

**STANDARD ONE: INSTITUTIONAL MISSION AND  
GOALS, PLANNING AND EFFECTIVENESS**

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## STANDARD ONE: INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

The University of Montana was chartered in 1893 with the central 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 seventeen years later, The University of Montana continues to be recognized by its citizens as the flagship state university dedicated to providing high quality undergraduate and graduate programs and experiences reflective of the importance of the liberal arts and sciences. The University's mission as stated below is broad. Under the Constitution of the State, the University receives direction from an autonomous Board of Regents, appointed by the Governor. In keeping with these mandates, the University is a selective institution that must provide access for residents of the State of Montana to the "liberal, arts and sciences" along with professional education.

### INSTITUTIONAL MISSION AND GOALS

The mission and goals of the University have undergone many changes since it was first chartered in 1893. Under the direction of the Board of Regents, the University has gone from being one of six independent units, to the flagship of a family of institutions. In 1994, the Montana Board of Regents mandated the restructuring of the Montana University System. The University of Montana has become a multi-campus institution which includes campuses in Missoula (UM), Butte (Montana Tech of The University of Montana), Dillon (The University of Montana-Western), and Helena (The University of Montana-Helena College of Technology). Although these campuses are now administratively one university, each retains its own distinctive array of academic programs and maintains its own procedures and standards. The last decade has seen increasing collaboration among the members of the family, as well as further clarification and modification, of the mission and goals of each. It should be noted, however, that the scope of this self-study is limited to the activities of The University of Montana in Missoula.

The University of Montana has remained faithful to the original vision articulated in the 1893 charter.

### Mission Statement

The current [Mission Statement](#)<sup>1</sup> ([Exhibit RD 1-01](#)) stands as the official statement of guiding principles for the University:

*The University of Montana-Missoula 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 of Montana provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.*

The University's Strategic Directions statement also sets forth a Vision Statement and enumerates six Core Values by which the institution will be guided:

### **Vision Statement**

*In pursuit of its mission, The University of Montana will:*

- *Educate students to become ethical persons, engaged citizens, competent professionals, and informed members of a global and technological society;*
- *Increase the diversity of the students, faculty, and staff for an enriched campus culture;*
- *Attain the Carnegie Commission status of a "very high" research Doctorate Granting institution, and increase funded research to \$100,000,000 annually;*
- *Pursue more partnerships – especially with the local communities, businesses and industries, public schools, community and Tribal colleges, State and local governments, and universities abroad – and expand the training and technology transfer programs to promote community and economic development;*
- *Develop the capability and infrastructure for use of information technology to increase the efficiency and productivity of the campus and the State; and*
- *Involve and engage the faculty, staff, students, alumni, partners, and friends of the University in institutional governance.*

### **Core Values**

- *Learning experiences of high quality designed to allow students to realize their full potential with student success as the primary objective;*
- *Basic and applied research that contributes to knowledge and meets the needs of the State, region, nation, and world;*
- *Diversity and community among students, faculty, and staff;*
- *Affordable access to higher education for Montanans;*
- *Effective and efficient use of resources, providing full accountability for all funds; and*
- *Service to the citizens, communities, regions, business, industry, State, and world.*

These Core Values provided the foundation for further strategic planning for UM in specific ways that position The University of Montana for the current century. These values were used to determine eight Strategic Goals, which are currently being pursued:

### Strategic Goals

- *To sustain and enhance the quality of student life through:*
  1. *Continuous improvement of undergraduate education;*
  2. *Improved advising and counseling services;*
  3. *More effective recruitment and retention, but reduced resident undergraduate enrollments;*
  4. *Diversity in student services and life; and*
  5. *A safe and supportive campus environment;*
- *To expand and strengthen two-year education offerings;*
- *To strengthen and broaden graduate and research programs and increase graduate enrollments;*
- *To attract, retain, and support a diverse and excellent faculty and staff;*
- *To provide comprehensive information technology and related services;*
- *To develop the campus in accordance with the master plan and maintain the facilities;*
- *To assure a stable financial environment, emphasizing new resource acquisition and the effective and efficient use of resources; and*
- *To contribute appropriately to the cultural and economic development of the State.*

The Mission Statement was revised and approved by the President in 2008. This, along with Strategic Goals and the Core Values used to meet them, are assessed and reevaluated every year by the President and included in both his [annual statement of goals and objectives to the Commissioner of Higher Education](#)<sup>ii</sup> and in his yearly [State of the University Address](#)<sup>iii</sup> to the campus community (see [Exhibit RD 1-02](#)).

The University cannot achieve its Strategic Goals except through careful planning and implementation. The vision looks to the fulfillment of the mission and the maintenance of a University for the 21st Century. Planning within the various sectors of the University, coordinated through the Executive Planning Council and the Strategic and Budget Planning Committee, defines the initiatives and projects that set the direction for The University of Montana. For the planning period from 2008 to 2011, the University is taking deliberate action to require collaborative participation of all segments of the campus community to ensure that planning activities align with the institution's mission and vision.

As a result of the strategic planning process, the President and the Executive Committee of The University of Montana mandate and supervise the revision of academic programs, enrollment, staffing, finances, and facilities. Annual planning informs longer-term planning, and both proceed from the Strategic Directions.

## PLANNING PROCESSES AT THE UNIVERSITY OF MONTANA

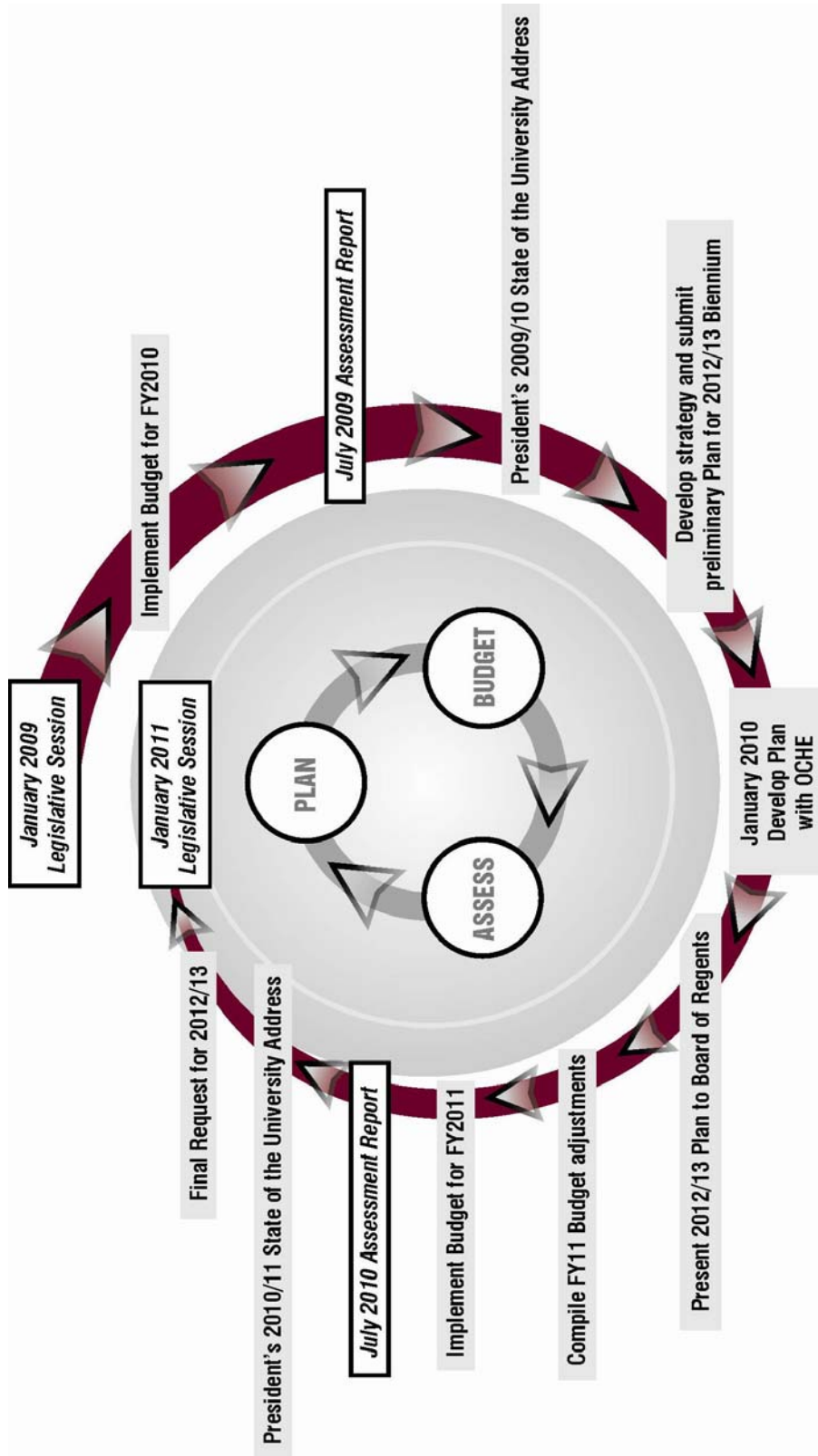
Effective strategic planning, budgeting, and assessment are all components of the comprehensive resource management process critical to the ongoing success of The University of Montana. Planning is a structured process in which the University develops long-term priorities and initiatives. Budgeting, by comparison, involves allocating the appropriate resources over the short term to achieve these objectives. The last step, assessment, involves careful analysis of outcomes, comparing the results with established goals and objectives, and gaining an understanding of both the components of mission-critical activities and the environmental factors affecting success. Assessment provides a rational basis for the next round of planning.

From January to April 2009, the Montana Legislature met to approve state funding for the 2010/11 Biennium. At the end of May 2009, the Montana Board of Regents met to approve tuition rates for the same period, the culmination of a system-wide process that took almost two years to complete. Planning has already begun for the 2012/13 Biennium. The timeline for UM's planning, budgeting, and assessment processes is depicted in Figure 1-01.



**Grizzly Statue on the Oval with University Hall in the Background**

Figure 1-01 – Strategic Planning, Budgeting, and Assessment Cycles (January 2009-January 2011)



## **The Planning Context**

The next five years will offer challenges and opportunities for the faculty, staff, and students of The University of Montana in myriad ways. As a result, the statement of Strategic Directions for The University of Montana serves as a dynamic guide for the overall direction but does not depend on the achievement of each and every goal or objective currently envisioned. All institutions, especially those that not only survive but prosper, must have the flexibility to maneuver and to grow in response to new challenges and opportunities, always within the context of Strategic Directions that reflect the institutional mission, vision, values, and aspirations.

The Strategic Directions presume that the environment in the state will remain fiscally austere, necessitating that the University develop and implement action plans that depend on self-help as well as State assistance. Self-sufficiency will increasingly characterize the condition of the University, since the evidence suggests, at best, incremental improvements in current trends. During the last decade, the University relied on enrollments and tuition revenue, private gifts and donations, and externally funded grants and contracts to assure progress toward institutional goals. Although relatively flat, state support provided the vital leverage needed to succeed in this environment. State support will remain critically important, but the magnitude of that support as a percentage of the University's total budget will in all likelihood grow only marginally, if at all. As a result, the faculty and staff of the University will have to devise even more creative approaches to funding. Most importantly, the University will have to manage this change in its fiscal foundation while pursuing its primary mission as a public university charged with serving the public interest.

This context provides the linkages that bind the various elements of the University's Strategic Directions. The University cannot fulfill its programmatic and fiscal goals and objectives without taking active steps to ensure achievement of its enrollment, fundraising, sponsored programs, and alternative revenue targets. In a similar vein, the University cannot achieve the needed enrollments without attending to student needs, interests, and success, in terms of financial assistance, curricular and extra-curricular activities, and realization of individual potential. Nor can it succeed in raising private funds without maintaining the quality of its programs and engaging the faculty and students in research and creative activities to extend the frontiers of knowledge and respond to community, state, national, and world needs. Finally, it cannot compete successfully for external contracts and grants without assuring that the faculty and students have the facilities and supporting infrastructure that empower them to succeed.

## **Standing Committees**

Several standing groups and committees are responsible for short and long range planning and evaluation, and serve to implement recommendations presented in strategic plans. While by nature some of these committees are limited to individuals from a specific organizational level, an effort is made to include members from all levels of the organization in most standing committees. The Collective Bargaining Agreement (CBA) between the University Faculty Association and the Montana University System, as well as general University policies, encourage student membership and participation on all standing committees and recognize student involvement on all other committees. Many



of the standing committees also have representatives of the University staff. These standing committees, some of which are listed below, play an important role in the long term planning of the University.

The [Executive Planning Council](#)<sup>iv</sup> meets on demand to discuss progress on long- and short-term goals, to solve problems that demand immediate attention, to formulate strategy, and to share information. This group consists of the President, the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President for Administration and Finance, the Vice President for Research and Development, the executive Vice President, the Associate Vice President for Information Technology, and the chair of the Faculty Senate.

The Academic Officers meet weekly to focus on short- and long-range planning issues, especially, but not exclusively, in the academic realm. This group consists of the Provost, associate provosts, deans, and the Registrar.

The [Strategic and Budget Planning Committee](#)<sup>v</sup> has membership from every level, including executive officers, deans, faculty, staff, and students. The charge to the committee is to implement the University's long-range plan developed by the Executive Planning Council and approved by the President.

The [Faculty Senate](#)<sup>vi</sup>, with representatives from all disciplinary areas on campus, meets monthly to discuss matters of importance to the campus, to hear reports from its subcommittees, to engage in dialogue with representatives of the administration and other campus organizations, and to take action on those aspects of governance over which it holds responsibility, such as the curriculum. The [Executive Committee of the Senate](#)<sup>vii</sup> (ECOS) meets weekly, except during those weeks when the full Senate meets, in order to conduct Senate business between the full meetings.

The [Academic Standards and Curriculum Review Committee](#)<sup>viii</sup> (ASCRC), a subcommittee of the Faculty Senate, meets weekly to review plans and changes to the undergraduate curriculum. The Committee considers proposals from individual units to judge whether they are consistent with the University's Core Values and Strategic Goals, then makes recommendations to the Faculty Senate. ASCRC comprises faculty members appointed by the Faculty Senate serving three-year terms, and students appointed by Associated Students of The University of Montana (ASUM) serving one-year terms.

The [Graduate Council](#)<sup>ix</sup>, a subcommittee of the Faculty Senate, meets weekly to review plans and changes to the graduate curriculum. It considers proposals from individual units to judge whether they are consistent with the University's Core Values and Strategic Goals then makes recommendations to the Faculty Senate. The Graduate Council comprises faculty members appointed by the Faculty Senate serving three-year terms, and graduate students appointed by the Graduate Student Association.

The [Enrollment Management Council](#)<sup>x</sup> is charged with providing overall strategy, policy, and coordination for enrollment management at The University of Montana including continuous assessment and improvement of student success activities. Co-chaired by the Provost and the Vice President for Student Affairs, this committee combines staff from Academic Affairs, Student Affairs, the Office of Planning, Budgeting, and Analysis (OPBA), as well as deans, faculty, and students.

Interim Committees are utilized from time to time to address current or periodic issues. Like the standing committees, these groups model campus-wide collaborative planning processes, and their work often provides input to strategic planning and resource allocation processes.

These and additional University committees are discussed in greater detail in the *Standard 6: Governance and Administration* section of this self-study. See [Exhibit RE 6-10](#) for a complete listing of [University committees](#)<sup>xi</sup>, with descriptions of structures and charges.

### **Current Planning Activity**

Several of the major units and focus areas of the University have recently been at work developing or updating their respective plans. Sectors that have published new editions of strategic plans include Academic Affairs, Student Affairs, and Information Technology. The UM Foundation has also recently completed an updated strategic plan. As discussed in other areas of this report, a major collaboration of campus-wide constituents, focused by leadership of Academic Affairs, Student Affairs, and Administration and Finance resulted in a strategic plan for improvement in student retention and graduation rates. This plan, called *Partnering for Student Success*<sup>xii</sup>, was published in fall 2008, and is now in the implementation phase.

The Academic Strategic Planning Committee began collecting data to answer a series of environmental scan questions which focused on both internal and external influences on Academic Affairs at UM. Questions for the internal scan related to the broad categories of the UM student body, access and affordability, the UM work force related to Academic Affairs, academic programs, technological capabilities, and funding trends. Questions for the external scan focused on demographic trends, technology, trends in K-12 that have an impact on higher education, the economic environment, political and regulatory environments, defining UM's competitors, natural resource issues, and international factors. This included exploring system-wide published strategic plans, trends and expectations for higher education in Montana and beyond, and unit operating plans from 2007. OPBA provided extensive data related to students (e.g., enrollment, retention, and cost of education), the workforce, diversity, research and creative activity, demographic trends, and so on. Moreover, the Committee met with many individuals with expertise in areas related to the environmental scan. Finally, targeted campus stakeholders were asked to respond to a short survey that asked questions about what makes UM unique, surprises over the last five years, what they would most like to change, and how they hope UM will be described five years from now. After extensive review of the data collected, the Committee summarized the aspirations that emerged and the issues that will have to be addressed in the coming years to ensure UM can meet its aspirations. Through a series of town hall meetings, the issues were prioritized, resulting in six key initiatives to address in the next five years. The completed Academic Strategic Plan was approved by the Faculty Senate in November 2009 ([Exhibit RE 1-01](#)).

Having just completed the implementation and execution of its last five-year plan, a new Division of Student Affairs Strategic Plan has been published for 2010-2015 ([Exhibit RE 1-01](#)). Like the faculty members, administrators, and students who developed the

Academic Strategic Plan, Student Affairs directors worked diligently and collaboratively with campus stakeholders for several months, utilizing institutional and environmental data from OPBA as well as program assessment results compiled by a committee representing management, staff, and students. This statement, excerpted from the introductory remarks of the Vice President for Student Affairs, imparts the strategic challenge embraced by the Student Affairs strategic plan:

*As we confront potential economic effects on enrollment and the likelihood that the University will face in the next biennium the challenge of replacing funds provided by the Federal government, we must work together creatively to grow our capacity without proportional growth in State support. By continuing our success in attracting out-of-state students, as well as by increasing continuation rates of Montana high school graduates and the participation rates of working adults, while at the same time continuing improvement in retention and persistence to graduation, we will mitigate the effects of the decline in Montana high school graduates – and we will help secure Montana’s future.*

These and other strategic planning documents are included in The University of Montana [strategic planning website](#)<sup>xiii</sup>. This website provides a central portal for strategic planning documents, budget documents, and assessment reports, all within the context of the University’s commitment to a continuum of objective, transparent, and informed planning, decision-making, and assessment.



**Gallagher Business Building, Which Houses the Montana World Trade Center and the Bureau for Business and Economic Research**

TANGENTS TO THE OVAL...

In the spirit of providing increased accountability and continued improvement in measurable outcomes, public universities across the nation are focusing intense effort on assessment activities. In no other state is this endeavor more important than in Montana, where efficiency is not only encouraged, it is essential.

Strategic planning, budgeting and assessment are all components of a comprehensive resource management process critical to the ongoing success of The University of Montana. Planning is a process in which the University develops long term priorities and initiatives. Budgeting involves allocating appropriate resources over the short term to achieve these objectives. Assessment requires careful analysis of outcomes, comparing the results with established goals and objectives thereby providing a rational basis for the next round of planning.

This brochure is an executive summary of The University of Montana's first annual assessment report, which incorporates data obtained for the Missoula campus. It summarizes results from many different assessment instruments and is organized around seven major assessment categories. The complete, detailed assessment report can be found at [www.umt.edu/strategicplanning](http://www.umt.edu/strategicplanning).

**The University of Montana-Missoula**  
**2009 INSTITUTIONAL ASSESSMENT REPORT**

*In the spirit of providing increased accountability and continued improvement in measurable outcomes, public universities across the nation are focusing intense effort on assessment activities. In no other state is this endeavor more important than in Montana, where efficiency is not only encouraged, it is essential.*

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**UNDERGRADUATE ACADEMIC QUALITY AND STUDENT SUCCESS**

75% of students enrolled in 2002 had graduated from UM, graduated from another institution, or were still enrolled in college 4 years later. The average time-to-degree is 4.95 years. The first-year retention rate has remained at about 70% since 2005. The retention rate for students progressing from the second to third year has improved.

Graduating seniors demonstrated growth in critical thinking and problem solving that places UM in the top 20% of 4-year institutions. Writing skills are improving in response to increased tutoring/writing instruction and direct intervention. Assessment of entering math skills allows students to enroll in an appropriate math course, increasing success rates.

**GRADUATE PROGRAMS ACADEMIC QUALITY AND STUDENT SUCCESS**

Fall 2008 graduate students comprised 17% of total enrollment. From 1920 to 2008, master's degrees awarded climbed from 258 to 459; PhD and EdD degrees from 29 to 85; professional doctoral graduates from 121 to 142. Overall, 17% of graduate school applicants were admitted. GRE scores vary across programs, averaging 521 verbal and 555 quantitative (128 combined).

In the past year, 129 Teaching Assistants (123 master's, 79 doctoral) each received a full tuition waiver. State-funded stipends are well below national averages: \$9,000 for non-science master's, \$9,927 for science master's, and \$14,000 for doctoral students. In contrast to most state universities, non-resident students on assistantships are not considered as residents for tuition purposes.

Approximately 20% of master's and doctoral degree graduates (including Law) were employed during the year after graduation, 64% of Master's degree graduates and 65% of doctoral degree graduates in Montana.

Graduate Students			
	FY1955	FY2005	FY2008
Master's	344	1,140	1,156
Professionals	312	295	287
Doctors	98	238	226
<b>Total</b>	<b>1,222</b>	<b>1,673</b>	<b>1,722</b>

**RESEARCH AND CREATIVE ACTIVITIES**

Expenditures from extramurally funded grants and contracts have grown significantly, due to institutional investments in recruitment and start-up for new faculty—from \$7M in FY90 to \$57M in FY09, an annual growth rate of 7.77%.

The number of scholarly peer-reviewed publications has grown steadily (ISI Web of Knowledge). Annual publication rates have tripled in the last 2 decades, and the quality and importance of the research is impressive. In the last 5 years, UM faculty published nearly 30 papers in the premier science journals *Science* and *Nature*.

The Office of Technology Transfer has aided transfer in biomedical and pharmaceutical sciences, chemistry, wildlife biology, and computer science, leading to 21 active licenses with local, national, and international companies. The growth of the research enterprise has helped nearly 20 faculty members create 5 different spin-off companies.

**2009 Institutional Assessment Report**

## EFFECTIVENESS AND EVALUATION

Assessment is an integral part of the management of resources at The University of Montana. Fundamentally, the University informs its planning and budgeting processes and ensures accountability through:

- Academic program assessment;
- Institutional assessment; and
- Assessment of community contributions at the state, regional, and national levels

For the purposes of comparison and assessment, The University of Montana continually compares institutional data with several benchmarks. The most widely used comparator database for higher education is the federal Integrated Postsecondary Education Data System (IPEDS). This national database is the core information resource for The National Center for Education Statistics (NCES). Reporting to IPEDS is mandatory for institutions receiving federal funds. Data are collected from all primary providers of postsecondary education in the country in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid. The IPEDS program was completely redesigned for AY 2000-01, becoming much more efficient and useful when the data collection was converted from a paper-based to a fully web-based system. IPEDS now includes an automated peer analysis system and an executive reporting module.

The University compiles and submits data to several other national and regional entities and consortia that collect more specific data, allowing for useful analysis of several factors critical to the success of the University, including:

- Instruction costs and productivity by discipline to the National Study of Instructional Costs and Productivity (NSICP, also called the Delaware Study);
- Graduation and retention rates to the Consortium for Student Retention Data Exchange (CSRDE);
- Faculty and administrative salaries by discipline and rank to the College and University Professional Association for Human Resources (CUPA-HR);
- Student engagement to the National Survey of Student Engagement (NSSE); and
- Regional higher education information for western states to the Western Interstate Commission for Higher Education (WICHE).

These allow UM to compare performance and experience with similar institutions, or to choose “aspirational” comparators, in order to assess the current status and set reasonable goals.

To promote accountability and transparency, a wide range of important institutional data and statistics is posted on University websites. Table 1-01, the campus Accreditation Report, details the current status of all national, regional, and specialized accreditations.

Table 1-01 - Accreditation Report 2009-2010

School	Program	Degree(s)	Accrediting Agency	Last Review	Next Review	Status/Findings
College of Arts & Sciences	Chemistry	BS, MS, PhD	American Chemical Society (ACS)	2007	2012	Reaccredited
College of Arts & Sciences	Computer Science	BS	Accreditation Board for Engineering and Technology (ABET) - Computing Accreditation Commission (CAC)	status report 2009	2013-14	pending
College of Arts & Sciences	Psychology, Clinical	PhD	American Psychological Association	2003	2010	Reaccredited
College of Arts & Sciences	School Psychology	PhD	National Association of School Psychologists	2009	self-study submitted	pending
School of Business Administration	Accounting	BS, MAcct	Association to Advance Collegiate Schools of Business (AACSB-International)	2009-2010		pending, January decision
School of Business Administration	Business	BS, MBA	Association to Advance Collegiate Schools of Business (AACSB-International)	2009-2010		pending, January decision
College of Technology	Culinary Arts	CAS	American Culinary Federation Educational Institute (ACFEI)	2008-09	2013	Reaccredited
College of Technology	Food Service Management	AAS, AS	Montana State Board of Nursing	2008	Fall 2013	Reaccredited
College of Technology	Nursing	AAS, AS	American Bar Association (ABA)	2009	Interim report due March 2010	Reaccredited
College of Technology	Paralegal Studies	AAS	American Bar Association (ABA)	2009	Interim report due March 2010	Reaccredited
College of Technology	Pharmacy Technology	Certificate	American Society of Health-System Pharmacists (ASHP)	Spring 2006	2013	Reaccredited
College of Technology	Respiratory Care	AAS	Committee for Accreditation of Respiratory Care (CoARC-w/CAAAHEP)	Jan. 2005	2011	Reaccredited
College of Technology	Surgical Technology	AAS	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2007-2008	2018 (Annual Report due May 2010)	Reaccredited
College of Education and Human Sciences	Athletic Training	BS	Commission of Accreditation of Allied Health Education (CAATE)	2006-2007	2012-2013	Reaccredited
College of Education and Human Sciences	Counselor Education	MA, Mental Health Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2005	Oct. 2013	Reaccredited
College of Education and Human Sciences	Counselor Education	MA, School Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2005	Oct. 2013	Reaccredited
College of Education and Human Sciences	Speech-Language Pathology	MS	American Speech Language Association (ASHA)- Council on Academic Accreditation	2009	candidacy status operative for 5 years	Admitted to Candidacy
College of Education and Human Sciences	Co-Teach Preschool, Institute for Educational Research and Service	n/a	National Association for the Education of Young Children (NAEYC)	2008	2013	Accredited
College of Education and Human Sciences	Education	BA, MEd, EdS,	National Council for Accreditation of Teacher Education (NCATE)	2005	2012	Reaccredited
College of Visual and Performing Arts	Art & Media Arts	BA, BFA, MA, MFA	National Association of Schools of Art and Design (NASAD)	2008	status report due March 2010	Continued membership
College of Visual and Performing Arts	Theater & Dance	BA, BFA, MA, MFA	National Association of Schools of Theater (NAST)	2007	2017	Reaccredited
College of Visual and Performing Arts	Music	BA, BM, BME, MM	National Association of Schools of Music (NASM)	9/20/2001	2010-2011	Accredited
College of Forestry and Conservation	Forest Resources Management	BS	Society of American Foresters (SAF)	2009	2019	Reaccredited
College of Forestry and Conservation	Recreation Management	BS	National Recreation and Park Association/American Association for Leisure and Recreation (NRP/AALR)	Nov. 2004	2010-2011	Reaccredited
School of Journalism	Journalism	BA	Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	2006	2012	Reaccredited
School of Law	Law	JD	American Bar Association (ABA) American Association of Law Schools (AALS)	2002, Interim report 8/03	2009-2010; site visit scheduled April 2010	Reaccredited
College of Health Professions and Biomedical Sciences	Pharmacy	PharmD	American Council of Pharmacy Education (ACPE)	2006	2011-2012 Progress report submitted 10-15-09	Reaccredited
College of Health Professions and Biomedical Sciences	Physical Therapy	DPT	Commission on Accreditation in Physical Therapy Education (CAPTE)	2008	2018	Reaccredited
College of Health Professions and Biomedical Sciences	Public Health	MPH	Council on Education for Public Health (CEPH)	2009	Self-study due June 20, 2011	Admitted to Candidacy
College of Health Professions and Biomedical Sciences	Social Work	BA	Council on Social Work Education (CSWE)	2009	2017	Reaccredited
College of Health Professions and Biomedical Sciences	Social Work	MSW	Council on Social Work Education (CSWE)	2009	2017	Reaccredited

### **PUBLIC SERVICE REFLECTS MISSION, VALUES, AND ASPIRATIONS**

Students, faculty, and staff at The University of Montana are actively engaged in public service and are strongly encouraged to be so. UM takes its service mission very seriously, as illustrated here and throughout this self-study. The policies and procedures for each unit include a section on service expectations, as does the UFA Collective Bargaining Agreement, and faculty members are rewarded for effective and high quality service. A significant portion of faculty research is also tied to public service, and an annual service award (the John Ruffato Memorial Award) is presented to one faculty member who applies his or her research to community improvement in recognition of the importance the institution places on such activity. Other service awards for University community members are given on a regular basis.

The campus is host to the Montana Campus Compact (MTCC), part of a national coalition of college and university presidents committed to fostering in students the values and skills of citizenship through active involvement in collegiate-based public and community service. President Dennison heads the state's Campus Compact Board and is a Chair of the State Commission for Community Service, member of both the national Campus Compact Board and the National Steering Committee for the America Reads/America Counts Challenges, and is actively involved in service-learning initiatives. Faculty members have been challenged to set the example for developing community partnerships.

The Office for Civic Engagement (OCE) is housed on campus in the Davidson Honors College. OCE distributes faculty development funds annually from the President's office to support service learning partnerships, developed, for instance, in collaboration with the flagship programs which operate at several Missoula County Public Schools. OCE also coordinates and serves as broker for an extensive range of community and public service activities for UM students, who avail themselves of this resource in very high numbers.



**Student Volunteers Help Paint the “M” on Mount Sentinel**

## STANDARD ONE: MISSION

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Departmental public service initiatives are discussed in more detail in the next chapter on *Standard 2: Educational Programs and Their Effectiveness*, and faculty involvement with public service is noted in *Standard 4: Faculty*. For reference, The University of Montana's major public service centers are:

- The O'Connor Center for the Rocky Mountain West
- The Maureen and Mike Mansfield Center
- The Institute for Medicine and the Humanities
- The International Heart Institute of Montana
- The Montana World Trade Center
- The Bureau of Business and Economic Research
- Montana Business Connections: The Entrepreneurship Center
- KUFM Public Radio and Public Television
- The Broadcast Media Center
- The Bolle Center for People and Forests
- The Montana University Affiliated Rural Institute on Disabilities
- The Montana Campus Compact
- The Division of Educational Research and Service
- The Montana Cooperative Wildlife Research Unit
- The Center for Natural Resources and Environmental Policy
- The Institute for Tourism and Recreation Research
- The Montana Forest and Conservation Experiment Station
- The Wilderness Institute
- Flathead Lake Biological Station
- The Center for Leadership Development
- The Center for Ethics

## COMMUNICATION OF RESULTS

To provide campus and public stakeholders maximum access to institutional assessment information, the University has provided online access to the Institutional Assessment Plan, the annual assessment report, and, on an ongoing basis, the most recent assessment analyses. This information is accessible from a variety of UM websites, including the UM home page. Online access to assessment processes is integrated with access to UM's strategic planning and budgeting processes through the University's strategic planning website.

The University of Montana's progress toward accomplishing its mission and aspirations is documented and made available to the public through a number of different means. These include communication with the internal campus community, the Office of the Commissioner for Higher Education, the Board of Regents, the state Legislature, other state officials, donors, friends, and other external organizations and constituencies as noted above.



## Internal Communication

Progress is documented and made available in a [yearly report by the President to the Office of the Commissioner of Higher Education \(Exhibit RD 1-02\)](#).

In addition, the President notes his goals and objectives for the forthcoming academic year in his yearly State of the University Address to the campus community. These addresses from the past several years are also posted on the [President's website \(Exhibit RD 1-02\)](#). This address is broadcast on the public television channel and is accessible online.

Technology has enabled the timely communication of information across campus. Faculty and staff at UM disseminate information in a wide variety of print and electronic formats. Websites also include a vast array of information that is accessible both to the campus community and the interested public.

## External Communication

The University's progress toward meeting its mission is also reported publicly in externally mandated documents. These include reports made to the Board of Regents, Northwest Commission on Colleges and Universities (NWCCU), NCAA, and IPEDS, among others. The UM President and the President and CEO of the UM Foundation also announce University accomplishments in an [annual report to donors](#)<sup>xiv</sup>. A regularly published and distributed "Main Hall to Main Street" newsletter, addressed to local, off-campus constituents and friends, communicates campus news to the Missoula community.

UM enjoys exceptionally positive "town and gown" relationships. Annual fundraising efforts with local businesses have met with overwhelming success, as evidenced by the \$131 million raised during the most recent capital campaign. Faculty and staff are very active in the community and serve on a number of non-profit boards and committees. As testament to UM's dedication to service learning, UM students are welcomed into local organizations and businesses to carry out classroom assignments and serve internships, and are often hired as employees. Numerous faculty members and students also contribute their time and talents in service to a variety of community and non-profit organizations.

## FUTURE CHALLENGES

By necessity, the University is more and more dependent on tuition revenue to fund even inflationary increases in the cost of provision of its core mission. Like many states, Montana has struggled to sustain appropriation levels for higher education in the face of rapidly growing demands in other sectors of its budget. At the same time, low average family income levels among Montanans, combined with a limited availability of need-based financial aid (lowest in the WICHE states), make tuition affordability a particularly acute issue. Combined, these factors result in a low level of general funds resources. In fact, the Delta Project, a recent higher education cost study funded by the Lumina Foundation, showed Montana to be last in the nation in funding per student at the

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doctoral research campuses. Clearly, doing more with less is a fact of life for The University of Montana.

Concurrently, demographic patterns in the state have resulted in a decline in the number of high school graduates, projected to continue for the next decade. Efforts to increase the college-going continuation rate among these graduates are bearing early fruit, so that, despite the lower number of high school graduates, the University continues to increase resident enrollment, and has set enrollment records for the past two years.

This continued increase in resident enrollment is also due in large part to the University's efforts to respond to another challenge: extremely low levels of adult participation in higher education. The University of Montana has reallocated resources to achieve remarkable growth over the past three years in both the number of online course offerings and in online enrollment. Other outreach efforts in the Bitterroot Valley and in many other underserved rural locations in Montana are beginning to show progress even while facing significant access issues in this low income, sparsely populated state.

The *Partnering for Student Success* plan, adopted just over a year ago to improve the retention and graduation rates among University students, has also shown evidence of early success, with retention improving in all student categories. This set of projects is illustrative of a common theme at The University of Montana. Despite the lack of significant new resources to address the problems associated with student retention, faculty and staff members have worked collaboratively in cross-functional teams to identify factors leading to student success and to design and implement needed improvements. However, another major strategic enrollment initiative, targeted nonresident recruitment, appears to have stalled in fall 2009 in the wake of the struggling national economy, after several years of modest but steady improvement. Staff members in OPBA and Enrollment Services are currently assessing the outcomes of the strategy and its return on investment.

The biggest challenge facing the University over the next few years will be the lack of sufficient state budget resources. Regardless of the concern or commitment of the Legislature, the Governor, or the Board of Regents, the probable reality is that Montana, like most states, will take time to recover economically from the resulting decline in state revenue streams. This means that in order to avoid surrendering to the downward spiral of retrenchment, the University must shepherd and invest its scarce resources prudently, utilizing thoughtful and collaborative strategic planning combined with ongoing assessment to ensure optimal allocation and deployment of budgets to address its mission and Strategic Goals.

WEBSITES REFERENCED

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- <sup>i</sup> UM Mission Statement: <http://www.umt.edu/president/strategic.aspx>
- <sup>ii</sup> President's annual statement of goals and objectives to OCHE:  
<http://www.umt.edu/president/goals/default.aspx>
- <sup>iii</sup> President's State of the University Address: <http://www.umt.edu/president/speeches/default.aspx>
- <sup>iv</sup> Executive Planning Council: <http://www.umt.edu/committees/execplanning.aspx>
- <sup>v</sup> Strategic and Budget Planning Committee: <http://www.umt.edu/committees/strategicbudget.aspx>
- <sup>vi</sup> Faculty Senate: <http://www.umt.edu/facultysenate/>
- <sup>vii</sup> Executive Committee of the Senate:  
<http://www.umt.edu/facultysenate/committees/ecos/default.aspx>
- <sup>viii</sup> Academic Standards and Curriculum Review Committee:  
<http://www.umt.edu/facultysenate/committees/ASCRC/default.aspx>
- <sup>ix</sup> Graduate Council: [http://www.umt.edu/facultysenate/committees/grad\\_council/default.aspx](http://www.umt.edu/facultysenate/committees/grad_council/default.aspx)
- <sup>x</sup> Enrollment Management Council: <http://www.umt.edu/committees/enrollmang.aspx>
- <sup>xi</sup> UM Committees: <http://www.umt.edu/committees/>
- <sup>xii</sup> *Partnering for Student Success* Plan: <http://www.umt.edu/partnering/default.aspx>
- <sup>xiii</sup> Strategic Planning: <http://www.umt.edu/strategicplanning/>
- <sup>xiv</sup> UM Foundation Annual Report: <http://umfannualreport.org/>