Data Cards Results

To aide in our data collection process, the SPCC developed four data cards with 1-2 questions per card, which also asked for demographic information at the bottom of each card. One card would be used by SPCC members to collect data at a series of campus and community events to ascertain additional perspectives from internal and external stakeholders about UM more broadly. More specifically, data cards were used at: UM Welcome Feast, DiverseU, UM Homecoming, Bitterroot College, Missoula First Friday Parklette, Student Strategy Day, UM Staff meetings (e.g. staff senate), ASUM meetings, and UM Faculty meetings (e.g. faculty senate). Across data card collection, 50 faculty, 143 staff, 435 students, and 94 community members completed a card. However, 60 individuals across events did not self-identify as faculty, staff, student, or community. In addition to the data card collection, we used Neighborland as an online source to generate ideas about what individuals "want" at UM. So far, approximately 1,000 individuals have recorded what they "want" at UM.

After an event, a SPCC team member or political science undergraduate student entered the data into an excel spreadsheet that categorized responses to questions and demographic information. The excel spreadsheets were then uploaded into NVivo, a qualitative data analysis software application which helps researchers detect themes from non-numerical data. For example, in Table 1 below, NVivo allows the researchers to generate word counts from a large number of contextual data. Once these themes were generated by NVivo, we used inductive analysis to return to the raw data to look at those words in context. For the purposes of this report, we used NVivo to construct word clouds generated from the word counts, which are a form of data visualization. This process is useful for visualizing apparent themes from the data collected.

Table 1:
Example of word counts for "Why did you choose UM?"

Word	**Count**	**Weighted Percentage (%)**	**Similar Words**
program	68	3.28	program, programme, programs, schedule
home	71	2.46	base, families, family, home, house, international, internationals, place, places
missoula	48	2.31	Missoula
wanted	50	2.22	desired, need, needed, requirements, requires, want, wanted
location	61	1.93	local, locale, located, location, place, placement, places, position, positive, sited
good	45	1.87	good, healthy, honor, honors, just, near, respectful, safe, skills, thoroughly, well
work	49	1.76	employer, exercise, going, make, makes, play, studies, study, work, working, works
campus	35	1.69	Campus
students	35	1.69	scholar, scholars, student, students, students'
great	36	1.67	expect, expectations, great, outstanding, wide
live	42	1.61	experience, experiences, going, know, life, live, lived, lives, living, population, support, supporting, vital
school	43	1.61	education, educational, school, schools
love	34	1.57	enjoy, know, love, loved, passion
close	33	1.52	close, ends, near
state	34	1.45	country, land, position, positive, state
community	28	1.31	community, pass
beautiful	26	1.16	attracted, attractions, attractive, beautiful, beauty
environment	24	1.16	environment, surrounded, surrounding
opportunities	21	0.99	chance, opportunities, opportunity

Why UM?

One of our data cards contained two questions: why did you select UM; what should UM do to stay relevant in the future? Figure 1 reports what faculty, staff, students, and the community used to answer this question (N = 369). NVivo software used this information to detect emergent themes and the larger words present in Figure 1 indicate the most use across the sample.

Figure 1:
Why did you choose UM?

In a deeper examination of the data, it is apparent that individuals came to UM based upon program, location, and more specifically, Missoula. This helps to highlight that respondents valued circumstantial factors in selecting UM, valuing Missoula as a location and specific programs. Many of the respondents noted the rationale for working at or attending UM was based upon a high quality program, which was located within a Missoula community, which provided the type of place a person wants to live.

Relevance

The aforementioned reveals some of the potential reasons individuals decided to work and attend UM. The SPCC also sought to learn what people believe UM should do to ensure its relevance. As such, we asked individuals to address: what should UM do to stay relevant in the future?

Figure 2: What Should UM do to stay relevant in the future?

Figure 2 illustrates a focus on students. This demonstrates that respondents believe UM needs to continue to focus efforts on students. We posit other common words such as program, needs, or keep, might be in response to recent budget cuts and the current financial landscape of higher education more broadly. Respondents, therefore, want to not only focus on students, but also on keeping their programs. In a more thorough inductive examination of the data, these responses also suggest the existence of siloes on the UM campus – respondents repeatedly suggested keeping their specific programs, and there was little to no mention of cross-campus collaboration.

Single Change

We also asked respondents what single change they would most like to see at UM (N = 106). As Figure 3 suggests, common themes emerged: staff, support, work, and communication.

Figure 3: What Single Change would help the most?

We posit these common themes emerged for a variety of reasons. First, the vast majority of respondents to this question were staff members. As such, Figure 1 indicates that staff want additional resources to support their work at UM. For example, many of the respondents' defined resources such as increased wages or flex time in their work schedule, and an ability to work across departments on projects. Recall, these themes were also common in the aforementioned listening session data.

Another common theme in responses was a perceived lack of communication between various units across campus. In our inductive analysis of the data, participants repeatedly noted departments unnecessarily duplicate work efforts because units do not communicate with each other. On a broader scale, participants believe campus communication lacks clarity. Moreover, there is a lack of support for communication efforts for recruitment and marketing endeavors.

Diversity and Single Change

To delve deeper into the single change question/data card, two Master of Public Administration students focused efforts on the role of diversity at UM. These students used this card at DiverseU. Due to the small sample size of respondents (N = 34), an NVivo Cloud was not created, nor were the data included with the aforementioned explanation. Instead, the students completed a situational analysis of all UM diversity work to date to provide a baseline to compare with the data cards collected. The MPA students remarked in their research that it is vital that UM's attempts to incorporate and support diversity are everywhere, in everything, by everyone. Their research notes a large disconnect between plans and approaches on the Missoula campus. A common theme across the documents and the data cards was a lack of "teeth" behind diversity efforts and goals. Put simply, we see words, but no plan for action or implementation at UM surrounding diversity.

UM Identity

In response to another data card, approximately 340 participants defined in three words what best describes UM. This question was meant to provide insight into how individuals identify with UM since many of our one-on-one interviews noted UM lacks a clear identity. Figure 4 clearly illustrates community, location, outdoors, education, diversity, and mountains are the best indicators for why or how individuals identify with UM.

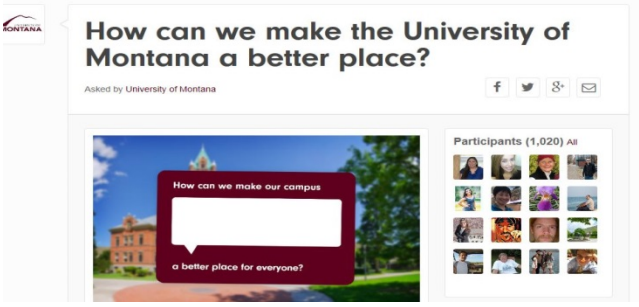
Figure 4: What Three Words best describe UM?

Respondents strongly identify with community, in part, because of the natural beauty of Missoula, Montana. Participants also frequently noted that UM is a friendly environment which embodies a strong sense of community where students can learn while enjoying the natural beauty and outdoor activities – hiking, biking, or recreating on the nearby Clark Fork River. This demonstrates the ways in which more than 340 individuals define UM in a positive lens.

Neighborland

Although the SPCC successfully used data cards to involve a variety of actors into the information gathering phase, we also wanted to increase the accessibility of the process. Therefore, the SPCC partnered with the City of Missoula's Mayor's Office to use Neighborland. Neighborland is an online platform designed to provide an online venue for individuals to share their viewpoints. Individuals can create an account. The entry page for Neighborland looks like Figure 5.

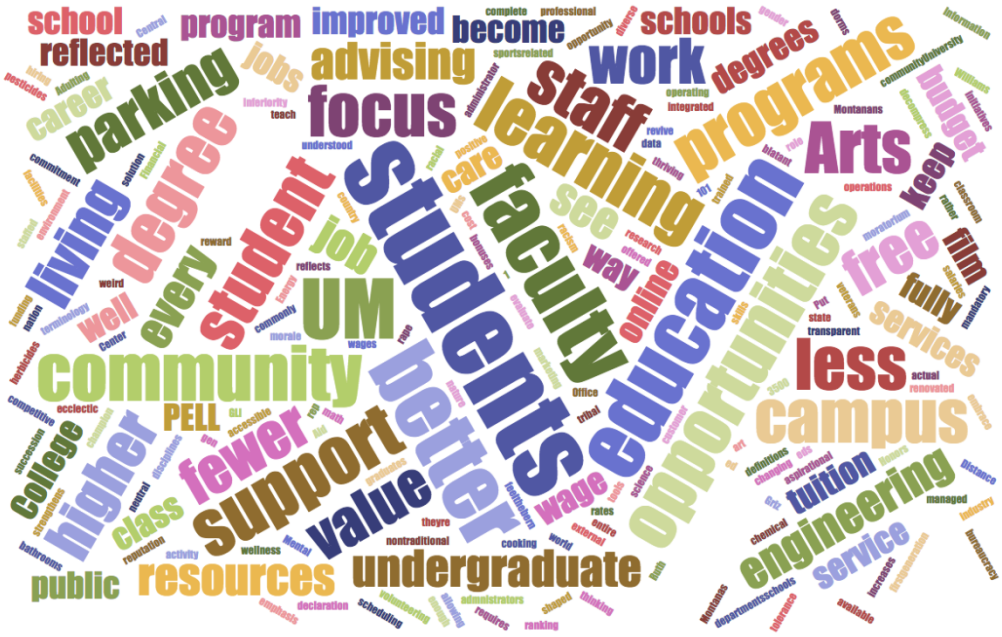
Figure 5: Neighborland



Specifically, individuals can address what he or she wants to make the University of Montana a better place. By visiting Neighborland, a participant can make an electronic statement and others can "like" this statement/suggestion. Some of the common themes trending include: reduce the number of paper forms at UM, increased support for the Mansfield library, a foster a positive work environment, and a provide a living wage.

The SPCC also collected responses to the Neighborland prompt through a data card whose responses were then uploaded to Neighborland. This data card asks participants to address: what do you want at the University of Montana. Figure 5 illustrates some of the reoccurring themes when answering "I want…"

Figure 6: One Idea



Again, the larger words presented in Figure 6 were used more frequently than smaller words in the graphics. As we can see, there is again a focus on better, community, students, faculty, staff, learning, advising, programs, and degrees.