



The University of  
**Montana**

YEAR ONE SELF-EVALUATION REPORT

CHAPTER ONE: MISSION, CORE THEMES, AND  
EXPECTATIONS

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## INTRODUCTION

The University of Montana was chartered in 1893 with the essential purpose of providing the “best and most efficient manner of imparting... a liberal education and thorough knowledge of the different branches of literature, science, and the arts.” One hundred and eighteen years later, The University of Montana is a state university dedicated to providing quality undergraduate and graduate educational programs and experiences that emphasize the acquisition and development of knowledge, critical thinking, personal and social responsibility, and integrative problem solving. In addition, as a doctoral research university, The University of Montana is recognized for basic and applied research, creative scholarship, and outreach activities serving Montana, the nation, and the world. The University’s mission is broad. Under the Constitution of Montana, the Montana University System (MUS) is governed by an autonomous Board of Regents, appointed by the Governor, and administered by a Commissioner of Higher Education. In 1994, the Montana University System was reorganized into two units: The University of Montana, with its flagship campus in Missoula; and Montana State University, with its flagship campus in Bozeman. The University of Montana became a multi-campus institution that includes the following campuses:

- The flagship campus (UM), including the College of Technology (COT), in Missoula;
- Montana Tech of The University of Montana, in Butte;
- The University of Montana Western, in Dillon; and
- The University of Montana-Helena College of Technology, in Helena.

Although the four campuses are administratively one university affiliation, each retains its own distinctive mission, academic programs, procedures, standards, and accreditation. The scope of this report is limited to the activities of The University of Montana flagship, including the College of Technology, in Missoula.

The University of Montana is led by President Royce C. Engstrom. His executive leadership team includes vice presidents for Academic Affairs (Provost), Administration and Finance, Student Affairs, Research and Development, and an Executive Vice President. This group is now formalized as the Council of Vice Presidents, serving as the President’s Cabinet, bringing a shared vision to the responsibilities and endeavors that characterize the institution, promoting collaboration and support among the sectors, and advancing the goals and outcomes of UM both internally and externally.

In the past three years, the University has made significant progress in improving its planning processes. Since his appointment, President Engstrom has built upon this foundation to formally implement new structures for planning, budgeting, implementing, and assessing progress toward mission fulfillment. This major new initiative is called the Planning-Assessment Continuum, and is one of the University’s Core Themes. The committees charged with the planning, budgeting, implementation, and assessment functions were involved in the preparation of this report, and include members of the faculty, along with staff, students, and administrators.

This Year One Report contains a brief update on institutional changes since 2009, responses to the recommendations made by the Commission in the 2010 Accreditation Report, and the five Core Themes through which the University will achieve its mission and goals: Partnering for Student Success; Education for the Global Century; Discovery and Creativity to Serve Montana and the World; Dynamic Learning Environment; and the Planning-Assessment Continuum. For each Core Theme, objectives are identified together with descriptions and rationale for the selected indicators. These indicators include benchmarks such as graduation/retention rates, student satisfaction, employment rates, and levels of student and faculty participation, as well as funding trends, human resources and technology, and evidence of broad collaboration across a wide range of stakeholders.

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## INSTITUTIONAL CONTEXT

The University of Montana is one of two doctoral research universities in Montana and serves as the flagship of four affiliated campuses. For more than a century, it has maintained a liberal arts tradition as the foundation for undergraduate, professional, and graduate education. Breadth of programming and a solid interdisciplinary foundation for all University education foster the critical thinking and integrative problem solving skills needed by 21<sup>st</sup> century citizens.

Located in the second-largest and most diverse urban center in the state, UM flourishes in a setting that combines international cosmopolitanism, cultural diversity, social awareness, natural wilderness, and scenic beauty. Capitalizing on its proximity to the northern Rocky Mountains, the University has developed world-class programs related to the environment. Human health and development provide primary emphases in biomedical sciences and related programs. As a major center for the arts and culture in Montana, UM nurtures artists, performers, and writers. Students study a rich array of cultures through academic programs, special institutes, and more than 100 student/faculty exchange agreements. The University of Montana is further committed to meeting societal needs through strong programs in business, forestry, education, journalism, the arts, health professions, and law. It takes pride in the engagement of its students beyond the campuses. Indeed, the articulation of new programs responsive to the challenges and demands of local, national, and global communities continues to set UM apart. It maintains an Office for Civic Engagement and is home to the Montana Campus Compact, part of a national coalition dedicated to promoting community service, civic engagement, and service learning in higher education. UM's emphasis on student engagement has earned it the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching, and a listing on the national President's Higher Education Community Service Honor Roll. UM has significantly enhanced its research and creative profile over the last 20 years, with substantial investment coming from sources other than state appropriations. The UM Foundation works with the University to develop private resources for the campus, its staff and students. The University's many outreach activities provide a great resource to the state and community and include athletic events, art events and tours, partnerships with state, regional, and tribal agencies, and involvement with K-12 education.

Enrollment has continued to grow, with an increase of 15% in the past five years. Fall 2010 enrollment was 15,642 students, 71% at the baccalaureate level, 13% at the graduate level, and 16% in two-year and/or certificate programs. Of incoming UM students, 76 % are Montana residents, the majority are women, and the average ACT score is 23. Although approximately one-third of entering freshmen require developmental math, English, or both, that number is decreasing. In addition to the more than 2,500 first-time freshmen, nearly 1,000 undergraduate transfer students and 500 graduate students choose UM annually. In 2010, 1,873 baccalaureate, 473 master's, 63 research doctoral, and 170 professional doctoral degrees were conferred. In response to enrollment increases, the University has hired additional faculty, increasing from 734 in 2005 to 834 in 2010. Over 330,000 square feet of space have been added to campus facilities for academic and research use, an increase of approximately 14% since 2000. Research programs have grown by a compound annual rate of 11.7% in the past decade. UM also provides an array of student services, including residence life programming, dining, student clubs and organizations, advising, counseling, recreation and intramural sports, Grizzly Athletics, lectures, cultural events, tutoring, financial aid, and work-study opportunities.

The Lumina Foundation's Delta Cost Project showed UM to be the *most cost-efficient* public research university nationally. UM's level of expenditure per student is lowest in the nation for flagship universities, and is 22% lower than the average for WICHE states. UM plans and allocates resources in a proactive and participative process called the Planning-Assessment Continuum, part of a comprehensive strategic resource management process that is critical to the University's ongoing success.

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## PREFACE

The following progress report is submitted on behalf of The University of Montana and has been written in response to the seven recommendations provided by NWCCU in the 2010 Accreditation Report.

### *INSTITUTIONAL CHANGES*

On October 15, 2010, Dr. Royce C. Engstrom was appointed President of The University of Montana. Under President Engstrom's leadership (first as Provost from 2007-2010), the University initiated the *Partnering for Student Success* retention plan and strategic plans across the sectors (e.g., Academic Affairs, Student Affairs, Information Technology). An updated university-wide strategic plan has just been completed, and will be published in April. Additional information about the planning context is reviewed as part of the response to General Recommendation 2 below.

Additional changes in the administration since the accreditation site visit in 2010 include the following: Dr. Perry Brown (previously Associate Provost for Graduate Education) to interim Provost and Vice President for Academic Affairs; Dr. Stephen Sprang to Associate Provost and Dean of the Graduate School; Dr. James Burchfield to interim Dean of the College of Forestry and Conservation; and Dr. Roger Maclean to Dean of the School of Extended & Lifelong Learning. Dr. Arlene Walker-Andrews, Associate Provost for Undergraduate Education and Policy, was assigned an additional role as the Special Assistant to the President for Accreditation.

Since the last self-study was submitted in 2010, a number of programs have been created, eliminated, or renamed, and one Center was established, as follows:

Program	Created	Deleted	Renamed
Recreation Management			Parks, Tourism, and Recreation Management, Dept. of Society and Conservation
Option in Applied Health			Option in Community Health, Dept. of Health and Human Performance
Option in Health Promotion			Option in Community Health, Dept. of Health and Human Performance
Option in Cartography and GIS		x	
Minor in Business French		x	
Minor in Linguistics, Dept. of Anthropology	x		
Option in Asian Studies		x	
Minor in Asian Studies			South and Southeast Asian Studies, Dept. of Liberal Studies
B.F.A. in Media Arts	x		
A.A.S in Pre-Professional Social Work, College of Technology	x		
Center for Continuing Education and Summer Programs			School of Extended & Lifelong Learning
Certificate in Historic Preservation, Dept. of Anthropology	x		
Central and Southwest Asian Studies Center	x		

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In addition, the Board of Regents approved modification to the undergraduate admissions process for The University of Montana. Beginning in fall 2014, a process with a target date and new admissions criteria designed to drive and inform K-12 preparation for college entry will be implemented. A major goal of this process is to increase emphasis on a rigorous college preparatory curriculum. The *Pathways to The University of Montana*, approved by the Montana Board of Regents, is presented as Attachment 1.

### **GENERAL RESPONSE TO NWCCU RECOMMENDATIONS**

- The University of Montana values the constructive input of the Evaluation Committee and recognizes that the recommendations will improve the University.
- With the exception of the last recommendation, all areas addressed by the recommendations have been under active development in recent years. Enhancing and focusing efforts in response to the recommendations already have resulted in considerable progress.

### **NWCCU GENERAL RECOMMENDATION 1**

*A variety of University of Montana plans, including UM Strategic Directions and the Academic Strategic Plan, contain multiple goals, but the specificity with which the progress toward these goals is monitored and documented varies widely. Therefore, the Committee recommends that the university develop and implement standardized procedures to monitor and assess the extent to which it achieves all institutional goals and that progress in achieving them be documented and made public. (1.A.3; 1.B.1; 2.B)*

### **INSTITUTIONAL RESPONSE TO RECOMMENDATION 1**

- The University now produces an Institutional Assessment Report each July as a summary of University-wide assessment tools and indicators of progress. The first report was written in 2009. The second report, issued in 2010 (Attachment 2), incorporated revisions suggested by the Evaluation Committee findings and recommendations.
- A component of the Institutional Assessment Report is the Strategic Achievement Report Card produced by the Office of Planning, Budgeting and Analysis (OPBA). The Report Card presents a summary of the University's strategic goals with assigned annual and five-year metrics and quantitative benchmarks. The 2010 Report Card (Attachment 3) details progress toward each goal.

### **NWCCU GENERAL RECOMMENDATION 2**

*While it is clear that a comprehensive set of plans generally guide the decision-making processes at the University of Montana, it is not so clear how the goals in those plans are directly related to setting budget and academic priorities. Therefore, the Committee recommends that the institution develop procedures that more clearly connect its planning and evaluation processes with resource allocation and actions to improve its instructional programs, institutional services, and activities. (1.B.4; 1.B.5; 2.B.1)*

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## INSTITUTIONAL RESPONSE TO RECOMMENDATION 2

In recognition of this recommendation – and as part of the ongoing evolution and enhancement of our planning, budgeting, implementation, and assessment cycle – the University has elevated these activities to the designation of a Core Theme. This structure, the Planning-Assessment Continuum, includes four new standing committees:

- The University Planning Committee;
- The University Budget Committee;
- The Council of Vice Presidents; and
- The University Assessment Committee.

Although each committee has specific responsibilities and is chaired by an executive or academic officer of the University, their work is completely integrated and coordinated by the Associate Vice President for Planning, Budgeting and Analysis, who acts as facilitator for all four committees and collaborates with each chair. The routine development of fundraising priorities and measurement of the UM Foundation’s effectiveness is also incorporated. While activities and deliverables are continuous, the overall structure operates within a biennial cycle. Information regarding the Planning-Assessment Continuum is posted on the UM website at [www.umt.edu/planningassessmentcontinuum](http://www.umt.edu/planningassessmentcontinuum).

### *The University Planning Committee*

Chaired by the Provost, with a broad membership representing the full range of campus stakeholders, the University Planning Committee (UPC) provides guidance to planning units of the University regarding standards for sector or unit plans and identifies annual and biennial planning priorities. The Committee will annually update The University of Montana Strategic Plan, in light of environmental changes, institutional assessment, and campus input.

With publication of the new plan timed to be concurrent with submission of this report, the UPC’s work has been closely coordinated with the NWCCU-related work of the University Assessment Committee (UAC), ensuring that the priorities identified in the Strategic Plan and those documented in the Core Themes are consistent and linked. The UPC is also currently engaged in identifying strategic funding priorities of the University as the legislative appropriations process is underway. These priorities will be presented to the University Budget Committee (UBC), so that the UBC can ensure that budgets for FY 2012 and FY 2013 are informed by and consistent with strategic priorities.

In subsequent years, the UPC will:

- **Review**
  - The Institutional Assessment Report and Report Card
  - The priorities delineated in the President’s State of the University Address
  - The environmental scan data provided by OPBA
- **Evaluate**
  - The current Strategic Plan and its identified priorities
- **Revise**
  - The Strategic Plan and publish priorities for the fiscal year and new biennium

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## *The University Budget Committee*

Chaired by the Vice President for Administration and Finance, the membership of the UBC includes executive officers, academic officers, faculty, staff, and student leaders, as well as budget officers from each University sector. In April 2011, the Provost, as chair of the University Planning Committee, will present the strategic funding priorities of the University to the UBC, for its use in finalizing the recommended University budget for FY 2012 and FY 2013. The UBC is also closely monitoring the actions of the Montana Legislature (currently in session) and economic and enrollment data to inform its deliberations.

In addition, the UBC has received budget initiative proposals for the 2012/13 biennium from each of the vice presidents, and will soon make recommendations for those initiatives. Once legislative decisions are known, the UBC will make recommendations for tuition and overall spending levels for FY 2012 and FY 2013. These recommendations will be presented by the chair of the UBC to the Council of Vice Presidents in early May.

To fulfill its responsibilities on an ongoing basis, the UBC will:

- **Review**
  - The Strategic Plan and funding priorities provided by the University Planning Committee
  - The actions and decisions of the Legislature and the Board of Regents
  - The biennial budget models prepared by OPBA
  - Current enrollment, revenue, and expense data prepared by OPBA
- **Evaluate**
  - Budget initiative proposals, as well as requests for current or base budget adjustments
- **Recommend**
  - Strategies to the Council of Vice Presidents regarding
    - Current year budget adjustments, one-time-only contingency allocations, base reallocations, or new capital or operating budget initiatives
    - Annual and biennial budgets

## *The Council of Vice Presidents*

As the President's Cabinet, the Council of Vice Presidents provides the mechanism for collaborative discussion, executive planning, decision making, and implementation of planning priorities and resource allocations. The Council also helps the President formulate and coordinate internal and external communications strategies. Although the Council's discussions are broad in scope, its responsibilities related to the Planning-Assessment Continuum are to:

- **Analyze**
  - University Budget Committee recommendations, including budget models
  - Current enrollment, revenue, and expense projections
  - Montana University System policy directives, and state economic and policy prospects
  - Legislative actions, particularly as they relate to appropriations
- **Advise**
  - The President regarding current year budget adjustments, one-time-only contingency allocations, base reallocations, or new capital or operating budget initiatives
  - The President regarding annual and biennial budgets
- **Communicate**
  - Form consensus as to internal and external communications strategies
  - Assist in the delivery of the University's message, as directed by the President

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While collectively the Council makes final recommendations to the President, individually these executive officers are responsible for implementation of the planning and budgeting decisions within and across the sectors. In this way, linkage – from planning through budget to execution – is assured.

### *The University Assessment Committee*

Chaired by the Special Assistant to the President for Accreditation, the first priorities of the University Assessment Committee are to submit the final response to the 2010 Accreditation Report, and to submit the Year One Report required by the NWCCU seven-year accreditation cycle. This includes the publication of the University's Mission, Core Themes, and Expectations, as required by NWCCU accreditation Standard One. The UAC will coordinate annual institutional and program assessment activities. In developing the Core Themes documentation, the UAC worked closely with the University Planning Committee. The UAC will have ongoing responsibility for compliance and reporting under NWCCU requirements.

To fulfill these responsibilities, the University Assessment Committee will:

- **Assess**
  - Institutional data
  - Sector annual assessment reports
- **Report**
  - NWCCU-required self-review documentation
  - The annual Institutional Assessment Report, including the Report Card
  - Assessment findings to the UPC annually
- **Assure**
  - Maintenance of criteria and standards for institutional and program assessment activities
  - Continuity and leadership in ongoing accreditation activities

### **NWCCU GENERAL RECOMMENDATION 3**

*The Committee recommends that the University put in place assessable structures and resources to support faculty development in light of increasing expectations for research/scholarly activity and improvements in pedagogy. In addition, it is recommended that the university continue its efforts to develop best practices for faculty and staff recruitment and retention and to address salary issues, including compression/inversion. (2.A.1; 4.A; 4.B.5)*

### **INSTITUTIONAL RESPONSE TO RECOMMENDATION 3**

- The University established, funded, and staffed a new Faculty Development Office (FDO) in FY 2010 with line authority through the Provost and guidance via a steering committee comprising faculty members from academic departments across campus. The Office brings together aspects of faculty development related to teaching, research, technology, quality of work-life, and conflict resolution. The initial slate of 10 offerings (three co-sponsored by the Pedagogy Project) was scheduled through Fall Semester 2010, and 11 additional workshops and presentations are scheduled for Spring Semester 2011. The steering committee has arranged for the Higher Education Research Institute Faculty Survey to be administered during spring 2011 to obtain information about faculty activities, pedagogical strategies, and concerns. The FDO posts information on the UM website at [www.umt.edu/provost/fdo](http://www.umt.edu/provost/fdo).
- Compared to the experience of most other institutions, the University has not found the recruitment and retention of faculty to be a major challenge. Faculty turnover has averaged only

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4.8% in the past five years. In addition, UM has found the quality of new faculty to be high during the past decade; not only have excellent early-career faculty been recruited (including seven NSF CAREER awardees), but well-established scholars have also been attracted into upper-level positions, including endowed professorships. The University owes its beauty and quality of life to an attractive natural setting, and its growing reputation and opportunities for research development to its advanced facilities and high-caliber faculty and staff.

- Nonetheless, the data continue to show salary compression and inversion as serious issues for senior faculty and administrators, and entry-level pay as a particular problem for staff salaries. While progress toward addressing these issues will depend in part on the actions of the Montana Legislature, the Board of Regents has recognized the serious nature of the problem and is attempting to address it. The economic outlook and budget prospects for the 2011 legislative session in Montana resemble those in other states as the nation struggles to rebound from the recession. The dilemma for both the Legislature and the Board of Regents will be to craft a solution that balances the need for salary equity with tuition affordability and the state's fiscal reality.

#### **NWCCU GENERAL RECOMMENDATION 4**

*While the University has made great progress in educational outcomes assessment and while there are some exemplary examples of this process at the University of Montana, there are areas in which implementation of the assessment process is not complete. Therefore, the Committee recommends that all programs (including General Education) have up-to-date and effective assessment plans and evidence of improvement based upon assessment. (2.B; Policy 2.2)*

#### **INSTITUTIONAL RESPONSE TO RECOMMENDATION 4**

- The Assessment Overview for Academic Programs, broken out by four components of the undergraduate experience, appears in Attachment 4.
- UM concurs regarding the need for more clarity in the articulation of outcomes of General Education. The University has made progress toward a comprehensive General Education Assessment Plan. In fall 2010 the General Education Committee and Assessment Advisory Committee discussed the alignment between the Essential Learning Outcomes established by the American Association of Colleges and Universities and the Preamble to the UM General Education curriculum. During Academic Year 2010-11, under the leadership of the Associate Provost for Undergraduate Education and Policy, the participating faculty members are adapting the Essential Learning Outcomes for General Education and implementing an overall assessment protocol and comprehensive plan using the VALUE rubrics.
- All academic departments and programs now participate in annual assessment to review and revise, as needed, the articulated learning outcomes and assessment measures included in their assessment reports. Departments post updates to their assessment plans and results biennially on the Provost's website at [www.umt.edu/provost/deptreports](http://www.umt.edu/provost/deptreports).

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## NWCCU GENERAL RECOMMENDATION 5

*The Committee recommends that the University establish a clear and commonly understood definition of academic advising, more fully identify intended outcomes of advising, better articulate this to faculty and students, and then fully assess how well the outcomes are being met. (2.C.5; 3.D.10)*

### INSTITUTIONAL RESPONSE TO RECOMMENDATION 5

- During FY 2009, the University completed a study of academic advising, resulting in a reconfigured Undergraduate Advising Center, a new summer advising process, and new pre-med and pre-law advising structures. Specifically, the Office for Student Success and the Undergraduate Advising Center, along with key faculty advisors, are developing a clear set of advising outcomes and assessment measures. The Undergraduate Advising Center, which primarily sees students who have yet to declare a major, has created an advising syllabus, detailing intended outcomes of academic advising as well as advisor/advisee responsibilities. In addition, training opportunities for advisors are being increased. Advising Conversations, an initiative started in fall 2010, provides a monthly training forum for advisors. For example, in February 2011 the discussion focused on learning outcomes of advising. Faculty advising within the majors will receive attention during the coming year. Information sessions are also held for students who are moving from advising at the Undergraduate Advising Center to departments for advising in their specific majors. These provide a stage for a purposeful discussion of the types and goals of general and major-based advising. A more robust and integrated early alert referral system is currently in development as an application to the new Retain™ retention software, scheduled for implementation in fall 2011.

## NWCCU GENERAL RECOMMENDATION 6

*The physical infrastructure of College of Technology is inadequate for many of its activities and has not kept pace with enrollment. For example, modular units and the main building do not have appropriate temperature control and science laboratories are held in regular classrooms. Therefore, the Committee recommends that the institution address the facility needs of the College of Technology. (2.A.1)*

### INSTITUTIONAL RESPONSE TO RECOMMENDATION 6

- The University recognizes the need for adequate College of Technology (COT) facilities. The University request for a facility to meet current needs and allow for continued growth has become the top priority in the Board of Regents' Long Range Building Program. The Legislature did not support the costs of construction of any projects during the past biennium but the COT facility remains the top priority for the current session. A bonding bill that includes funding for a new facility for the COT has been introduced and is gaining significant support. In the meantime, the University acquired and constructed temporary classrooms and reallocated space on the Mountain Campus (providing bus service as well) to meet the needs of the growing number of COT students.
- It bears noting that only the COT East Campus presents difficult space challenges. The COT West Campus, focused on heavy equipment and other vocational programs, operates quite effectively in its existing facilities.

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## **NWCCU GENERAL RECOMMENDATION 7**

*The Committee recommends that the University ensure appropriate orientation activities for all graduate students. (3.D.9)*

### **INSTITUTIONAL RESPONSE TO RECOMMENDATION 7**

- In the past, orientation occurred within academic programs, although not in a systematic manner monitored by the Graduate School. Beginning Fall Semester 2010, the Associate Provost for Graduate Education developed and implemented an orientation protocol. The plan consists of both centralized Graduate School orientation functions and programmatically delivered orientation. The Graduate School will monitor each graduate program for compliance. For details of the plan, see Attachment 5.

### **DATE OF LAST MISSION REVIEW**

On January 14, 2010, the Montana Board of Regents and The University of Montana signed a Mission Review Memorandum of Understanding submitted by The University of Montana. The Faculty Senate endorsed the selected Core Themes on February 10, 2011.

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# CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

## SECTION I: MISSION, VISION, AND VALUES

The University of Montana operates under a set of guiding statements, including mission statements for the MUS, the affiliated campuses of The University of Montana, and The University of Montana in Missoula, and a vision statement incorporating essential values. (1.A.1, 1.A.2)



### THE UNIVERSITY OF MONTANA VISION STATEMENT

*The University of Montana will lead as a globally focused public research university that serves the state, nation, and world. Intrinsic to mission are the underlying values of **leadership, diversity, sustainability, and engagement**. These essential values underpin our preparation of graduates and contributions to society in the 21st century through high-impact teaching, research, creative scholarship, and service. The University of Montana will be recognized as a place of opportunity for those who study and work in our dynamic learning environment. It will be a place of vitality through its academic, cultural, and athletic performance. We will realize our mission and vision through continuous, intentional integration of planning, budgeting, implementation, and assessment. The University of Montana will drive economic, cultural, and social development of Montana and the Northern Rockies.*

Partnering for Student Success

Education for the Global Century

Discovery and Creativity

Dynamic Learning Environment

Planning-Assessment Continuum

### THE UNIVERSITY OF MONTANA MISSION STATEMENT

*The University of Montana pursues academic excellence as indicated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. Through its graduates, the University also seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities. Through its programs and the activities of faculty, staff, and students, the University provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation, and world.*

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## ESSENTIAL VALUES

The University has identified four essential values that drive every aspect of its mission and vision: Leadership, Diversity, Sustainability, and Engagement. These values both ground and inspire everything The University of Montana pursues, as expressed in the Core Themes.

**Leadership** – The University of Montana aims to produce graduates with leadership skills and potential, with the anticipation that they will become local, state, regional, national, and international leaders appropriate to their aspirations and experience. We expect our faculty members, staff, and administrators to be leaders in their areas of expertise and within their professional societies and organizations.

**Diversity** – “The University of Montana seeks to enhance diversity by recognizing and embracing the differences in age, ideas and perspectives, disabilities, abilities, creed, ethnicity, gender identity, gender expression, veteran status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and the socioeconomic and geographic composition of its faculty, administrative professionals, staff, and students. In its effort to enhance diversity, The University of Montana recognizes that particular focused effort must be placed on including members of groups who have historically been subject to discrimination and are still underrepresented in the campus community.” [UM Diversity Strategic Plan 2009](#)

**Sustainability** – The University of Montana models a pathway to economic, financial, environmental, and cultural sustainability in every aspect of mission fulfillment. It fosters principles of sustainability within the processes and cultures of the University, and it “infuses issues of ecological, social, and economic sustainability into courses across the UM curriculum. Consistent with the very idea of sustainability, sustainability initiatives ultimately seek to enhance students’ understanding of the interconnectedness of ecological, social, and economic issues.” [The Green Thread Initiative, 2010](#)

**Engagement** – The University of Montana is committed to instilling a passion for discovery, learning, and service in its students and faculty, connecting curricular content, student life, and experiential learning opportunities with the principles and aspirations of societal and cultural contributions. As articulated in our Mission Statement, the University “seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities.” [The University of Montana Mission Statement](#)

## IDENTIFICATION OF CORE THEMES

Foundational to the University’s mission are its five Core Themes, through which institutional priorities and objectives will be achieved. (1.B.1, 1.B.2)

- Partnering for Student Success
- Education for the Global Century
- Discovery and Creativity to Serve Montana and the World
- Dynamic Learning Environment
- Planning-Assessment Continuum

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## OBJECTIVES

The objectives drawn from the Core Themes inform and direct the activities that the University performs in service to its mission and vision. For example, Core Theme #1: Partnering for Student Success, has led the University to work more closely with the K-12 educational system to ensure that students pursue and achieve learning outcomes essential for successful post-secondary curricula. Further, UM has created new programs that support entering students' transition to college, integrate the early college curriculum in engaging new ways, enhance students' academic and social endeavors, and provide faculty and staff the tools to support students. For each Core Theme, objectives have been delineated.

## INDICATORS

As is appropriate, the indicators include direct and indirect assessments of how well the institution is meeting its objectives. These indicators range from participation rates in various activities, to the achievement of program-level learning outcomes, to survey results that address employer satisfaction with graduates' contributions in the workplace. Each objective is addressed and evaluated by more than one indicator or type of evidence (systematic and holistic triangulation of data). Moreover, some indicators are appropriate for several objectives across the Core Themes. For example, results from the National Survey of Student Engagement (NSSE) speak to students' perceptions of their participation in co-curricular activities, to the efficacy of academic support, such as advising, and to students' involvement in research projects, but the NSSE is listed as an indicator only where it is most relevant or other indicators are not available.

In preparing this report, The University of Montana has engaged in a full-scale reexamination of its mission, vision, and strategic goals. Over the past three years, with the advent of new academic leadership, the University has progressively developed and implemented an integrated process that includes strategic planning, program initiatives, budgeting and assessment tools, and new approaches to broadening participation and communication. The resultant documentation defines the essential elements delineated here. For each Core Theme, the University has established objectives and defined the metrics to evaluate the extent of their accomplishment. UM views the achievement of these objectives as the fulfillment of its mission. Progress toward the indicators for each objective will be tracked, analyzed, and reported as part of the Planning-Assessment Continuum.

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## SECTION II: CORE THEMES

### *CORE THEME #1: PARTNERING FOR STUDENT SUCCESS*



#### *Objectives*

- Preparing K-12 students
- Transitioning to college
- Integrating the early college curriculum
- Engaging students
- Strengthening student support
- Emphasizing faculty and staff development

#### **MISSION ALIGNMENT**

Core Theme #1: Partnering for Student Success reflects the Mission and Vision Statements in their emphasis on ensuring student performance “by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training” and “the preparation of graduates through high-impact teaching, research, creative scholarship, and service.”

#### **DESCRIPTION**

Student success is a top priority for The University of Montana. In 2008, the University adopted the *Partnering for Student Success* plan aimed at enhancing students’ experiences and increasing student retention and graduation. The plan identifies six key objectives critical to student success in college and sets forth actions to promote a successful first year for entering freshmen and to address the needs of returning sophomores and upper division students. As part of the plan, UM created an Office for Student Success charged with developing, implementing, and coordinating initiatives to increase students’ persistence toward graduation. UM seeks to improve students’ success by addressing their preparedness for college-level work, improving their transition to college, providing an integrated early curriculum, and increasing student engagement and support, and emphasizing faculty and staff development. Our goal is to reach an 80% first-year retention rate to place UM in the top quarter of peer institutions. Collaboration to achieve these objectives is strong. For example, orientation activities, organized in large part by Enrollment Services in collaboration with the Office for Student Success, provide students with the resources and instruction that enable them to benefit from the opportunities available on campus at the very start of their college careers. Faculty, staff, and students are well informed about and supportive of the initiatives outlined in the plan. Since the inception of the plan, first-year retention has improved from 69% to 74%.

#### **OBJECTIVES AND INDICATORS**

UM identifies six objectives, each with a set of indicators, under the Core Theme: Partnering for Student Success.

1. Preparing K-12 students

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- a. Incoming academic credentials (GPA, test scores)
  - b. Number of students participating in a full college preparatory curriculum
  - c. College continuation rates
  2. Transitioning to college
    - a. Freshman success (GPA and first-year retention rates)
    - b. Declaration of major
  3. Integrating the early college curriculum
    - a. Enrollment in freshman seminars and experiential opportunities
    - b. Interdisciplinary course offerings and linked courses
  4. Engaging students
    - a. Student engagement surveys (e.g., NSSE) and participation rates (e.g., number of students completing internships)
    - b. Student retention and graduation rates
  5. Strengthening student support
    - a. Student success initiatives (e.g., tutoring, mentoring, early alert, Math Pilot, Study JAM)
    - b. Use of tailored services to meet diverse student needs
    - c. Availability of need-based financial aid
    - d. Career counseling services
  6. Emphasizing faculty and staff development
    - a. Participation in workshops
    - b. Availability of online training

## **RATIONALE**

To measure achievement of this portion of its mission, the University compiles, analyzes, and reports key indicators for each objective, including academic preparation of incoming students, freshman success, integration, engagement, student support, and faculty and staff development. Objective measures of student success such as retention and graduation rates allow for trend analyses and comparison to national benchmarks, and provide longitudinal data to measure program improvement. Surveys and other instruments that capture students' perceptions help assess student engagement, the most accurate predictor of student success, while co-curricular opportunities and support services offered by the University indicate the degree to which the University is marshaling its resources to add value to the students' experience and facilitate desired student outcomes.

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## CORE THEME #2: EDUCATION FOR THE GLOBAL CENTURY



### *Objectives*

- Strength in foundational academic programs
- Two-year programming responsive to local, regional, state, and national needs
- Global engagement and leadership at the baccalaureate level
- Discovery and innovation through graduate education

### MISSION ALIGNMENT

Core Theme #2: Education for the Global Century aligns with both the Mission and Vision Statements, focusing on academic excellence fostered by the quality of curriculum and instruction, student performance, providing “unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases” to ensure the preparation of engaged citizens to advance economic, cultural, and social change.

### DESCRIPTION

The Academic Strategic Plan endorsed by the Faculty Senate in 2009 identified the need to create a gateway to discovery experience focused on the challenges of the global century for all incoming students at each level of postsecondary education. At the same time, the University must continue to support and strengthen foundational academic programs.

Two-year education must respond to regional, national, and global needs. The curriculum provides hands-on practical experience with real-world applications, as well as developmental coursework to ensure that students are prepared to succeed in the college environment. It also provides college transfer programs for students desiring to enter baccalaureate programs.

For baccalaureate students, curricula will focus on producing workers and leaders who will make a difference in the cultural and economic fabric of Montana and the world. We expect our graduates to lead their professions and their communities. In moving toward this Global Century model, a conceptual framework for the overall undergraduate academic experience will be developed, ensuring that there is a context in which students can contemplate their overall education (focusing on interdisciplinary Big Questions, grand challenges that we face as a world society) and ensuring there are opportunities for students to put their education to work, both during their college career and post-graduation. In collaboration, Career Services, Internship Services, and Study Abroad offer students opportunities to gain experience closely allied to their academic interests and to engage more immediately with the global society through participation in work and study abroad programs. For exceptionally high achieving baccalaureate students, UM offers special experiences (e.g., Living/Learning Communities) and recognition through the Davidson Honors College.

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At the graduate level, UM will offer programs that capitalize on the unique location and intellectual and cultural resources of its campus and will develop further opportunities for interdisciplinary collaboration and scholarship. It aspires to produce graduates who lead in all realms of society, creating cultural arts and performances, engaging in leading-edge science, fostering entrepreneurship, creating new technologies, and serving society through educational, political, government, and business leadership.

## OBJECTIVES AND INDICATORS

UM identifies three objectives, each with a set of indicators, under the Core Theme: Education for the Global Century. For each objective, students' improvement in critical thinking, communication skills, and quantitative literacy will be measured, in addition to achievement of learning outcomes at the program level. Therefore, measures such as the Collegiate Learning Assessment, the Upper Division Writing Proficiency Assessment, and program-level formative and summative assessments will be used. Additional indicators, organized by level, include:

1. Strength in foundational academic programs
  - a. Program Review
  - b. Program-specific learning outcomes
  - c. Recognition and awards
2. Two-year programming responsive to regional and national needs
  - a. Alignment of programs and placement of graduates, based on published labor bureau statistics
  - b. Enrollment and progression in classroom and training for high demand jobs
  - c. Transfer rates to four-year colleges and universities
3. Global engagement and leadership at the baccalaureate level
  - a. Participation in co-curricular, study abroad, and service learning activities
  - b. Student involvement in leadership and responsible roles related to current global issues
  - c. Curricular development in support of global action and responsibility
4. Discovery and innovation through graduate education
  - a. Strategic relevance, number of programs, and enrollment in these programs
  - b. Advanced degrees awarded in strategic disciplines
  - c. Graduate research (theses, dissertations, presentations, publications) that contributes to Montana's place in global and local contexts

## RATIONALE

To measure fulfillment of this portion of its mission, UM collects, analyzes, and disseminates information from a wide variety of indicators, ranging from numerical data (number and placement of graduates in the workplace) to more qualitative analysis of students' progress toward program-level learning outcomes. Effective two-year programming leads to job placement for students who complete a degree or other credential, requiring that the programs align with needs in the local, regional, and national communities. In addition, acquisition of learning outcomes can be measured with licensure exams as well as progress beyond the two-year degree. At the baccalaureate level, students who are engaged participate in co-curricular activities and excel in the classroom, meeting program- and institution-level learning outcomes. These students will apply their content knowledge, critical thinking, and problem solving abilities to address global and local issues. Strategic growth at the graduate level demands careful planning and implementation of programs that match the expertise of faculty and the needs of communities and students. Finally, the University must measure the impact it has on its students, and the subsequent impact its students and faculty have on the world, as indicated by a range of both direct and indirect criteria, including civic engagement, recognition and awards of distinction, and development of significant contributions or inventions.

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### CORE THEME #3: DISCOVERY AND CREATIVITY TO SERVE MONTANA AND THE WORLD



#### *Objectives*

- Enhance contributions by faculty and students through research
- Expand knowledge and cultural richness through creative scholarship
- Advance today's discoveries to tomorrow's product through technology transfer, contributing to the creation of innovations, jobs, and business opportunities

#### MISSION ALIGNMENT

Core Theme #3: Discovery and Creativity to Serve Montana and the World aligns with both the Mission and Vision Statements for UM. Discovery and creativity are essential elements of a unique educational experience that integrates liberal arts, graduate study, and professional training. In this way, the University prepares graduates that contribute to economic and cultural development.

#### DESCRIPTION

Scholarship, research, and creative work are at the core of faculty and student lives and academic programming at The University of Montana. Expectations are strong for faculty to engage in leading-edge research and creative scholarship that results in publications, exhibitions, performances, and presentations. A deeply rooted belief at all levels within the University is that strong, active faculty scholarship is integral to the University's ability to offer high quality educational programs. The University's Mission Statement refers explicitly to the centrality of research and creative work in the University's programs. Therefore, The University of Montana supports research, scholarship, and creative work across the natural and physical sciences, social and behavioral sciences, arts, and humanities, and enhances opportunities for interdisciplinary connections. By fostering an entrepreneurial spirit in research and technology communities, UM transforms discovery into application in ways that benefit the state, region, and nation. So, too, the University identifies programs of distinction from across the campus in order to stimulate the development of those programs that are on the edge of national or world-class excellence and those poised to move into this category. Research is an investment that enhances the intellectual vitality, the economic viability, and the teaching mission of the University. In addition, the scholarly, creative, and research activities and programs of faculty serve as a critical base for the University's diverse graduate and undergraduate programs by providing opportunities for students to learn content, methods, skills, values, and approaches of a discipline from faculty mentors and advisors who are leaders in their fields. Students have many opportunities to share their own research and creative work, such as exhibitions in the art gallery at the University Center, poetry readings, and poster presentations at the annual Undergraduate Research Conference.

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## OBJECTIVES AND INDICATORS

UM identifies three objectives, each with a set of indicators, under the Core Theme: Discovery and Creativity to Serve Montana and the World.

1. Enhance contributions made by faculty and students to economic, cultural, health, and social issues through research.
  - a. Number of publications, patents
  - b. National and international awards and recognitions
2. Expand knowledge and cultural richness through creative scholarship
  - a. Number and stature of publications, performances, presentations, and exhibitions
  - b. National and international awards and recognitions
3. Advance today's discoveries to tomorrow's product, contributing to the creation of innovations, jobs, and business opportunities
  - a. Patents, royalties, and license agreements
  - b. Spinoffs, business start-ups, and jobs created

## RATIONALE

The research, creative, and applied skills of the University's faculty and students represent a critical component of the fulfillment of its mission: academic excellence, production of informed citizens, and making cultural, social, and economic contributions to society. Faculty scholarship must be disseminated to make a contribution, and its impact is recognized and indicated through extensive publication of journal articles, semi-technical and popular publications, books and book chapters, reports and technical papers, artistic presentations and exhibitions, documentaries and broadcast productions, presentations at professional meetings at other scholarly institutions, contributions to the functioning of governmental and other agencies, success in competitive proposals, and receipt of awards. The University of Montana provides for regular and systematic evaluation of faculty performance in order to ensure effectiveness in teaching, research, and creative work. These evaluations include measures of productivity, quality, and impact.

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## CORE THEME #4: DYNAMIC LEARNING ENVIRONMENT

### *Objectives*



- People – Lead in recruiting, retaining, and developing the highest quality students, faculty, and staff
- Programs – Provide programs of distinction, engaging local to world-wide partnerships, connecting programs to our unique location
- Infrastructure – Utilize technologies and practices that optimize the learning experience while modeling sustainability
- Culture – Inspire an atmosphere where engagement and passion for learning thrive
- Place – Integrate the character of the campus environment into discovery and instruction

### MISSION ALIGNMENT

Core Theme #4: Dynamic Learning Environment reflects both the Mission and Vision Statements. UM accomplishes its mission by “providing unique educational experiences through integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases.” UM will be “recognized as a place of opportunity for those who study and work in a dynamic learning environment. It will be a place of vitality through its academic, cultural, and athletic performance.”

### DESCRIPTION

The University of Montana is consistently recognized as one of the most attractive and enticing campuses in the nation. Community and campus engagement literally means that the lives of the students, faculty, staff, and friends of the University are centered on the campus. People are drawn to UM by the challenge of academic rigor, richness of experience, beauty of the surroundings, and opportunities for lifelong learning, as well as cultural and entertainment experiences. Possibilities range from sold-out athletic events that feature perennial championship teams to galleries, campus theaters and arenas filled to capacity for drama, dance, and performances featuring local and world famous visual and performing artists. UM builds upon its “sense of place” in the Northern Rockies with a vibrant and dynamic learning environment, where the surroundings are integrated into the curriculum. The inquisitive, engaged, and interactive nature of the community creates a discourse of activism and scholarship across a spectrum of societal issues. The University delivers knowledge via traditional classroom lectures and seminars taught by world-renowned faculty, utilizes high-speed data transmission to deliver web-based and video-based classes to rural and place-bound learners, and reaches out to surrounding communities with specific curricula to meet local needs. Regional outreach activities include partnerships ranging from RezNet (national, web-based Native American news media, sponsored by the School of Journalism) to Montana Repertory Theatre (the largest touring dramatic troupe in the nation) and award-winning Montana PBS. On campus, the University models sustainability, leadership, and diversity, even in its facilities and campus practices. The Payne Family Native American Center (dedicated in 2010) is a good example of a space where students of diverse backgrounds mingle, interact, attend classes, study, receive services, and

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get to know each other in both formal and informal settings. It is sustainable in the LEED sense, and also in the sense of community.

## **OBJECTIVES AND INDICATORS**

UM identifies five objectives, each with a set of indicators, under the Core Theme: Dynamic Learning Environment.

1. People – Lead in recruiting, retaining, and developing the highest quality students, faculty, and staff
  - a. Student recruitment, retention, and awards
  - b. Faculty and staff recruitment, retention, and awards
2. Programs – Provide programs of distinction, engaging local to world-wide partnerships, connecting programs to our unique location
  - a. Program reviews, documenting learning outcomes, peer evaluation, and regional, global and interdisciplinary relevance
  - b. Number of, and participation in, courses and programs that adopt experiential learning to interact with the local cultures and natural environment
3. Infrastructure – Utilize technologies and practices that optimize the learning experience while modeling sustainability
  - a. Percent of facilities and learning spaces that are sustainable, accessible and innovative
  - b. Student engagement survey results
4. Culture – Inspire an atmosphere where engagement and passion for learning thrive
  - a. Student engagement survey results
  - b. Participation rates and perceptions of students and community members
5. Place – Integrate the character of the campus environment into discovery and instruction
  - a. Student and faculty survey results
  - b. Curricular and research advances in support of global action and responsibility

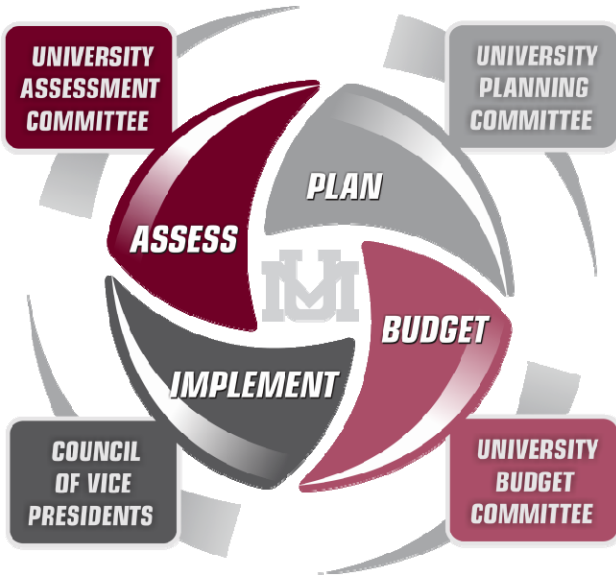
## **RATIONALE**

This segment of our mission is characterized by a broad set of components, including provision of technology and infrastructure, experiential learning, partnerships, engaged faculty and students, and opportunities for the community to participate. As a result, the indicators are wide ranging as well. In order to realize our aspiration to become a university where learning is transformative and integrated into the fabric of student and community life, traditional assessment of learning outcomes at the program level is required, but not sufficient. To determine the effect of this campus in the lives of our community in the larger sense, we must assess the learning environment itself, and its impact on students and faculty, as well as their consequent imprint on the global community.

Student and public perceptions will address the significance of specific activities in building a cohesive community. Tools that measure accessibility, sustainability, and innovation are critical to the achievement of our essential values, our mission, and vision. Standard measures of recruitment, retention, and development provide information about the success of the learning environment engaging the community.

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## CORE THEME #5: PLANNING-ASSESSMENT CONTINUUM



### *Objectives*

- Linkage of plans and resources
- Transparent and participative processes throughout the cycle
- Data-driven decisions and goal setting
- Objective and timely assessment of outcomes

### MISSION ALIGNMENT

Core Theme #5: Planning-Assessment Continuum aligns with the Vision Statement and supports fulfillment of the UM Mission: “We will realize our mission and vision through continuous, intentional integration of planning, budgeting, implementation, and assessment. The University of Montana will drive economic, cultural, and social development of Montana and the Northern Rockies.”

### DESCRIPTION

The Planning-Assessment Continuum characterizes a cultural orientation of The University of Montana that is designed to facilitate desired outcomes, clarify our vision and mission, and to communicate and demonstrate to internal and external stakeholders that we are making the best use of resources. The Planning-Assessment Continuum is both top down and bottom up. Executive leadership provides communication of mission and vision, clear and consistent processes, overarching mission-driven goals, equitably applied parameters, and rules enforcement while faculty, staff, and students provide ideas, process improvements, work, action, and other vital contributions to the direction of the University. The structure uses a variety of mechanisms to ensure transparency and meaningful, broad-based input and participation, including advisory committees, implementation teams, task forces, focus groups, town hall discussions, and responsibility-centered budgeting. The process is integrated, transparent, and highly visible. The scope of these activities includes, but is not limited to:

- Institutional goals and priorities
- Programs
- Enrollment
- Fiscal resources
- Human resources
- Capital resources, including debt financing and gift funds
- Buildings (classrooms, labs, office, special use, event, and support space)

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- Information technology (instruction and research technology, computers, networks, enterprise systems, and linkage to external and shared data sources)

All budgets and assessment processes are linked to the University's Strategic Plan.

## OBJECTIVES AND INDICATORS

UM identifies four objectives, each with a set of indicators, under the Core Theme: Planning-Assessment Continuum.

1. Linkage of plans and resources
  - a. Annual reporting on budget allocation by goals
  - b. Tracking of funding of new initiatives
2. Transparent and participative processes throughout the cycle
  - a. Evaluation of constituent representation of faculty, students, staff, academic and executive leaders, alumni, and community; openness of meetings.
  - b. Degree of online public access to strategic plans, operating plans, and budget documents and annual documentation of allocation/program decisions.
3. Data-driven decisions and goal setting
  - a. Annual update of the Strategic Plan, and subsequent budget allocations, based on environmental scan and institutional assessment
  - b. Annual updates of sector and program plans
  - c. Transparent adjustment of current budgets as indicated by enrollment, revenue, and expense variation
4. Objective, timely, and visible assessment of outcomes
  - a. Annual Institutional Assessment Report (including Report Card)
  - b. Online availability of institutional, sector, program, budget, and assessment reports

## RATIONALE

An effective planning, budgeting, implementation, and assessment structure is key to the cost-effective achievement of the University's mission, and reflects our belief that to be effective, planning, budgeting, implementation, and assessment must be linked and comprehensive.

Our challenges are great. We work in an era and a locale characterized by:

- Increasing scarcity of resources;
- A growing need for public accountability and shared governance; and
- The dichotomy of tuition affordability and the view that higher education is a private benefit, rather than a public good.

Stakeholders rightly expect efficiency, and must continually be convinced of the value of the investment in public higher education. Ensuring the adequacy and stewardship of resources is an ongoing and critical component of our mission. To that end, UM has implemented a Planning-Assessment Continuum, whereby an all-inclusive and participative planning activity informs and is integrated with a transparent process of developing and recommending budgets that are approved and implemented by a collaborative executive team, whose execution and outcomes are objectively assessed and reported. These assessment results in turn guide the refinement of the next cycle of planning. The process is highly visible, transparent, and continuous.

While the input and responsibility to develop and implement individual unit plans is widely distributed, the Planning-Assessment Continuum ensures the coordination of disparate activities and consistency in

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methodology and adherence to the University's mission and planning principles. Ongoing and diligent efforts at effective communication (including public access and reporting on decision-making and resource allocation) keep processes transparent. Together, these measures ensure that priority setting and budget decisions are guided by a broad-based understanding and appreciation of the University and its mission, within the context of public higher education in Montana.

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## CONCLUSION

The University of Montana has fully embraced the principle-based statements of expectations of quality and effectiveness inculcated in the revised accreditation standards of the NWCCU. While historically, institutions of higher learning have prepared strategic plans and mission statements, these have been largely monolithic, and were set aside as urgent needs and current realities emerged. The new process ensures that the University keeps mission fulfillment at the forefront, and provides the impetus to use our strategic planning to inform ongoing actions and decisions.

Further, the revised standards build upon the framework for continuous improvement represented in the planning-assessment continuum recently adopted by the University. Collectively, the Core Themes document the intentional delineation of the components of the fulfillment of our mission and vision.

This Year One Self-Evaluation identifies the five Core Themes endorsed by the faculty, staff, and students of The University of Montana. The twenty-two associated objectives and their corresponding indicators will provide a road map and set of measures for continuous assessment of progress toward mission fulfillment. While each Core Theme is distinct and critical, all are congruent and highly integrated, and as a result, many of the indicators will help measure success in more than one objective. By focusing on progress toward achievement of each objective and Core Theme, The University of Montana will ensure that its efforts and resources are consistently applied toward fulfillment of its mission.

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## GLOSSARY OF ABBREVIATIONS AND ACRONYMS

A.A.S.	Associate of Applied Arts
ACT	American College Testing
COT	College of Technology
B.F.A.	Bachelor of Fine Arts
FDO	Faculty Development Office
FY	Fiscal Year
GIS	Geographic Information System
GPA	Grade Point Average
MUS	Montana University System
NSF CAREER	National Science Foundation Faculty Early Career Development Program
NSSE	National Survey of Student Engagement
OPBA	Office of Planning, Budgeting and Analysis
UAC	University Assessment Committee
UBC	University Budget Committee
UM	The University of Montana
UPC	University Planning Committee
VALUE	Valid Assessment of Learning in Undergraduate Education
WICHE	Western Interstate Commission for Higher Education