



MID-CYCLE SELF-EVALUATION REPORT



Submitted to

The Northwest Commission on Colleges and Universities

March 13, 2020

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PART 1: OVERVIEW OF THE INSTITUTIONAL ASSESSMENT PLAN

MISSION, CORE THEMES, AND PRIORITIES FOR ACTION

The University of Montana operates under a clearly defined mission statement, which was approved in May 2018 by the Montana University System Board of Regents. The mission statement reads as follows:

The University of Montana transforms lives by providing a high-quality and accessible education and by generating world-class research and creative scholarship in an exceptional place. We integrate the liberal arts and sciences into undergraduate, graduate, and professional studies to shape global citizens who are creative and agile learners committed to expanding the boundaries of knowledge and to building and sustaining diverse communities.

The University has achieved its institutional priorities and objectives through five core themes which are foundational to this mission. These core themes were derived from the strategic opportunities identified in the [University's Strategic Vision 1.1](http://www.umt.edu/strategy/strategic-vision/default.php) (<http://www.umt.edu/strategy/strategic-vision/default.php>). The five core themes approved in January 2018 were as follows:

1. Engage Students Where They Are
2. Invest in People
3. Partner with Place
4. Support Excellence and Innovation in the Curriculum
5. Foster Knowledge Creation and Innovation

In fall 2018, University leadership determined that our core themes would be actualized and implemented more directly through 5 Priorities for Action (PFAs), which overlap strongly with these core themes. The connection between our five updated PFAs and previous core themes is shown below:

Priority for Action	Core Theme
PFA 1: Place Student Success at the Center of All We Do	Core Theme 1: Engage Students Where They Are
PFA 2: Drive Excellence and Innovation in Teaching, Learning, and Research	Core Theme 4: Support Excellence and Innovation in the Classroom, and Core Theme 5: Foster Knowledge Creation and Innovation
PFA 3: Embody the Principle of "Mission First, People Always"	Core Theme 2: Invest in People
PFA 4: Partner with Place	Core Theme 3: Partner with Place
PFA 5: Proudly Tell the UM Story	[No Associated Core Theme]

Given the strong relationship between our core themes and PFAs, we have used the language of our PFAs in our decision-making and communications across campus. This will continue for the coming years, and we plan to use the PFAs (rather than the Core Themes) for our institutional metrics in our Year 7 Report. PFA information has been shared with campus and the community through numerous campus events and communications, and are available on the [PFA website](https://www.umt.edu/president/strategicinitiatives/priorities-for-action.php) (<https://www.umt.edu/president/strategicinitiatives/priorities-for-action.php>).

OBJECTIVES AND INDICATORS

The objectives drawn from the Priorities for Action inform and direct the activities the University performs to fulfill its mission. Objectives, indicators, and strategies have been delineated for each PFA, and have been updated from the metrics outlined in our Year 1 Self-Evaluation Report. For example, updated objectives and indicators for PFA 1 to “Place Student Success at the Center of All We Do” have enabled the University to make dramatic efforts to enhance retention efforts. As a result of these initiatives, we are pleased to report that retention of full-time, first-year students increased approximately 3% in 2019.

Indicators include direct and indirect assessments of how well the institution is meeting its objectives. Indicators monitored at UM range from participation rates in various activities and achievement of program-level learning outcomes to employee engagement survey results and participation in professional development trainings. The majority of our objectives are addressed and evaluated by more than one indicator or type of evidence, permitting systematic and holistic triangulation of data. We will continue to track other indicators and include these data in our PFA discussions. The indicators in this report will be prioritized for our accreditation efforts.

PROCESS FOR INTERPRETING MISSION FULFILLMENT

UM views the achievement of PFA objectives and indicators as the fulfillment of its mission. University leadership, including cabinet members, deans, and PFA leaders, have met monthly for the past year and a half to discuss these metrics and associated strategies. President Bodnar charged each of the PFA groups to mobilize other faculty, staff, and students to make significant progress on these objectives and indicators. PFA updates have been provided through campus forums each year, as well as through the PFA website. The dashboards for accreditation metrics, available at the [University Data Office website](http://www.umt.edu/data) (<http://www.umt.edu/data>), outline longitudinal data provided by UM’s University Data Office. Progress toward the indicators for each objective will continue to be tracked, analyzed, and reported in monthly PFA working group meetings. Members of the University Assessment and Accreditation Committee, which consists of student, faculty, staff, and administration representatives, have worked with PFA leaders to streamline these metrics.

In the Priority for Action sections that follow, each PFA is briefly defined, followed by the objectives and indicators that outline how we have been measuring our success. In these tables, targets for an acceptable threshold or extent of mission fulfillment are given for each indicator under the “Target” heading. These targets are for 2024, the date of our Year 7 Report. The past two years of available data are also provided. For progress to be deemed acceptable, the trajectory from the current state toward the target should be positive. In some cases, new indicators have been adopted in the last year; for example, while UM has tracked certain professional development opportunities provided internally, PFA 3: Embody the Principle of ‘Mission First, People Always’ has involved new measurements about the employee experience and support provided by the University. After each PFA table, strategies for the current year highlight action steps we are implementing to achieve progress on the PFAs. These strategies will be updated each year.

The PFAs, objectives, and indicators demonstrate that our institution is “on the rise,” shown by the positive trajectory of many of these metrics. With the level of specificity of these indicators, as well as the broad number of people involved in moving the needle on these areas, we are confident that these metrics provide sufficient evidence to assess mission fulfillment and sustainability.

PFA 1: PLACE STUDENT SUCCESS AT THE CENTER OF ALL WE DO

In all of our decisions and actions, we will put the success of our students first. We will renew our intense focus on student retention, persistence, and success through graduation and beyond. We will be a model institution for effective and comprehensive support for the success of our students.

Objectives and Indicators	FY2017-2018	FY2018-2019	2024 Target
Students will persist and graduate			
Four-year graduation rate (FTFT Bachelor-Seeking)*	29.6%	32.5%	37.0%
Six-year graduation rate (FTFT Bachelor-Seeking)*	49.9%	48.5%	53.0%
First-to-second-year retention rate (FTFT Bachelor-Seeking)*	68.5%	71.4%	76.0%
Degrees awarded (all levels including certificates)	3,131	3,293	3,500
Mountain (Main) Campus undergraduate students earning 15+ credits in fall semester/30 credits per year	Fall: 40.0% Year: 21.0%	Fall: 40.0% Year: 22.0%	Fall: 44.0% Year: 26.0%
Students will enjoy an array of curricular and co-curricular options that allow for learning, access, and flexibility			
Percent of Global Leadership Initiative students who score at or above benchmark on the Global Awareness rubric	77.0%	80.0%	82.0%
Identify groups that are historically underserved and ensure that we have appropriate support in place to facilitate their success			
Co-requisite support course success rate (Math and Writing)**	Math: 77.8% Writ: 82.1%	Math: 81.4% Writ: 76.7%	Math: 80.0% Writ: 80.0%
Percent of developmental, 100-, and 200-level courses participating in Early Alert during the academic year	NA	44.5%	60.0%

* The cohort is tracked to the fall semester of the next fiscal year (i.e., data reported in FY2018-2019 is calculated in fall 2019)

** As of fall 2020, M 121 will be included in the co-requisite model and we expect a small percentage decrease as a result

Priority Actions for the 2019-20 Academic Year

- Enhance first-year programming, including Bear Tracks, Big Sky Experience, New Student Orientation, and First-Year Seminar.
- Implement EAB Navigate (a student success technology platform).
- Continue to hire additional professional advisors pending available resources.
- Finalize planning for Montana Project 10 program and services.
- Communicate proactively with first-generation and Native American students and families.
- Continue campus-wide coordination on re-recruitment and proactive student payment assistance.
- Enhance “Momentum Year” efforts (support 15 credits per semester; 30 credits per academic year)—Four Bear Program expansion, Degree Maps, and Degree Works/Degree Planner.

PFA 2: DRIVE EXCELLENCE AND INNOVATION IN TEACHING, LEARNING, AND RESEARCH

This is at the core of what we do as an institution. We owe it to ourselves, our students, and the public to ensure our curriculum and pedagogy continue to evolve and adapt to best prepare our students for a dynamic, uncertain world. We will also provide the foundation for the [Communities of Excellence](https://www.umt.edu/provost/initiatives/coex/default.php) (<https://www.umt.edu/provost/initiatives/coex/default.php>) to come to life as interdisciplinary learning and research communities.

Objectives and Indicators	FY2017-2018	FY2018-2019	2024 Target
Foster and support innovation and improvement in teaching and learning			
Number of unique general education courses offered online at least one time during the fiscal year	76	74	82
Number of unique students (UG and GR) who took at least one online course during the fiscal year	UG: 4,005 GR: 957	UG: 4,310 GR: 928	UG: 5,170 GR: 1,110
Total credit hours generated by students solely taking online courses during the fiscal year	11,457	13,024	15,630
Total summer enrollment*	2,973	3,081	3,700
Total credit hours generated during the summer semester*	12,952	13,143	15,900
Number of faculty who participate in training on evidence-based pedagogy through online courses, participation in faculty inquiry project, or other training	17	71	80
Percent of students who score between 3.5 and 4.0 on the University-wide Program-level Writing Assessment	14.8%	15.0%	17.0%
Percent of seniors who have participated in at least one High Impact Practice (currently from NSSE)**	NA	85.0%	90.0%
Expand research and creative scholarship			
Total research expenditures for the fiscal year	\$90.6M	\$104.7M	\$120M
Total dollars from new grant proposals submitted during the fiscal year	\$231.1M	\$251.4M	\$290M
Doctoral degrees awarded during the fiscal year	39	51	70

* Reflects data from the most current semester which actually belongs in the next fiscal year

** NSSE survey is administered on a three-year cycle

Priority Actions for the 2019-20 Academic Year

- Expand/enhance UOnline by establishing scalable practices for program and enrollment growth, improving the online user experience, and developing market-driven credit and non-credit offerings.
- Continue development/promotion of [UM Summer](http://www.umt.edu/summer-semester/) (<http://www.umt.edu/summer-semester/>) by increasing non-residency students (through National Student Exchange campuses and more robust out-of-state recruiting), international students (through Amerigo), summer online offerings, and a larger pre-college audience (UM Summer Institutes).
- Continue to build the [Teaching Excellence Initiative](https://www.umt.edu/tei) (<https://www.umt.edu/tei>) through the Pedagogy Project with new opportunities to faculty for peer classroom observation, the Mobile Summer Institute on Scientific Teaching in 2020, the OCHE Teaching Scholars Grants, and the Engaging Teaching Practices online course.
- Build the Communities of Excellence through continued development of structure, goals, budget, activities, and marketing/communications.
- Make progress in research and creative scholarship toward Carnegie R1 Designation.

PFA 3: EMBODY THE PRINCIPLE OF “MISSION FIRST, PEOPLE ALWAYS”

We must acknowledge the absolutely fundamental role of people in making this institution successful. While the word “institution” evokes images of buildings and grounds, the reality is that *our people* are this institution. We must build a more diverse, supportive, and inclusive community in which all of our team members can reach their full potential.

Objectives and Indicators	FY2017-2018	FY2018-2019	2024 Target
Employees will be engaged and committed to the institutional mission			
Employee engagement (out of 7)	New indicator	6.2	6.3
Fair to excellent ratings in The Chronicle’s “Great Colleges to Work For” survey categories (15 categories total)	7	5	12
Turnover rate			
Faculty (tenure/tenure-track)	4.5%	3.6%	3.5%
Staff	17.7%	13.5%	13.0%
Contract Professionals	16.7%	13.6%	13.0%
Employees will have robust learning and growth opportunities			
Employees completing professional development activities	New indicator	90.5%	93.0%
Employees participating in the Staff Ambassadors program	New indicator	14	23
Employees and students will create and experience a diverse, inclusive community on one of the safest, most supportive campuses in the country			
Employees reporting UM has a strong commitment to diversity, equity, and inclusion	New indicator	69.6%	75.0%
Employees reporting they feel included by the UM community	New indicator	64.1%	68.0%

Objectives and Indicators	FY2017-2018	FY2018-2019	2024 Target
Employees reporting they feel safe from accident, injury, or harm while working at UM	New indicator	81.9%	85.0%

Priority Actions for the 2019-20 Academic Year

- Implement meaningful moments activities (e.g., revamped new employee onboarding, Week of Excellence) to improve employee engagement.
- Create mission-aligned and robust learning and growth programming through the newly established [Office of Organizational Learning and Development](https://www.umn.edu/learning-development/default.php) (<https://www.umn.edu/learning-development/default.php>).
- Build and implement manager trainings that reflect the culture we aspire to build and the values we espouse, and that provide managers with the tools they need.
- Launch the S.E.A. Change for UM Students program.
- Develop a plan for building a more diverse workforce, providing trainings that emphasize inclusion and equity, and ensuring institutional accountability to stated diversity goals.
- Communicate our ongoing efforts to ensure a safe campus.
- Set clear expectations for our employees (develop or update role descriptions for all).
- Develop an improved system for performance reviews that will be completed annually for all employees.

PFA 4: PARTNER WITH PLACE

Our students, along with UM employees and those we live and work with outside UM, benefit tremendously from the ways in which we partner with the City of Missoula, Missoula County, and the State of Montana to deliver educational outcomes and positive impacts for our area. We will actively encourage campus engagement in this community and in the surrounding region, and we will work to build upon these partnerships.

Objectives and Indicators	FY2017-2018	FY2018-2019	2024 Target
Provide robust experiential learning opportunities that engage and promote our setting			
Percent of students who enrolled in an internship or practicum course during the fiscal year*	13.31%	13.73%	15.31%
Percent of students who enrolled in a faculty-led education abroad course during the fiscal year*	0.28%	0.26%	2.28%
Percent of students who enrolled in a field experience course during the fiscal year*	0.47%	0.44%	2.47%
Percent of students who enrolled in service learning or volunteer course during the fiscal year*	5.92%	4.97%	7.92%

Drive economic and social prosperity and ecological health through collective work to advance talent and innovation in Missoula, Montana, and Indian Country			
Number of direct contacts between the Broader Impacts Group and K-12 students during the fiscal year	31,345	49,952	54,650
Number of articulation agreements developed with Tribal Colleges	4	8	12

* Reflects percent of students registered in credit-bearing courses only

Priority Actions for the 2019-20 Academic Year

- Continue working with Missoula Economic Partnership to develop internship opportunities.
- Expand partnership with BillingsWorks to develop internship opportunities for students in Billings and create a similar model in Great Falls.
- Explore and pursue additional stackable credential options to meet workforce needs and student interest.
- Launch the Internships Community of Practice; implement a mandatory, standardized system for all credit-bearing internships; create easier processes for campus partners, students, faculty, and employers to encourage more credit-bearing internships; and work with entities like the Alumni Association to grow internships.
- Present experiential learning definitions to Faculty Senate for approval and embed them in the Registrar's website and course catalog.
- Collaborate with Accelerate Montana and MonTEC to identify and track specific goals and measures of success in programs that provide training, mentorship, and other resources designed to engage all Montanans, including women, underrepresented minorities, and people from rural and tribal communities.
- With UM's Tribal Outreach Specialist, conduct a self-study of campus engagement supporting Native American students, faculty members, staff, and other stakeholders; redesign and relaunch the American Indian Gateway website; and collaborate with the Diversity Advisory Council to review and revise UM's tribal land statement.
- Through We Are Montana in the Classroom, engage K-12 students with UM faculty and graduate students to explore academic and career pathways at UM.

PFA 5: PROUDLY TELL THE UM STORY

We are an institution the world needs to know about. Not just to bring new students here, but also to ensure that people understand the incredible work that happens every day on this campus and the transformative impact UM has on its students. We are going to be persuasive and persistent in proudly telling UM's story – the story our students, faculty, and staff are writing every day.

Objectives and Indicators	FY2017-2018	FY2018-2019	2024 Target
Increase enrollment at the University of Montana			
Number of new undergraduate and graduate students entering the University during the fall semester of the fiscal year*	3,104	3,013	3,380

Increase academic quality of incoming class at the University of Montana			
Average HSGPA of entering freshman on the Mountain Campus for the fall semester of the fiscal year**	3.0	3.3	3.5
Average test score (ACT) of entering freshman on the Mountain Campus for the fall semester of the fiscal year**	20	23	26
Create more giving opportunities for alumni			
Number of alumni who gave to the University during the fiscal year	7,073	6,821	7,503
Share our story with partners around the globe			
Number of earned media placements during the fiscal year	250	334	367

* Reflects data from the most current semester which actually belongs in the next fiscal year

** Data reflects the most recent semester and does not match the FY title

Priority Actions for the 2019-20 Academic Year

- Conduct market research to identify best-fit students and opportunities, expand outreach to existing markets, and adopt new strategies based on research.
- Work on restructure of Financial Aid, including staffing levels, work flows, communication flows, and optimal student service.
- Complete brand analysis and build brand promise for UM: create uniform branding for all colleges, departments, programs, and affiliated enterprises at the University.
- Enhance the new student visit experience: re-map campus tours, establish Welcome Center in Gilkey Building, and include enrollment updates in UMToday and other campus communications.
- Hire four to five new recruiters.
- Increase inquiries, applicant volume, and improve yield percentage.
- Fully implement the Student Enrollment Communication Center (call center).
- Create four to six new alumni chapters in Montana, and conduct alumni events to engage them in storytelling.
- Invite robust private investment for Student Success, and highlight Student Success through Campaign Montana, in *Raising Montana*, the President's Club e-newsletter, and upcoming issues of the *Montanan*.

PART 2: TWO REPRESENTATIVE ASSESSMENT EXAMPLES

1) University-wide Program-level Writing Assessment

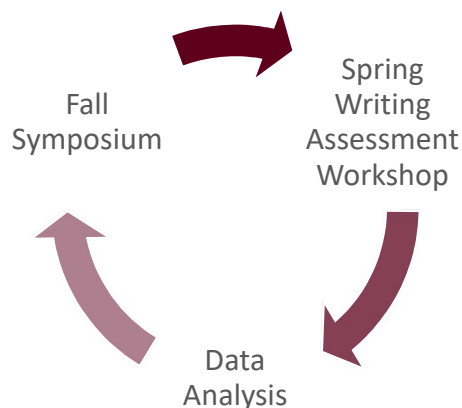
Overview/Background

The University-wide Program-level Writing Assessment (UPWA) replaced the Upper-division Writing Proficiency Assessment on the UM campus in fall 2013. The updated assessment provides meaningful information about student writing proficiency by assessing and scoring student-revised papers from Intermediate Writing courses using a holistic scoring rubric designed, tested, and revised by UM faculty. Intermediate Writing course status is awarded to courses across the disciplines by the Writing Committee based upon a course application; the proposed course must meet the required Intermediate Writing

Course Guidelines, which detail specific, unified learning goals that frame the Holistic Scoring Rubric and guide the annual assessment process. The UPWA data serve as a key indicator under the “foster and support innovation and improvement in teaching/learning” objective in PFA 2: Drive Excellence and Innovation in Teaching, Learning, and Research.

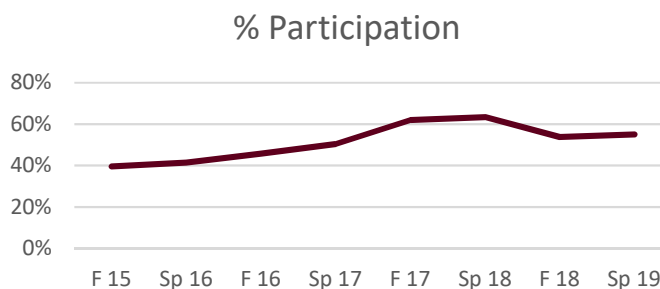
The UPWA Annual Assessment Cycle

At the end of each fall and spring semester, all students in Intermediate Writing courses take a short survey and submit their work to the UPWA Moodle shell. A confidential sample of the submissions is generated by a computer program and the resulting essays are read and scored by a volunteer group during the spring Writing Assessment Workshop (WAW). The WAW is a day-long assessment workshop open to faculty, new writing teachers, graduate teaching assistants, high school teachers, and dual enrollment teachers. Following robust, cross-disciplinary conversation, the group scores and codes the writing. These scores and codes generate data that is analyzed to make observations about the kinds of writing practices happening across disciplines in Intermediate Writing courses at UM. The quantitative and qualitative data derived from the WAW then guide the development of the Fall Writing Symposium, a faculty development event focused on practical problem-solving in the higher education writing classroom. The Fall Symposium allows us to bring information from institutional assessment directly to faculty at the program and course level.



Submission Participation

Analysis of spring 2019 UPWA submissions showed that participation among students remains strong. In fall 2018, 54% of students in Intermediate Writing courses submitted work to the UPWA; in spring 2019, 55% submitted work. Both of these submission rates represent an overall growth trajectory.



2014-2019 Scoring Percentage Comparison

At the Writing Assessment Workshop, each sample essay is read and given a score between one and four. A score of one represents novice-level work while a four represents advanced-level work.

2014-2019 Writing Assessment Scores*						
Score Point	2014	2015	2016	2017	2018	2019
1-1.5	5.0%	5.0%	14.6%	9.9%	6.7%	11.0%
2-2.5	50.0%	50.0%	49.3%	43.0%	41.5%	45.0%
3	27.0%	31.0%	24.3%	34.5%	37.0%	28.0%
3.5-4	16.0%	8.0%	8.3%	12.9%	14.8%	15.0%

* Note that these do not always add up to 100% due to invalid papers and rounding differences

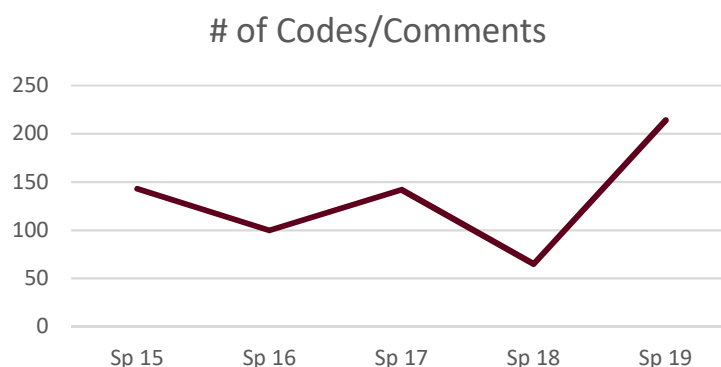
2019 Retreat Strengths and Weakness Codes

At each Writing Assessment Workshop, student papers are coded for strengths and weaknesses. Scorers are instructed to give a paper a strengths or weaknesses code as a part of a holistic scoring method, so not every paper receives a code, and some receive more than one. Scorers use the following codes to score papers: ideas (ID), organization (OR), information literacy (INF), writing style (WS), and grammar, usage, and mechanics (GUM). The following table shows how many and which codes were used to describe an attribute of a student paper as either a strength or a weakness for the past three scoring sessions.

Year 2019	
ID	
Strength	33
Weakness	11
OR	
Strength	16
Weakness	46
INF	
Strength	23
Weakness	14
WS	
Strength	10
Weakness	29
GUM	
Strength	11
Weakness	21

The strengths and weaknesses codes are some of our most vital and useful pieces of data. From these data, we are able to see patterns in the student writing that reveal what teachers might most need or desire help with in their classrooms. For example, the codes from 2019 reveal that students were communicating their ideas (ID) well and demonstrating skills in information literacy (INF) well. At the same time, they were struggling with organization (OR), style (WS), and mechanics (GUM).

The 2019 assessment data show a dramatic increase in the total codes for strengths and weaknesses. Although the number of comments may be interpreted in a number of different ways, the data combined with the qualitative experience of the assessment show that the number of comments bears out the particularly engaged experience of the 2019 assessment workshop.



The mix of quantitative and qualitative data provides a reasonable level of detail and insight into students' writing quality. In response to these data, the Writing Committee chose to focus on organization for the Fall 2019 Symposium. The symposium was titled "Wrangling Ideas: Teaching Students How to Write Organized Essays." The event featured a presentation by Shareen Grogan, director of the Writing and Public Speaking Center, and Amy Ratto Parks, assistant director of the Writing Composition Program. During the first hour of the event, they invited participants to consider the kinds of organizational challenges present in their own classrooms before introducing an annotated example of a well-organized essay; participants shared their experiences in talking with students about the organization in their writing. In the second hour, participants were each given a sample essay and were asked to consider, first alone and then as a group, how they would work with the student writer of that essay. Throughout the event, the group discussed the qualities of well-organized writing as well as the barriers to effective organization. At the end of the event, participants were asked to write notes to themselves to remind themselves about how they personally would like to approach unorganized essays from students. The intention was to enable them to integrate their new knowledge and understanding from the workshop directly into their pedagogy in a practical, hands-on strategy in the classroom.

2) Assessment of the Franke Global Leadership Initiative

The Franke Global Leadership Initiative (GLI) is a signature educational program at the University of Montana that prepares interdisciplinary problem solvers and leaders to work collaboratively with diverse groups in an interconnected world. The assessment of the Franke GLI focuses on the learning goals of critical thinking, leadership skills, global awareness, and teamwork. The Franke GLI data provide an indicator under the objective of "students will enjoy an array of curricular and co-curricular options that allow for learning, access, and flexibility," which is connected to PFA 1: Place Student Success at the Center of All We Do.

As mentioned in the previous Year 7 Report, the Franke GLI Board (the board) developed guidance on how to integrate global awareness and perspectives into the classroom, specifically into the culminating capstone project. The board asked, "What does 'global' look like in the context of a successful capstone project?" and defined a project with a strong global connection as one that:

- **Considers the problem in context:** identifies and analyzes how the problem is expressed similarly or differently in other geographic, cultural, and historical contexts;
- **Provides diverse perspectives:** incorporates perspectives from other countries or cultures, ideally through direct contact and collaboration;
- **Examines interrelationships:** recognizes the connections between the self and larger local and global communities and/or recognizes the complex interrelationships among worldwide natural and human phenomena; and
- **Applies global knowledge in designing a solution:** uses this global knowledge (of contexts, of different perspectives, and of interrelationships) to propose a solution that reflects the students' awareness of the problem's global nature.

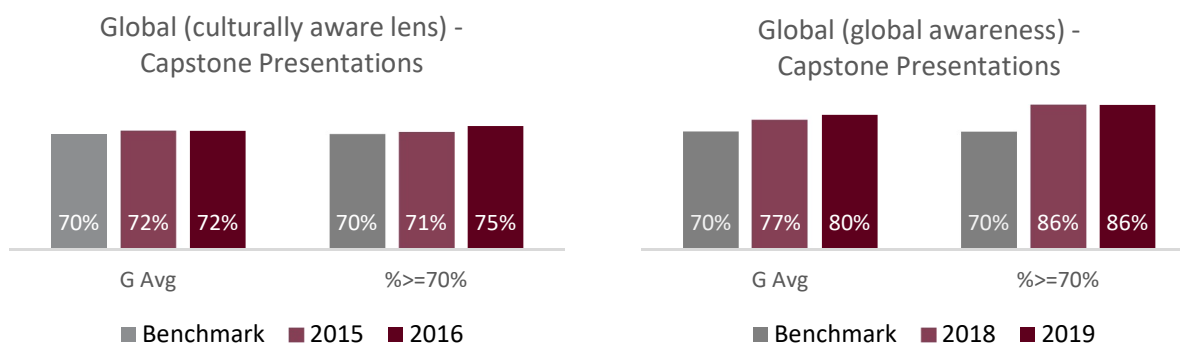
With this clearer understanding of the meaning of “global,” the board rearticulated one of its learning goals from “apply a culturally aware lens” to “demonstrate global awareness.” This shift provided an opportunity to assess global awareness using new tools, as demonstrated below.

Direct measure results for “Global Awareness”

Global Awareness: Students complete a yearlong group capstone project during their senior year (GBLD 499–Capstone). Franke GLI assessed global awareness using independent judges' evaluations of group presentations, as measured by a rubric, at UM's Undergraduate Research Conference (UMCUR) in 2018 and 2019.

	Very Poor/Poor		Fair/Good		Very Good/Excellent	
	1	2	3	4	5	6
Global Context	The project's global context, perspectives, and interrelationships are not articulated.		Connections to global context, perspectives, and interrelationships are vague or minimally explained.		Connections to global context, perspectives, and interrelationships are well-explained.	

Both the sample average and the count of projects at or above a benchmark were calculated. Results, below, were acceptable for both years. Compared to the 2015 and 2016 results, when the program was using the “culturally aware lens” learning outcome and had not yet articulated the meaning of global, this is an increase of 5-8% for the sample average and an increase of 11-15% for the count of projects (as outlined in the charts below).



Iterative assessment for “Global Awareness”

The board uses the capstone product (i.e., the deliverables the students submit from their project) as another way to assess global awareness. As noted in the Year 7 Report, the board felt the product assessment provided only limited insight regarding whether students were attaining learning goals. Due to those findings, the board modified the final capstone assignment into a portfolio encompassing an abstract, literature review, methodology, project implementation plan, findings and analysis, conclusion, a reflective piece responding to particular prompts (see below), and any other work products that demonstrate the project and learning experience.

- **Reflection Prompt #1:** In what ways do you feel your project represents a multidisciplinary effort? What were the challenges and benefits of working across disciplines?
- **Reflection Prompt #2:** Explain the challenges your group faced in designing and carrying out the substance of the project. For example: How did you attempt to address these challenges? How did the project change after the proposal stage? How might you do things differently?
- **Reflection Prompt #3:** How did considering the global context of the problem your group identified influence your thinking, the project, and the complexity of your work? What challenges did you encounter and how did you resolve them? What would you do differently if you were to repeat this process?

Following this assignment modification, the board chose to focus on assessing the reflection responses and developed a rubric to score the reflection holistically. After evaluating reflections from 2018 and 2019, the board determined that the findings were inconclusive. While the responses provided meaningful insights into student learning, the assessment tool did not allow for clear analysis at the learning goal level. With that in mind, the Assessment Committee drafted a refined assessment tool, separating the evaluation into four categories, each with a separate score, rather than one holistic score. The categories the Assessment Committee decided on include critical thinking, global awareness, teamwork – working across disciplines, and teamwork – project design and management. The board will implement this assessment tool in 2020 and anticipates it will allow for better assessment of the individual learning goals.

Direct measure results for “Leadership Skills”

Also noted in the Year 7 Report, the board assessed artifacts from the program’s 200-level *Models of Leadership* course (GBLD 220) and found unsatisfactory results for the objective of “articulate how to approach a specific community challenge” under the “develop leadership skills” learning goal.

Because of these findings, the board worked with the instructor to design a new assignment that incorporates an applied learning experience. Instead of a Leadership Action Proposal, students now complete “leadership hours” through engagement with a campus or community organization and then write a reflection responding to specific prompts related to the concepts introduced in class.

The Assessment Committee designed and completed an assessment exercise with the following goals:

- 1) Use the reflections as a window into how/whether the students are processing and applying course concepts.
- 2) Identify (and revise) what the board values related to students’ experiential leadership learning: What do we see that we want to encourage? What do we not see that we wish was present?
- 3) Suspend expectations and let the students’ work inform the board’s understanding. It is not an exercise of re-grading the students’ work, but rather trying to better understand what the board wants students to demonstrate.

As outlined below, the exercise identified areas of strength and areas for further refinement. These results were shared with the course instructor.

The board agreed that the new applied leadership experience, as evidenced by the assessed reflections, is far more successful than the Leadership Action Proposal used in past years. The board agreed that the GBLD 220 course should continue to use this experiential learning assignment and reflection as a meaningful learning opportunity for students. Specifically, the board found the reflection prompted students to exhibit the following:

- Intrinsic motivation to engage in leadership learning, i.e., the students applied course concepts to “real” situations that mattered to them;
- Deep description and careful observation;
- Successful application of course concepts (leadership styles) to actual scenarios;
- Self-reflection in response to concrete situations;
- Openness to new insight and goal revision;
- Attention to teamwork and the challenges therein; and
- Willingness to struggle through interpersonal issues.

In contrast, the board agreed to pursue a few areas for potential refinement not just in the assignment but also in how leadership learning is promoted across the Franke GLI experience. The following areas for refinement grew out of a recognition that the assignment successfully allows for the kind of thinking and leadership learning the board wants. These refinements would more explicitly encourage this thinking and learning. Specifically, the board suggests that the following student behaviors and ways of thinking could be more explicitly encouraged in the reflection:

- Promote reflection on vulnerability, struggle, and failure.
- Encourage exploration of ethical leadership; avoid conflation of “leadership” and “good.”
- Emphasize differences between description and analysis.
- Emphasize transfer of learning to new situations.
- To more broadly promote transfer of learning, promote a common language around the kinds of skills and thinking the Franke GLI promotes. Provide linkages that are more explicit for students across their four years in the program.

PART 3: LOOKING FORWARD TO THE YEAR 7 REPORT

To prepare successfully for our Year 7 Report, we will continue to track our institutional metrics on a regular basis, and we will adapt our strategies from year to year in response to the data and outcomes. Indicators that do not show measured progress in the next 1-2 years will receive additional attention. We will continue to hold monthly PFA meetings during which we will regularly evaluate and discuss our PFA objectives, indicators, and strategies.

These PFA strategies, which are designed to positively impact our metrics, will be updated at least annually in response to changing trends and needs. In particular, we will refine our strategies as we gather more information regarding those which have the most immediate and promising impact. We see these iterative refinements as not only necessary for improved outcomes but also as an important strategy to steward our resources responsibly.

For example, in our PFA 5 efforts, we began to see a shift in our metrics around enrollment numbers from the Midwest. Student interest began to increase after we did state-specific test marketing. As those numbers continued to grow, we adjusted our strategy to increase our targeted marketing, and we refined our approach in several states as a way to positively impact the trajectory of our out-of-state numbers overall. For other PFAs, these tactical adjustments may be less frequent. In all cases, however, we will aim to be nimble enough to implement new or refined strategies that will ensure continued improvement along all metrics.

More broadly, we will actively engage our campus community in conversations around the strategies we already employ and those we might pursue to support mission fulfillment. This means inviting our campus to collectively ask questions that will help us to keep our eyes on the horizon, always looking for how best to fulfill our mission and advance our PFAs. In tandem, we will continue to use best practices in our assessment initiatives and strive to have meaningful involvement of faculty, staff, and students in all stages of the assessment processes. As illustrated in the two representative examples from UPWA and the Franke GLI, we will translate our assessment findings into concrete action steps for continuous improvement.

We look forward to building upon these practices as we prepare for the Year 7 Report. As highlighted in PFA 1: Place Student Success at the Center of All We Do, the multifaceted efforts to enhance student success will continue to be a key priority for the coming years. We will do all we can to improve student recruitment, retention, persistence, graduation, and post-graduation success, as well as to address achievement gaps across our student demographics. The revised NWCCU standards align nicely with the assessment efforts on our campus. The mission, priorities for action, objectives, indicators, and strategies described in this document give us a strong blueprint for achieving a high level of mission fulfillment.

PFA #1: PLACE STUDENT SUCCESS AT THE CENTER OF ALL WE DO

Objectives and Indicators	Definitions
Students will persist and graduate	
Four-year graduation rate (FTFT Bachelor-Seeking)	The percentage of first-time, first-year bachelor degree-seeking students starting in a fall semester who complete their bachelor degree within 4 years. Main Campus.
Six-year graduation rate (FTFT Bachelor-Seeking) Reflects data from the most current semester which actually belongs in the next fiscal year)	The percentage of first-time, first-year bachelor degree-seeking students starting in a fall semester who complete their bachelor degree within 6 years. Main Campus.
First to second year retention rate (FTFT Bachelor-Seeking)	The percentage of first-time, first-year, bachelor degree-seeking students starting in a fall semester and returning the next fall. Cohort students who transfer to Missoula College count as retained.
Degrees awarded (all levels including certificates)	Students who completed an academic program at any level during the summer, fall, and spring semesters. Main Campus, Missoula College, Graduate School, and Law School.
Mountain (Main) Campus undergraduate students earning 15+ credits in fall semester / 30 credits per year	Earned credit hours are hours that a student completes that count toward a degree. For example, remedial math courses (numbered below 100) will always contribute zero earned hours.
Students will enjoy an array of curricular and co-curricular options that allow for learning, access, and flexibility	
Percent of Global Leadership Initiative students who score at or above benchmark on the Global Awareness rubric	Percentage generated by dividing the average "global awareness" score by the highest possible score (6). Population: all student groups completing the GLI senior level capstone (GLBD 499) evaluated using a global awareness rubric. Benchmark is 4.2 out of 6 (70%). Academic Year. Main Campus, Missoula College.
Identify groups that are historically underserved and ensure that we have appropriate support in place to facilitate their success	
Co-requisite support course success rate (Math and Writing)	Students who earn a C- or higher grade in one of the co-requisite courses offered. Co-requisite courses allow the student to complete both remedial and college level course work during the same semester. Main UG campus and Missoula College students and courses.
Percent of developmental, 100, and 200 level courses participating in Early Alert during the academic year	Active undergraduate courses (5+ enrolled) in which instructor provided feedback on one or more progress reports and/or ad-hoc entries in Starfish Early Alert. Undergrad, Main Campus, Missoula College.

PFA #2: DRIVE EXCELLENCE AND INNOVATION IN TEACHING, LEARNING, AND RESEARCH

Objectives and Indicators	Definitions
Foster and support innovation and improvement in teaching/learning	
Number of unique general education courses (UG & G) offered at least one time online during the fiscal year	Unique count of online general education courses with Session Code of I or V and non-zero section registrations (RE or RS). EoT (or Census if semester in progress). Main Campus, Missoula College.
Number of unique students (UG and GR) who took at least one online course during the fiscal year	Unique count of students registered for one or more distance sections with Session Code I or V. EoT (or Census if semester in progress). Main Campus, Missoula College.
Total credit hours generated by students solely taking online courses during the fiscal year	Total credit hours from students registered in one of more distance course sections (Session Code I or V) EoT or Census if semester in progress. Graduate & Undergraduate, Main Campus, Missoula College.
Total summer enrollment	Count of students enrolled as of the official summer census date, which is the end of the semester. Main Campus, Missoula College, Graduate School, and Law School.
Total credit hours generated during the summer semester	Includes all credits placed on a student's transcript for the summer semester. Withdrawn and failed credits are included.
Number of faculty who participate in training on evidence-based pedagogy, through online courses, participation in faculty inquiry project, or other training	Unique count of faculty (adjunct, instructor, lecturers) and graduate instructors who completed multi-session or intensive training on teaching and student learning. Fiscal year. Missoula College, Main Campus.
Percent of students who score between 3.5 and 4.0 on the University-wide Program-level Writing Assessment	Percent of the students enrolled in intermediate level writing courses, selected by random sample to be assessed using UPWA Holistic Rubric, who scored between a 3.5 and a 4.0. Missoula College, Main Campus.
Percent of seniors who have taken part in at least one High Impact Practice (currently from NSSE)	Self-reported student information collected on the National Survey of Student Engagement. Administered to a selective sample of Main Campus UG students every three years.
Expand research and creative scholarship	
Total research expenditures for the fiscal year	Total money spent for all sponsored activity (instruction, research, public service). Missoula College, Main Campus.
Total dollars from new grant proposals submitted during the fiscal year	Total amount of money requested through grant proposals. Missoula College, Main Campus.
Doctoral degrees awarded during the fiscal year	Students who earned a doctoral degree during the summer, fall, and spring semesters. First-

	professional degrees are not included. Graduate School.
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PFA #3: EMBODY THE PRINCIPLE OF “MISSION FIRST, PEOPLE ALWAYS”

Objectives and Indicators	Definitions
Employees will be engaged and committed to the institutional mission	
Employee engagement	Number calculated from Employee Engagement 7-point Likert scale Employee survey developed by Shuck, Adelson & Reio (2017). Questions 1-12. Permanent FT & PT UM employees surveyed May 1-22, 2019. Survey will be conducted yearly.
Fair to excellent ratings in The Chronicle’s “Great Colleges to Work For” survey categories (15 categories total)	Respondents selected by random sample of UM staff & faculty; voluntary. Conducted yearly. Missoula College, Main Campus.
Turnover rate Faculty Staff Contract Professionals	The number of employees who were terminated at some point during the fiscal year and not rehired divided by the total number of employees during that same fiscal year.
Employees will have robust learning and growth opportunities	
Employees completing professional development activities	Questions 20 and 21 from Employee Survey-checklist of professional development activities; self-reported participation. Permanent FT & PT UM Employees surveyed May 1-22, 2019, Main Campus, Missoula College. Survey will be conducted yearly.
Employees participating in the Staff Ambassadors program	Permanent classified staff members, fiscal year Main Campus, Missoula College.
Employees and students will create and experience a diverse, inclusive community on one of the safest, most supportive campuses in the country	
Employees reporting UM has a strong commitment to diversity, equity, and inclusion	Question 40 (7-point Likert scale) from Employee Survey. Permanent FT & PT UM Employees surveyed May 1-22, 2019, Main Campus, Missoula College. Survey will be conducted yearly.
Employees reporting they feel included by the UM community	Question 30 (7-point Likert scale) from Employee Survey. Permanent FT & PT UM Employees surveyed May 1-22, 2019, Main Campus, Missoula College. Survey will be conducted yearly.
Employees reporting they feel safe from accident, injury, or harm while working at UM	Question 39 (7-point Likert scale) from Employee Survey. Permanent FT & PT UM Employees surveyed May 1-22, 2019, Main Campus, Missoula College. Survey will be conducted yearly.

PFA #4: PARTNER WITH PLACE

Objectives and Indicators	Definitions
Provide robust experiential learning opportunities that engage and promote our setting	
Percent of students who enrolled in an internship or practicum course during the fiscal year	Unique count of students registered in a course flagged with the AEIN attribute. Grad & Undergrad, Main Campus, MC. EoT Data.
Percent of students who enrolled in a faculty led study abroad course during the fiscal year	Unique count of students registered in a course flagged with the AEFL attribute. Grad & Undergrad, Main Campus, MC. EoT Data.
Percent of students who enrolled in a field experience course during the fiscal year	Unique count of students registered in a course flagged with the AEMF or AEUF attribute. Grad & Undergrad, Main Campus, MC. EoT Data.
Percent of students who enrolled in a service learning or volunteer course during the fiscal year	Unique count of students registered in a course flagged with the SERV or AEVL attribute. Grad & Undergrad, Main Campus, MC. EoT Data.
Drive economic and social prosperity and ecological health through collective work to advance talent and innovation in Missoula, Montana, and Indian Country	
Number of direct contacts the Broader Impacts Group has had with K-12 students during the fiscal year	K-12 students engaged in SpectrUM Discovery Area, We Are Montana in the Classroom, Autonomous Aerial Systems Office, or Wildlife Conservation and Enterprise Program. Duplicated count
Number of articulation agreements developed with Tribal Colleges	Partnership with individual programs, tracked by Provost's Office. Some institutions may have multiple programs included in agreement. Tribal colleges defined by Higher Ed Act of 1965; tribal controlled/operated. Academic Year

PFA #5: PROUDLY TELL THE UM STORY

Objectives, Indicators and Strategy	Definitions
Increase enrollment at the University of Montana	
Number of new undergraduate and graduate students entering the University during the fall semester of the fiscal year	New students include students enrolling at either the undergraduate or graduate level for the first time at any institution, students who have just transferred to UM, and students who re-enrolled at UM after at least a two-year absence.
Increase academic quality of incoming class at the University of Montana	
Average HS GPA of entering freshman on the Mountain Campus for the fall semester of the fiscal year	GPA scores of 0 or greater than 5 omitted from calculation. Mountain Campus, fall semester only, Fiscal Year.
Average test score of entering freshman on the Mountain Campus for the fall semester of the fiscal year	Average SAT: Verbal and math scores summed and average calculated. Students missing either a verbal or math score omitted from calculation. Average ACT: Average calculated from all scores which fall within score ranges.
Create more giving opportunities for alumni	
Number of alumni who gave to the University during the fiscal year	Alumni donors (UM grads) tracked in Alumni Foundation Database or from constituent records added manually. Unique count. Non-alumni from alumni household are not counted as alumni donors.
Share our story with partners around the globe	
Number of earned media placements during the fiscal year	“Positive” and “pitched” news stories “media hits” tracked by Meltwater media monitor. Tracking began July 2019; there is not a complete year of data.
