by Roger Benjamin, President of the Council for Aid to Education, "The CLA presents realistic problems that require students to analyze complex materials varying in reliability and accuracy, and to construct written responses that demonstrate their abilities to think critically, reason analytically, solve problems and communicate clearly and cogently. The institution - not the student - is the primary unit of analysis. The CLA is designed to measure an institution's contribution, or value added, to the development of these competencies".

The University of Montana remains committed to assessing learning outcomes to maximize the value we add to each student's educational experience.

[CLICK HERE](#) for examples of student learning assessment and outcomes at UM

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the 2006-07 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student's major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks -- a performance task and an analytic writing task.

[CLICK HERE](#) for a description of the CLA test.

Learning Gains between Freshman Year and Senior Year

PerformanceTask

The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.

Analytic Writing Task

The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.

Average Institutional Scores

	<u>Freshman Score</u>	<u>Senior Score</u>
PerformanceTask	1048	1215
Analytic Writing Task	1023	1193

CLA Score Range: 400 to 1600

With an overall average in the 8th decile, UM students performed better than 70% of those students at other four-year institutions.

