MUS Strategic Plan
College Participation

Goal Statement

Prepare students for success in life through quality higher education

Goal 1: Access & Affordability

System Initiatives:

Resident Student Access Initiative:
A system-wide effort to develop a unified approach to resident student recruitment, admissions, and financial aid, with the goal of increasing the percentage of MT high school graduates attending the MUS. Action Steps = 1) College Access Portal, 2) MT Access Scholarship, 3) Tuition Freeze

GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs):
The purpose of this federal initiative is to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Montana GEAR UP provides college and career readiness services, such as tutoring, financial aid information, enrollment in rigorous academic courses, comprehensive mentoring, college visits, supplemental curriculum materials, and professional development for school staff. The program serves these students as they progress through middle and high school. In the 2012-13 academic year, **the GEAR UP grant began funding the ACT test for all Montana high school juniors!**

Objective 1.1.1

Improve postsecondary education participation rates, with particular attention to Montana residents in MUS institutions

Metric 1.1.1

First Time Freshman Capture Rates

Capture rates presented here are the percentage of Montana high school (public or private school) graduates who enroll in the MUS during the fall immediately after high school graduation. Homeschool students are not included in this report.
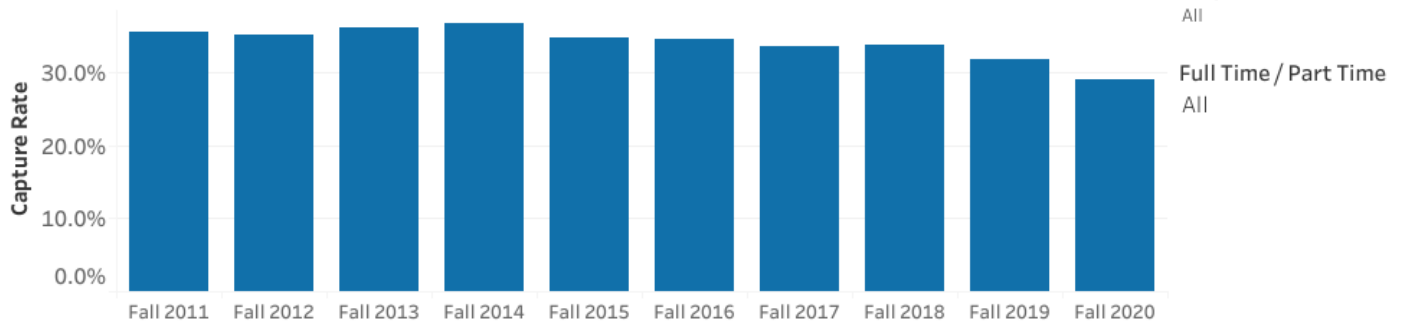
Student Counts

First Time Freshman only include Montana high school graduates who enrolled in the fall immediately after High School graduation.

Year	High School Graduates	First Time Freshmen	Capture Rate
Fall 2011	10,165	3,618	35.6%
Fall 2012	10,162	3,569	35.1%
Fall 2013	9,759	3,523	36.1%
Fall 2014	9,871	3,621	36.7%
Fall 2015	9,749	3,392	34.8%
Fall 2016	9,783	3,391	34.7%
Fall 2017	9,833	3,301	33.6%
Fall 2018	9,770	3,301	33.8%
Fall 2019	9,890	3,152	31.9%
Fall 2020	9,900	2,879	29.1%
Fall 2021	9,940		
Fall 2022	9,880		
Fall 2023	9,940		
Fall 2024	10,520		
Fall 2025	10,410		

*Number of Graduates provided for this report is the number of projected High School graduates as determined by the Western In..

First Time Freshman Recruits by County Since 2011

*Data not available for Flathead Valley CC
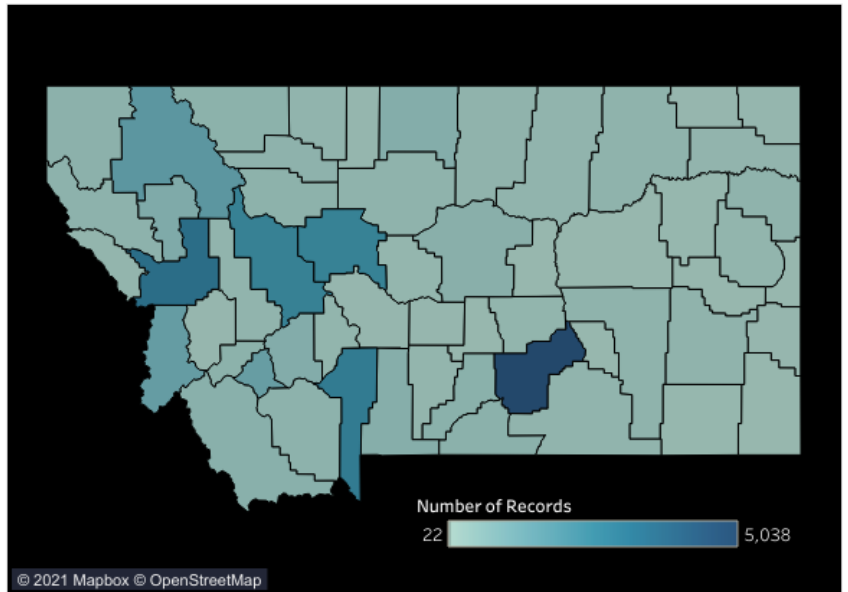
MUS Strategic Plan
Retention and Completion

Goal Statement

Prepare students for success in life through quality higher education

Goal 1: Access & Affordability

System Initiatives:

MT Project 10

Goal Statement

Rigorously pilot a student success intervention to improve retention and completion among low income students.

Action Steps

1. Campus Planning: Develop campus plans for implementing supports to accelerate academic progress, remove financial barriers to attendance, and increase students' purpose and belonging.
2. Serve Students: Enroll 300 Pell-eligible students at three MUS campuses in the pilot program in Fall 2020.
3. Rigorously Evaluate: Rigorously track student progress, comparing program students to similar students not selected to participate.

Objective 1.1.2

Increase retention rates within the Montana University System

Metric 1.1.2

Objective 1.1.3

Increase graduation rates within the Montana University System
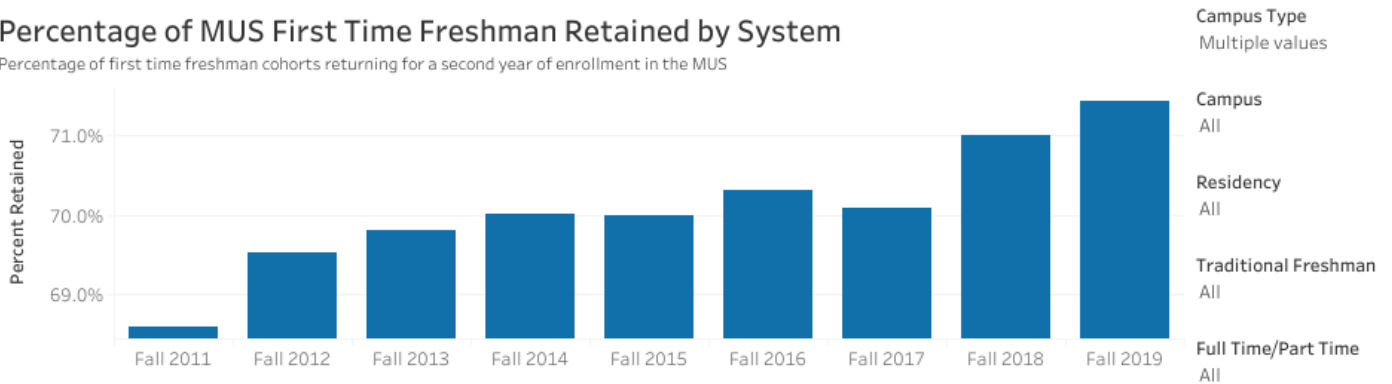
Metric 1.1.3

Objective 1.1.2

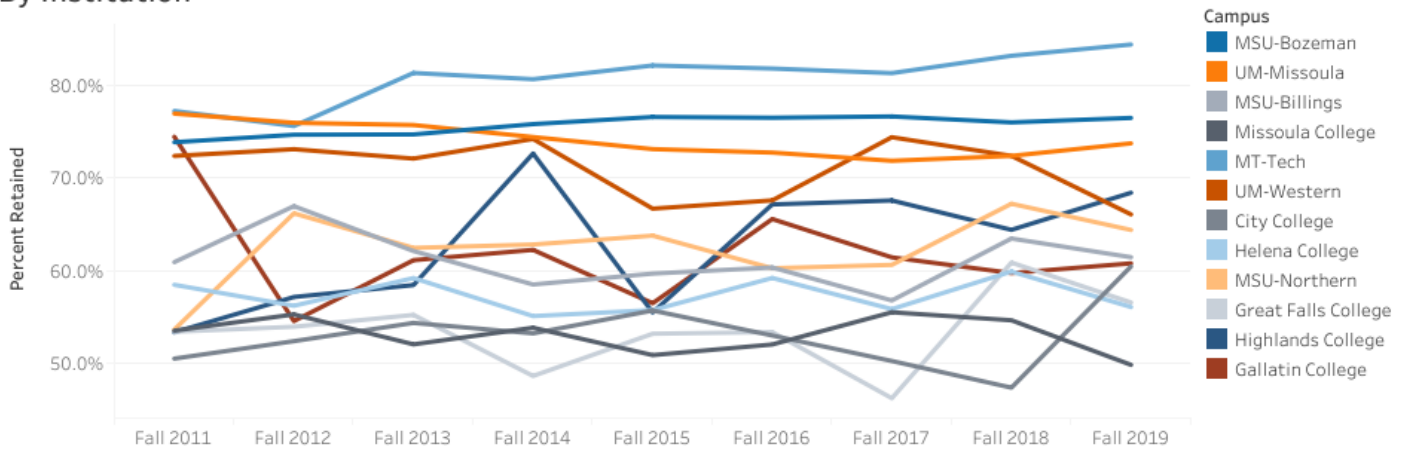Increase retention rates within the Montana University System

Metric 1.1.2

Percentage of MUS First Time Freshman Retained by System

Percentage of first time freshman cohorts returning for a second year of enrollment in the MUS

Campus Type
Multiple values

Campus
All

Residency
All

Traditional Freshman
All

Full Time/Part Time
All

By Institution

Campus
- MSU-Bozeman
- UM-Missoula
- MSU-Billings
- Missoula College
- MT-Tech
- UM-Western
- City College
- Helena College
- MSU-Northern
- Great Falls College
- Highlands College
- Gallatin College

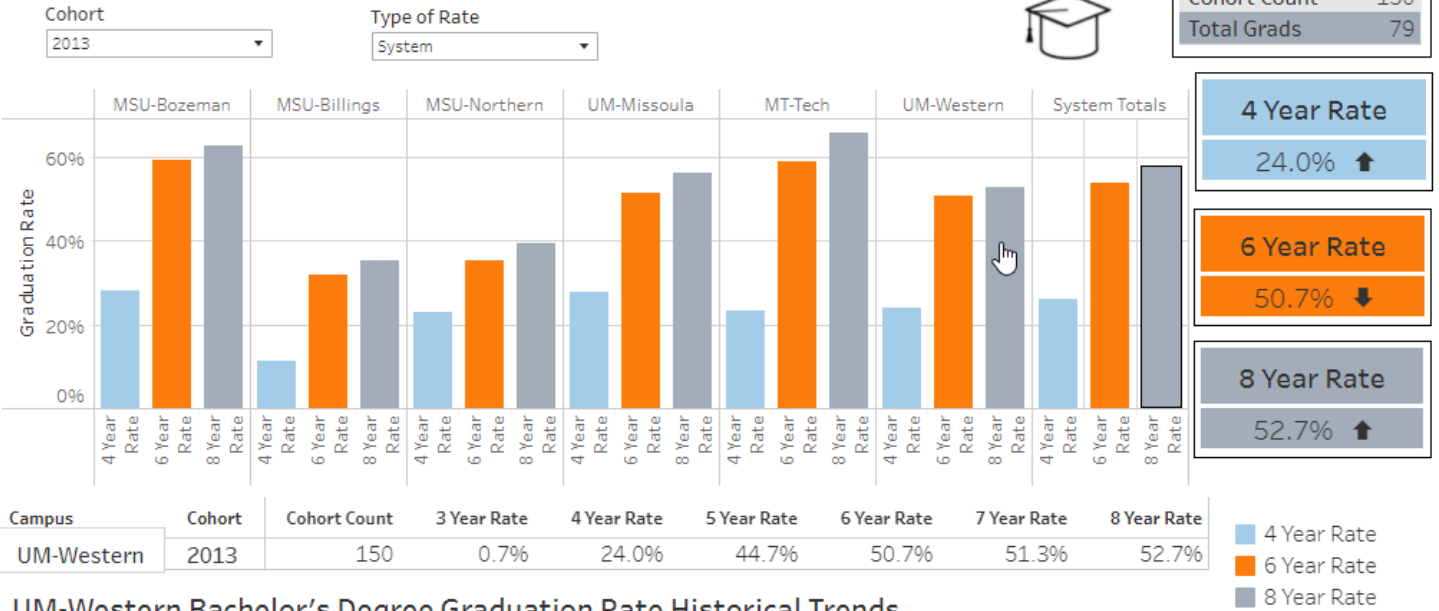| Campus		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
MSU-Bozeman	First Time Freshmen	2,583	2,606	2,807	2,812	2,870	3,251	3,108	3,208	3,193
	Institution Retained	1,816	1,861	2,006	2,045	2,105	2,388	2,307	2,363	2,384
	% Institution Retained	70.3%	71.4%	71.5%	72.7%	73.3%	73.5%	74.2%	73.7%	74.7%
	System Retained	91	84	90	86	92	98	74	74	57
	% System Retained	3.5%	3.2%	3.2%	3.1%	3.2%	3.0%	2.4%	2.3%	1.8%
	Total FTF Retained	1,907	1,945	2,096	2,131	2,197	2,486	2,381	2,437	2,441
	Total FTF % Retained	73.8%	74.6%	74.7%	75.8%	76.6%	76.5%	76.6%	76.0%	76.4%

Objective 1.1.3

Increase graduation rates within the Montana University System
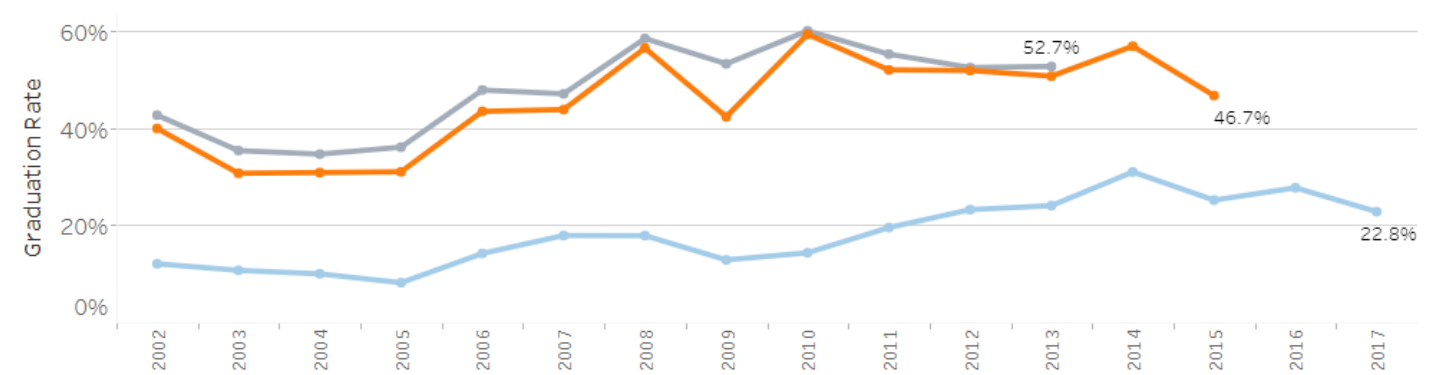
Metric 1.1.3

MUS Bachelor's Degree Graduation Rates

Percentage of undergraduate students who graduate from a bachelor's degree program in 100% (4 Years), 150% (6 Years), and 200% (8 Years) of expected (full-time) program length. Cohort consists of first-time, full-time, Bachelor's Degree Seeking students from the fall semester (i.e. 2003 is the Fall of 2003 cohort of students). System rates include students that transferred and graduated from another MUS campus.

Cohort
2013

Type of Rate
System

2013 Fall Cohort

Cohort Count	150
Total Grads	79

4 Year Rate
24.0% ↑

6 Year Rate
50.7% ↓

8 Year Rate
52.7% ↑

Campus	Cohort	Cohort Count	3 Year Rate	4 Year Rate	5 Year Rate	6 Year Rate	7 Year Rate	8 Year Rate
UM-Western	2013	150	0.7%	24.0%	44.7%	50.7%	51.3%	52.7%

- 4 Year Rate
- 6 Year Rate
- 8 Year Rate

UM-Western Bachelor's Degree Graduation Rate Historical Trends

3

MUS Strategic Plan
Financial Aid

Goal Statement

Make higher education more affordable by offering more need-based financial aid and scholarships

Goal 1: Access & Affordability

MUS State Funded Need-based Aid Programs, FY19

- MT Access Scholarship = $1,000,000
- State Work Study = $815,781
- State SEOG Match = $458,160
- Total Need-based Aid = $2,273,941

MT Access Scholarship

New in FY20, the MUS embarked on a rejuvenated effort to provide state funded need-based aid. The 2019 Legislature appropriated $1M per year for need-based aid, contingent on MUS campus foundations providing matching dollars.

As of November 2020, 95% of the matching funds have been raised for the biennium.

In FY20, approximately 2,000 students received MT Access awards of $500 per semester.

Objective 1.2.1

Reduce the unmet student need for financial aid (increase need-based aid)

Metric 1.2.1

Objective 1.2.2

Increase the percentage of students who receive grants and scholarships, as well as the average amount awarded.

Objective 1.2.1

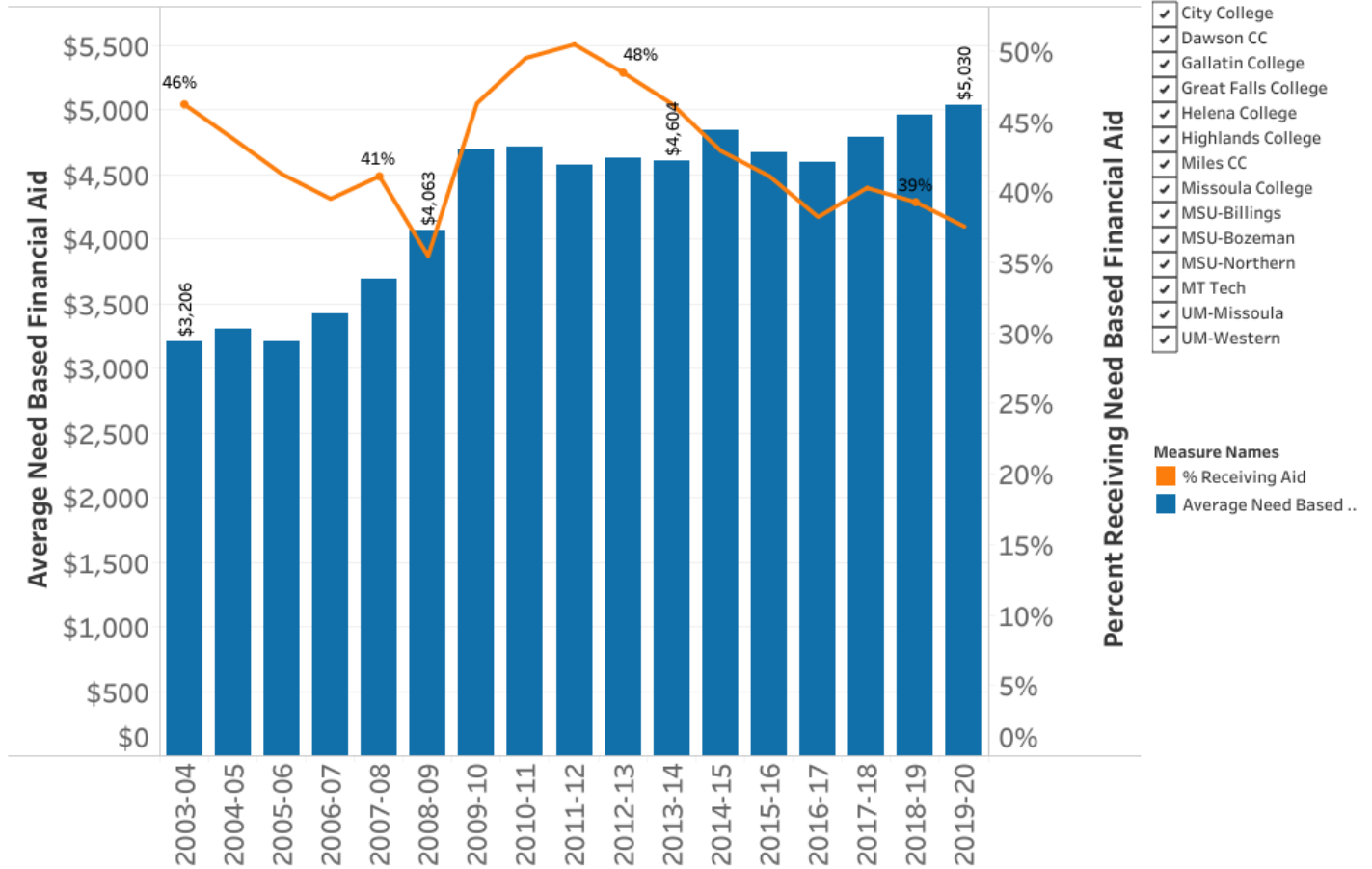Reduce the unmet student need for financial aid (increase need-based aid)

Metric 1.2.1

Need Based Financial Aid

Academic Year Need Based Aid Received by First-time, Full-time Students

Includes all types of need based financial aid except loans in both Fall and Spring semesters. Average financial aid in this dashboard is the amount received only among the students who received need based aid. Only includes students enrolled in both fall and spring semesters. Need based aid only includes State and Federal sources.

School Type
All

Resident
Y

Campus Name
- ✔ City College
- ✔ Dawson CC
- ✔ Gallatin College
- ✔ Great Falls College
- ✔ Helena College
- ✔ Highlands College
- ✔ Miles CC
- ✔ Missoula College
- ✔ MSU-Billings
- ✔ MSU-Bozeman
- ✔ MSU-Northern
- ✔ MT Tech
- ✔ UM-Missoula
- ✔ UM-Western

Measure Names
- 🟧 % Receiving Aid
- 🟦 Average Need Based ..

The average amount of state funded need-based aid per student in the nation ($890 per student) is more than ten times the amount in MUS. (source: National Assoc. of State Grant and Aid Programs)

Objective 1.2.2

Increase the percentage of students who receive grants and scholarships, as well as the average amount awarded.

Financial Aid per Student

Academic Year Aid Received by First-time, Full-time Students

Includes all types of financial aid except loans in both Fall and Spring semesters. Average financial aid is the amount received by all students, not just those receiving aid. Only includes students enrolled in both fall and spring semesters.
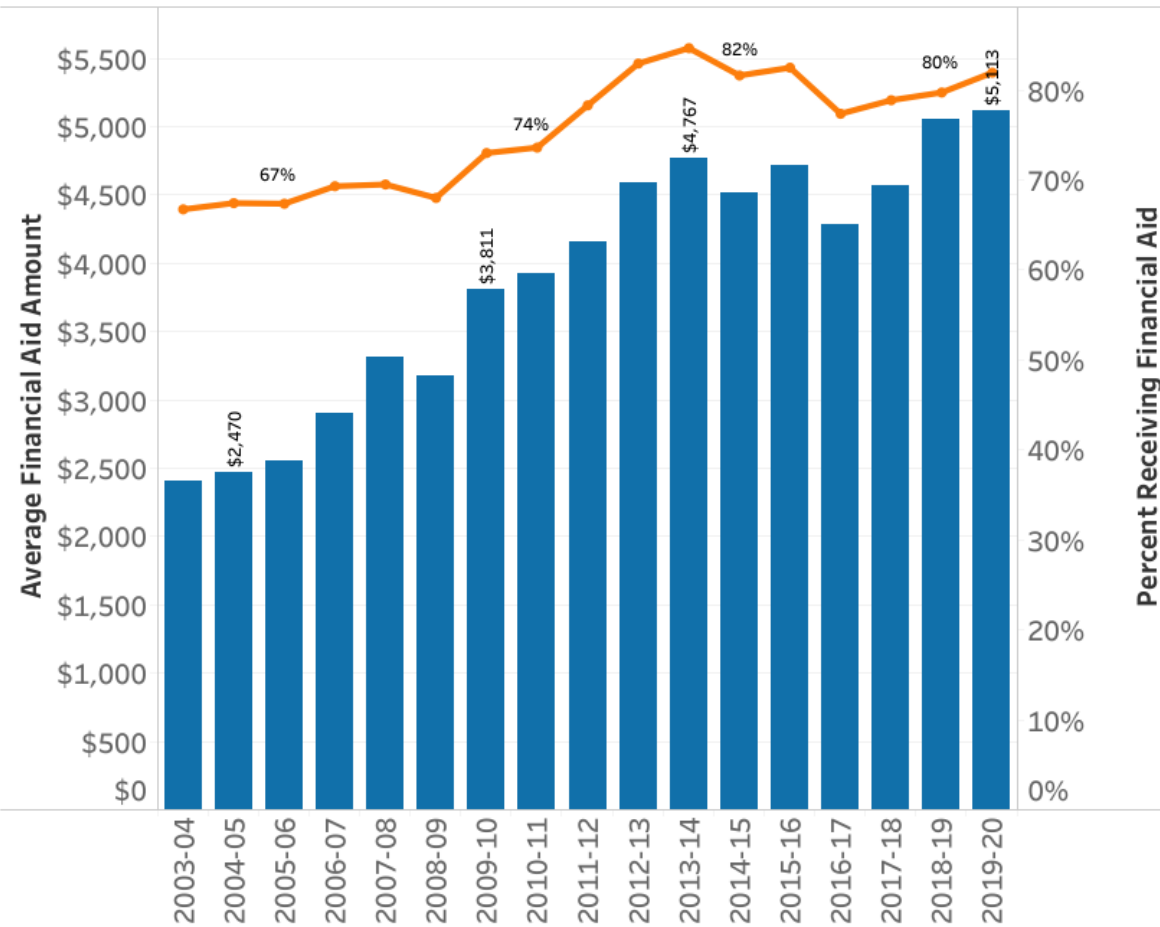
School Type
All

Resident
Y

Campus Name
- ✔ City College
- ✔ Dawson CC
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- ✔ MSU-Bozeman
- ✔ MSU-Northern
- ✔ MT Tech
- ✔ UM-Missoula
- ✔ UM-Western

Measure Names
- 🟧 % Receiving Financial..
- 🟦 Average Financial Aid

MUS Strategic Plan
Affordability

Goal Statement

Promote postsecondary education affordability

Goal 1: Access & Affordability

System Initiatives: Tuition Freeze:

- Freeze on tuition for 12 out 14 years at all two- year colleges (FY08 – FY17, FY20-FY21).
- Regional 4-year campuses (Tech, MSUN, MSUN, and UMW) tuition frozen for 10 out of 14 years since
- MSU and UM, tuition frozen during 8 of the past 14 years.

Regional Comparison 2018-19:

(avg. academic year tuition and fees for full-time students)

MSU/UM = $7,260
Regional Peers = $9,310

MSUB, Tech, UMW, MSUN = $6,253
Regional Peers = $7,642

MUS 2-yr Colleges = $3,573
Regional Peers = $3,889

Financial Literacy:

Campuses in the MUS are taking a coordinated and collaborative approach toward decreasing student loan debt. Assisted by grant funds obtained by OCHE, efforts to educate and communicate to students and parents the various resources available for paying for college, as well as improving students' abilities to manage their own finances are now occurring on all MUS campus.

Objective 1.3.1

Decrease average loan amounts and the percentage of students borrowing

Objective 1.3.2

Decrease tuition as a percentage of median household income

Objective 1.3.3

Increase the amount of state support as a percentage of total personal income relative to peer states and historical levels

Objective 1.3.1
Decrease average loan amounts and the percentage of students borrowing

Loan Amounts for Degree Recipients
Percent of Students taking out Loans
(no parent PLUS loans included; includes Dawson CC and Miles CC)

Type of Degree
Bachelors

Resident
All

Campus Name
- ✔ City College
- ✔ Dawson CC
- ✔ Gallatin College
- ✔ Great Falls College
- ✔ Helena College
- ✔ Highlands College
- ✔ Miles CC
- ✔ Missoula College
- ✔ MSU-Billings
- ✔ MSU-Bozeman
- ✔ MSU-Northern
- ✔ MT Tech
- ✔ UM-Missoula
- ✔ UM-Western

Legend: ■ Average Loan Amount for All Students ■ Average Loan Amount for Borrowers ■ Percent Students Taking Loan

Data labels visible: 63%, 64%, 56%, $24,002, $15,043, $27,727, $17,458, $27,293, $15,495

Objective 1.3.2
Decrease tuition as a percentage of median household income

Tuition & Fees as a Percent of Household Income
If a state doesn't show up it reflects that no schools of that type exist within the state.
*Tuition and Fees Data Source: Western Interstate Commision for Higher Education (WICHE), *Tuition and Fees in the West*
*Median Household Income Data Source: Census Bureau, 1 Year American Community Survey

Washington
15.1%

Montana
12.9%

North Dakota
15.7%

Oregon
18.0%

Idaho
13.2%

South Dakota
15.6%

Wyoming
8.9%

Nevada
13.3%

Utah
11.5%

Colorado
14.9%

California
14.8%

Arizona
18.9%

New Mexico
16.3%

WICHE Average

14.4%

Percent of Household Income
8.9% ▬▬▬▬▬ 18.9%

School Sector
Doctoral Universities

Student Level
Undergraduate

Resident Status
Resident

Year
2020-21

Montana Campuses
2020-2021 Tuition & Fees as a Percent of Household Income

Montana State University	12.9%
University of Montana	13.0%

State Comparison of Tuition & Fees as a Percent of Household Income

WICHE Peer Average

Percent — Arizona, Oregon, New Mexico, North Dakota, South Dakota, Washington, Colorado, California, Hawaii, Nevada, Idaho, Montana, Alaska, Utah, Wyoming

Objective 1.3.3

Increase the amount of state support as a percentage of total personal income relative to peer states and historical levels
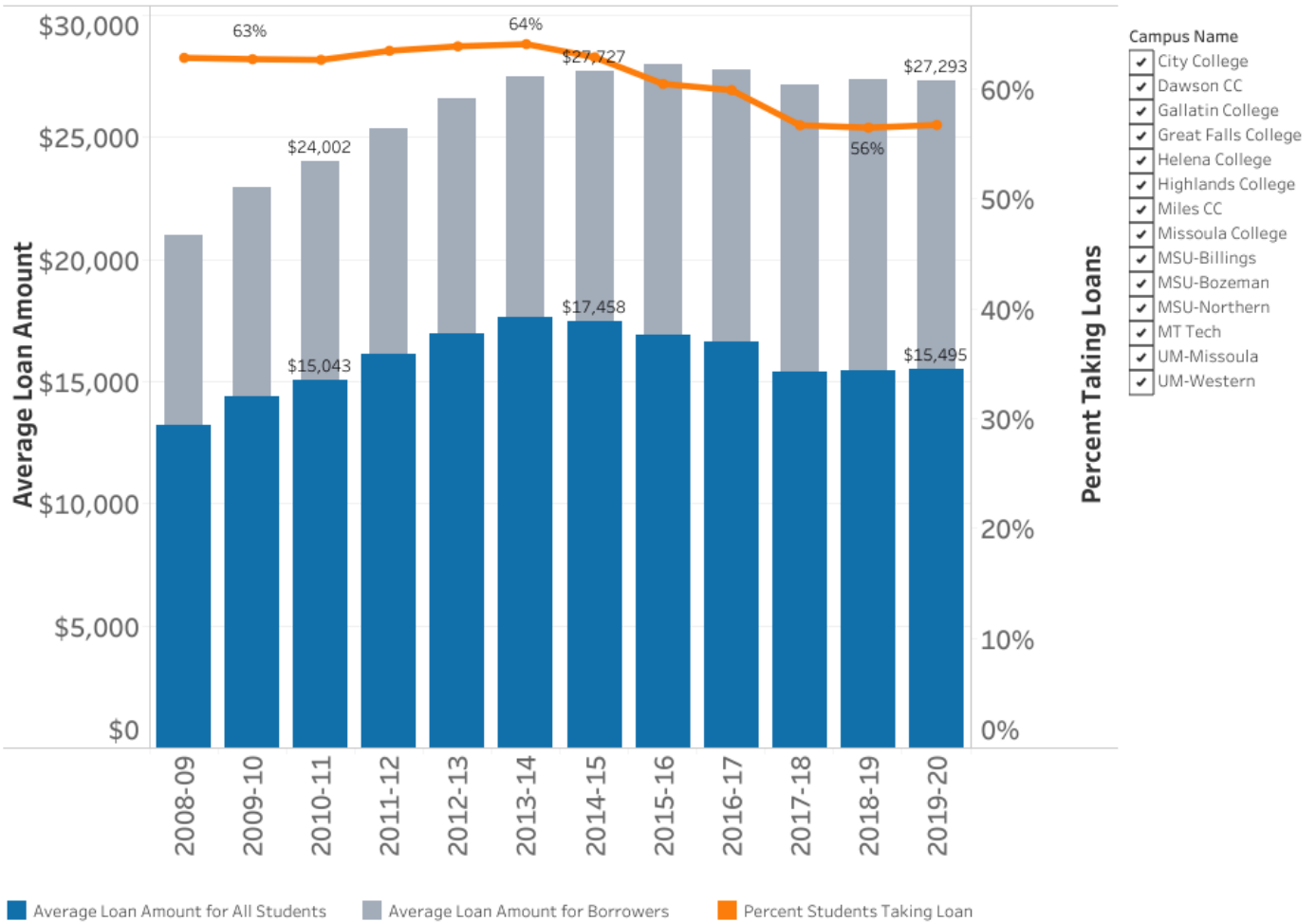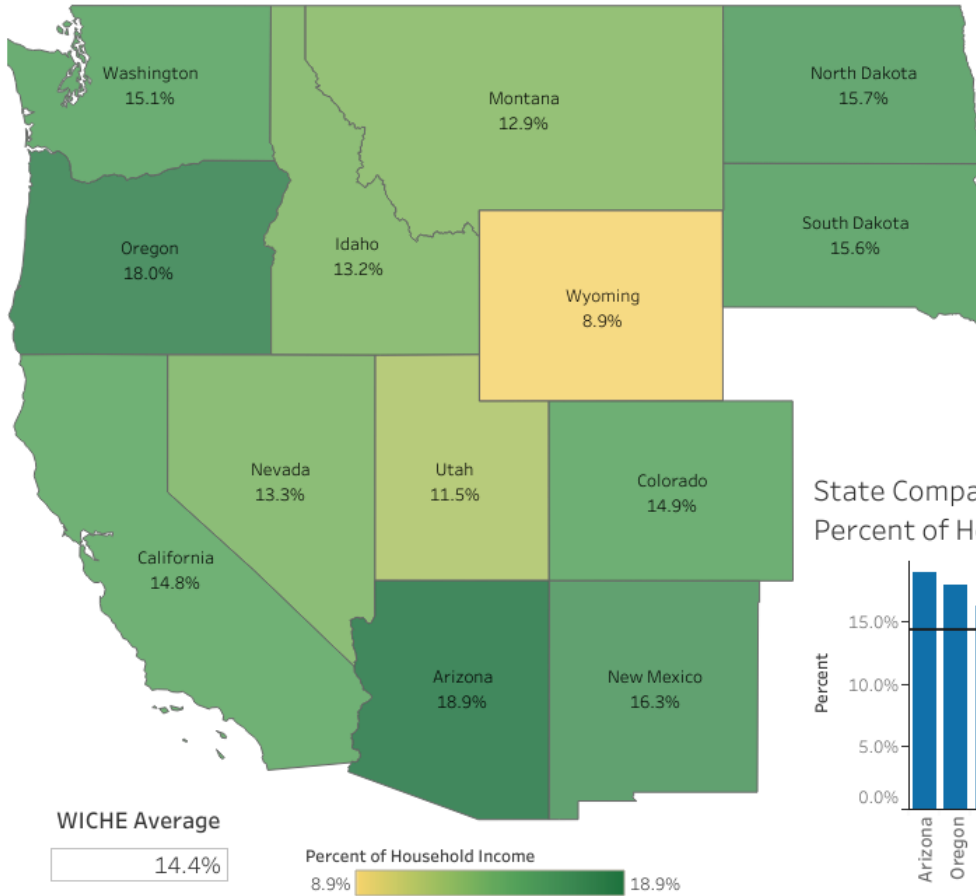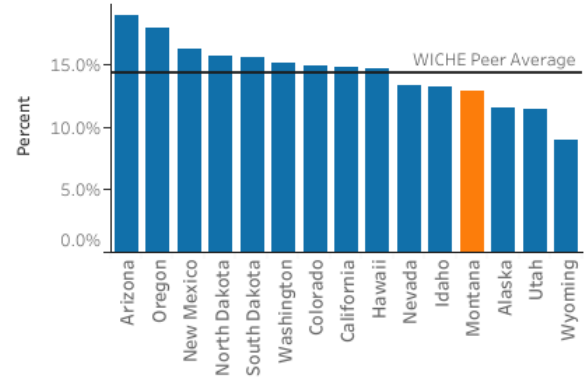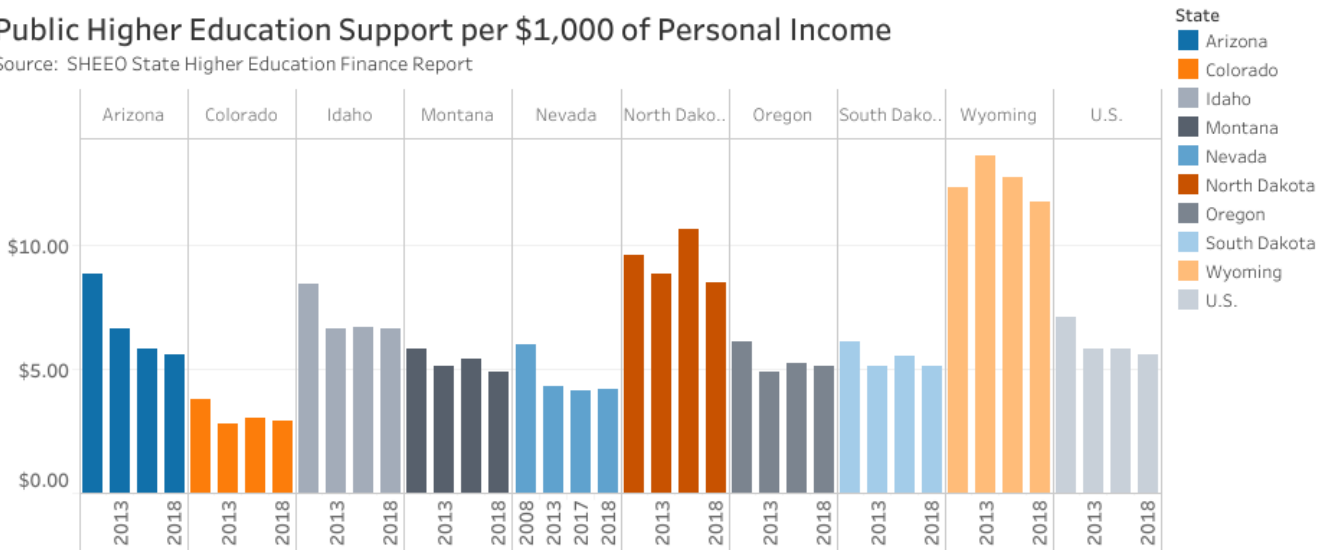
Public Higher Education Support per $1,000 of Personal Income

Source: SHEEO State Higher Education Finance Report

State
- Arizona
- Colorado
- Idaho
- Montana
- Nevada
- North Dakota
- Oregon
- South Dakota
- Wyoming
- U.S.

1 Year Percent Change in Support
Change from 2017 to 2018

State	Percent Change
Arizona	-4.1%
Colorado	-3.5%
Idaho	-2.1%
Montana	-8.4%
Nevada	1.8%
North Dakota	-19.4%
Oregon	-2.1%
South Dakota	-7.9%
Wyoming	-7.9%
U.S.	-3.1%

10 Year Percent Change in Support
Change from 2008 to 2018

State	Percent Change
Arizona	-37.2%
Colorado	-23.0%
Idaho	-21.7%
Montana	-15.3%
Nevada	-30.9%
North Dakota	-11.0%
Oregon	-16.3%
South Dakota	-16.5%
Wyoming	-5.5%
U.S.	-21.6%

4

Objective 1.3.3

Increase the amount of state support as a percentage of total personal income relative to peer states and historical levels

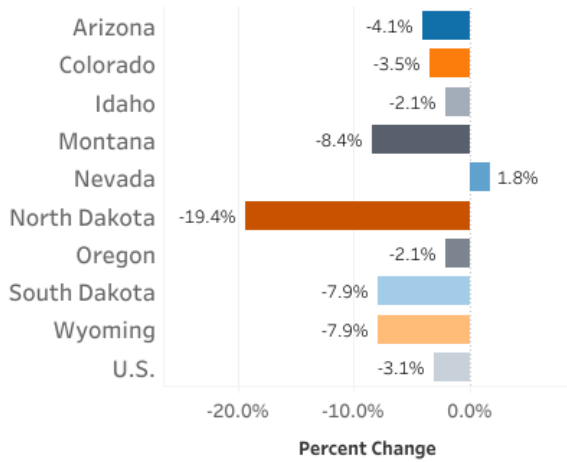### Public Higher Education Support per $1,000 of Personal Income
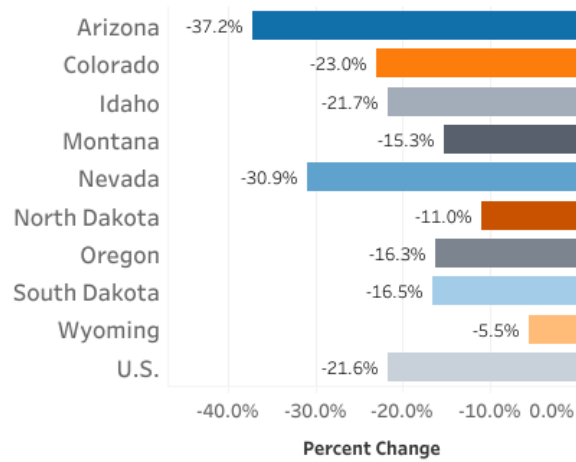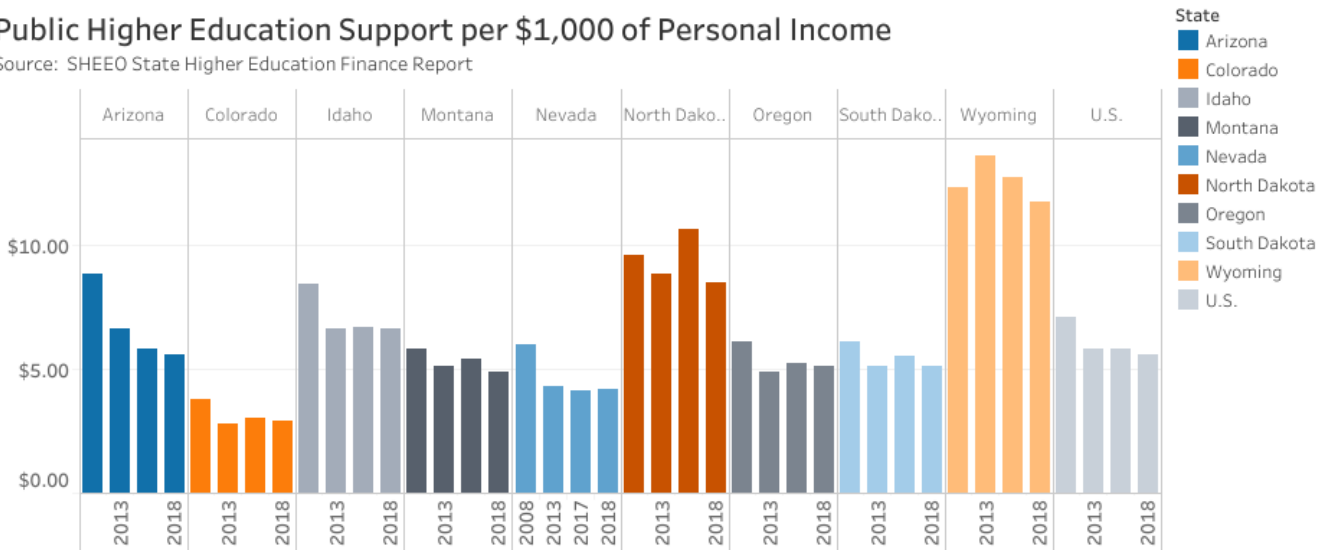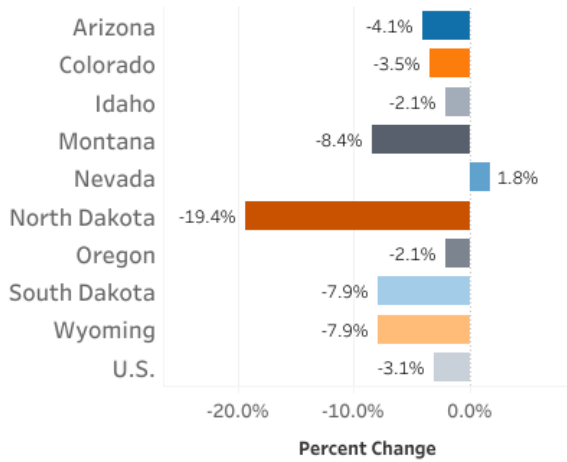
Source: SHEEO State Higher Education Finance Report

State
- Arizona
- Colorado
- Idaho
- Montana
- Nevada
- North Dakota
- Oregon
- South Dakota
- Wyoming
- U.S.

1 Year Percent Change in Support

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U.S.	-3.1%

10 Year Percent Change in Support

Change from 2008 to 2018

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North Dakota	-11.0%
Oregon	-16.3%
South Dakota	-16.5%
Wyoming	-5.5%
U.S.	-21.6%

4

MUS Strategic Plan
K - 20 Collaboration
https://www.mus.edu/data/strategic-plan/k20.html

Goal Statement

Work collaboratively with the K-12 education system to increase high school academic preparedness, completion, and concurrent enrollment programs

Goal 1: Access & Affordability

System Initiatives: Dual Enrollment

Goal Statement
Increase capacity, awareness, and opportunities for Dual Enrollment in Montana.

Action Steps

1. Continue with 12Free program (first 6 credits for free)
2. Expand communication of Dual Enrollment opportunities through the new College Access Portal
3. Explore ways to centralized dual enrollment registration.
   Measure

Measure
Target = increase the annual number of dual enrolled students by 10%

Objective 1.4.1
Increase enrollment of at-risk and disadvantaged students

Metric 1.4.1

Objective 1.4.2
Expand outreach to top academic achievers graduating from Montana high schools

Metric 1.4.2

Objective 1.4.3
Increase early access to higher education through dual enrollment
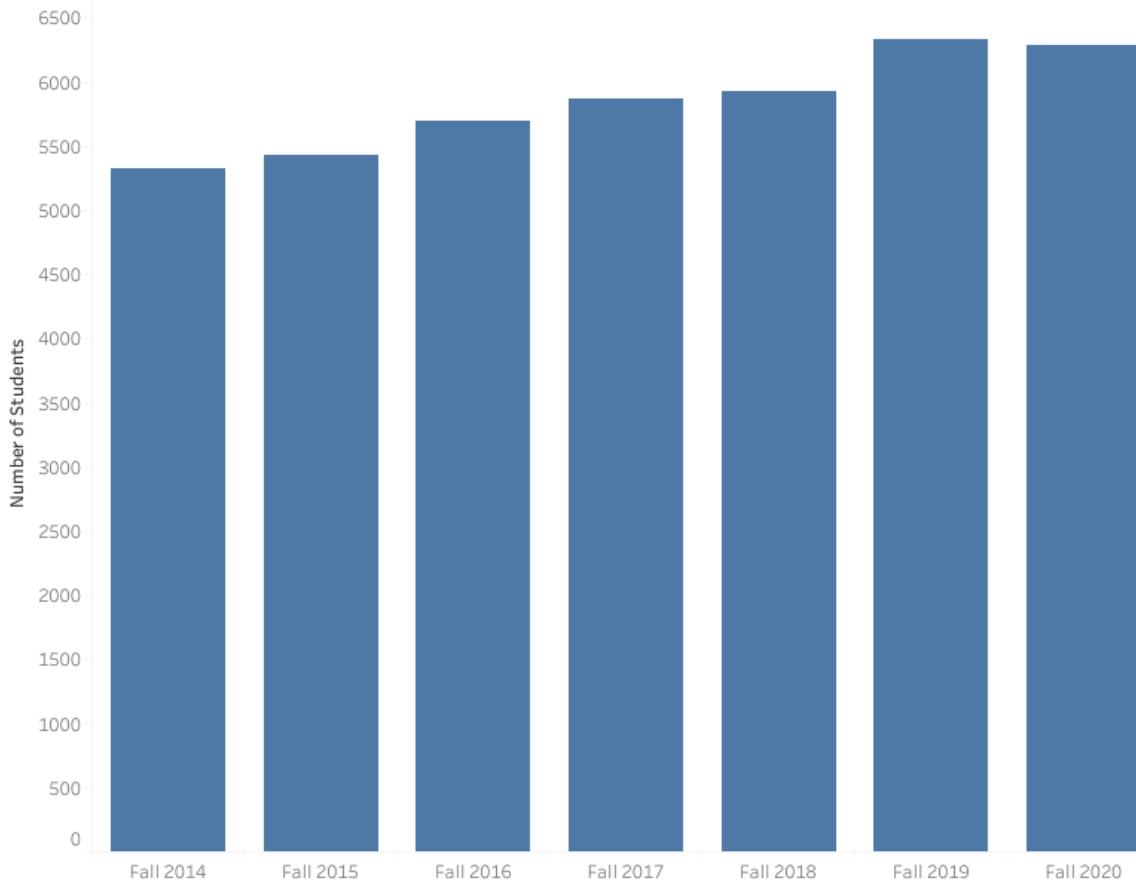
Metric 1.4.3

Objective 1.4.1

Increase enrollment of at-risk and disadvantaged students

Metric 1.4.1

MUS Headcounts - System Totals

Counts prior to Fall 2016 do not include FVCC.

Campus Type	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
2 Year	982	947	1,032	1,090	1,072	1,166	982
4 Year	4,234	4,356	4,440	4,562	4,594	4,846	4,984
Community College	103	126	225	217	255	315	324
Grand Total	**5,319**	**5,429**	**5,697**	**5,869**	**5,921**	**6,327**	**6,290**

Measurement Period
Fall

Campus Type
All

Residency
All

Full Time/Part Time
All

Level
All

Age Range
All

Gender
All

Race/Ethnicity
Multiple values

Dual Enrollment
All

Objective 1.4.2

Expand outreach to top academic achievers graduating from Montana high schools

Metric 1.4.2

MUS Honors Scholarship - Totals

Number of 4 Year merit-based renewable scholarships offered which waives the recipient's tuition at an eligible Montana campus and amounts paid in total.
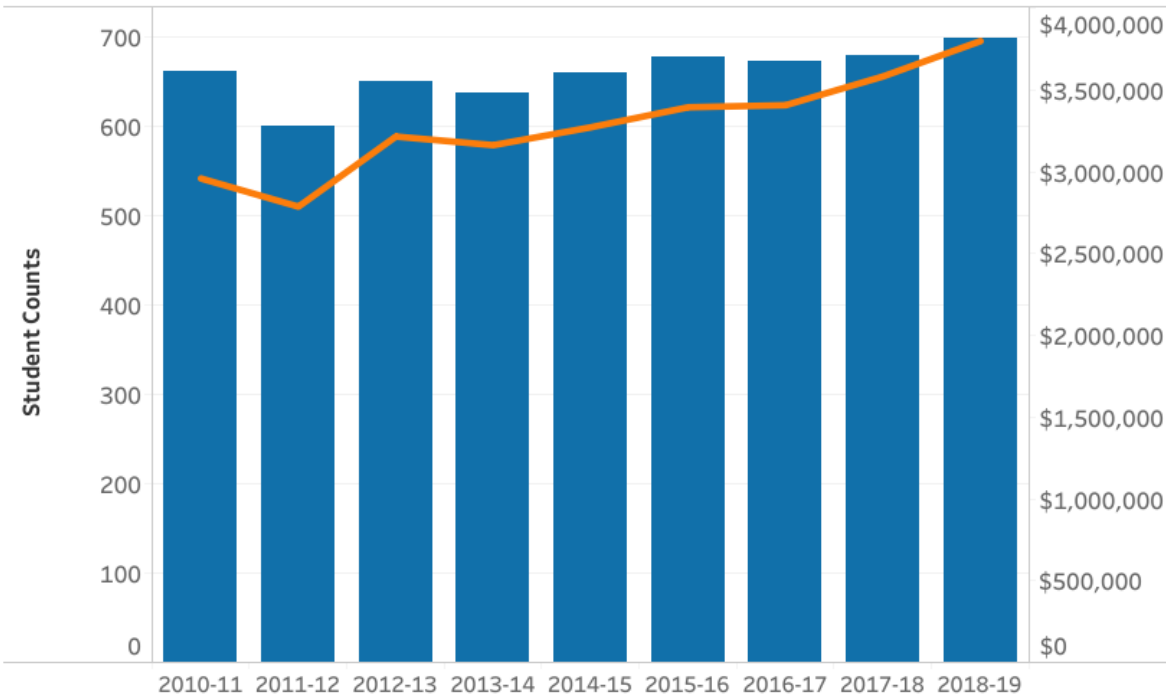
Visit https://www.mus.edu/Prepare/Pay/Scholarships/MUS_Honor_Scholarship.html for more information

Data does not include Flathead Valley CC

Campus
All

Legend
- ■ Student Counts
- ■ Total Amount Paid

Student Counts and Amounts Paid

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Student Counts	662	600	650	638	659	678	673	679	699
Total Amount Paid	$2,960,651	$2,788,381	$3,217,262	$3,164,502	$3,273,786	$3,396,408	$3,408,964	$3,584,994	$3,801,101
Avg. Amount Paid Per Semester	$2,260	$2,377	$2,519	$2,516	$2,544	$2,544	$2,557	$2,681	$2,762

Objective 1.4.3

Increase early access to higher education through dual enrollment

Metric 1.4.3

Dual Enrollment System Totals

Annual number of high school students (age 19 or younger) enrolled in at least one college class; term counts are unduplicated students while year counts are total of all 3 terms

Term
- ✔ Fall
- ✔ Spr
- ✔ Sum
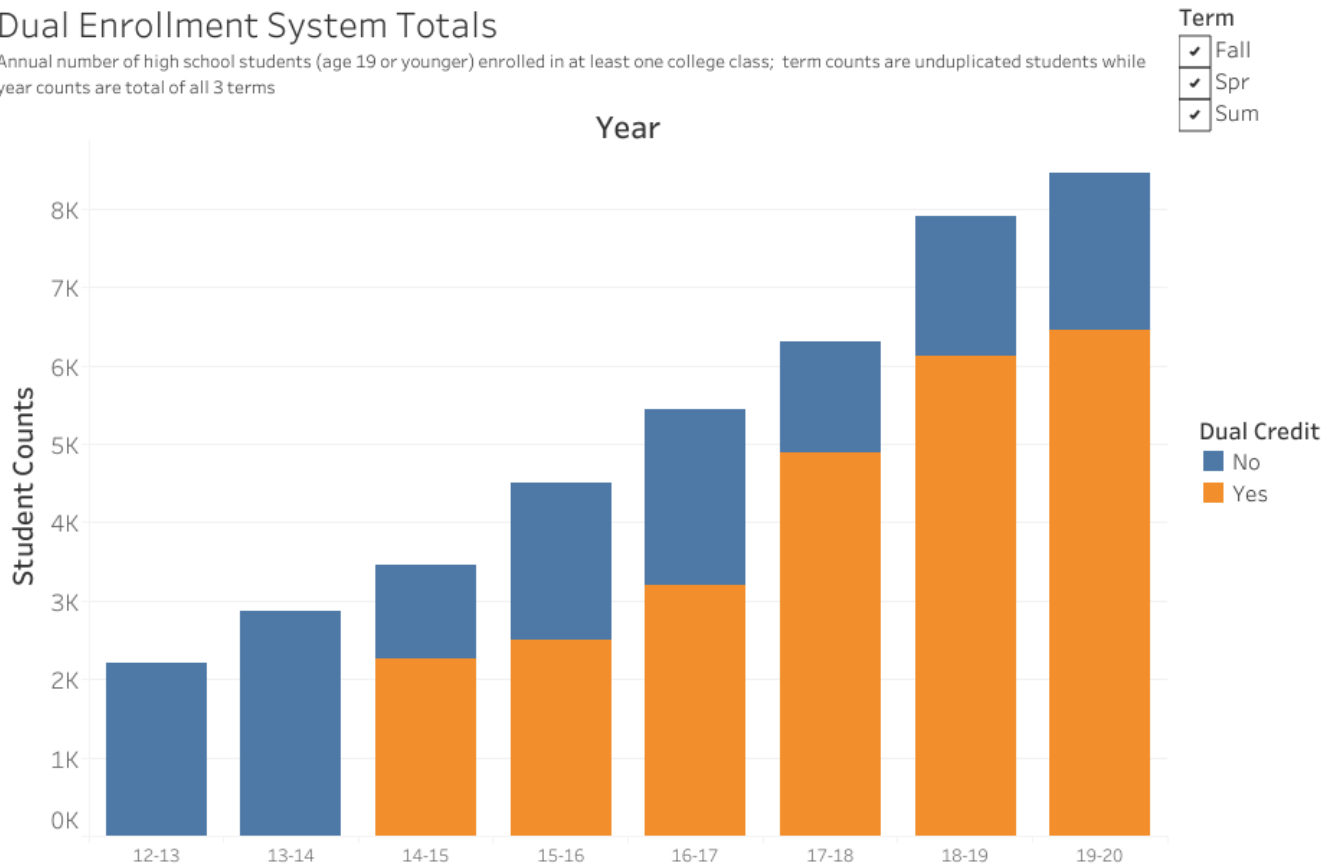
Dual Credit
- ■ No
- ■ Yes

Dual Enrollment Type

Dual Credit	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
No	2,211	2,872	1,189	2,008	2,247	1,413	1,781	2,007
Yes			2,269	2,502	3,198	4,893	6,126	6,448
Dual Enrollment Totals	**2,211**	**2,872**	**3,458**	**4,510**	**5,445**	**6,306**	**7,907**	**8,455**

MUS Strategic Plan
Two-Year Education

https://www.mus.edu/data/strategic-plan/two-year.html

Goal Statement

Increase postsecondary enrollment of traditional and non-traditional students through expanded outreach programs, evening/weekend programs, and 2-year programs

Goal 1: Access & Affordability

System Initiatives: 2-year Education/CTE

Goal Statement

Expand efforts to communicate and effectively deliver career and technical education (CTE) as an option for students to purse in the MUS.

Action Steps

(Shared Policy Goal)

1. Develop a College and Career Readiness (CCR) Portal that equally promotes CTE and non- CTE opportunities.
2. Work with k-12 partners and MUS campuses to more effectively promote CTE opportunities through school counseling and advising strategies.
3. Continuously review the effectiveness of existing CTE programs and conduct gap analyses to guide the development of new CTE opportunities that more effectively meet workforce demand.
4. Explore avenues for developing a system-level approach for the recruitment of students interested in CTE.

Measure

Target = grow CTE enrollment system-wide by 10%

Objective 1.5.1

Increase enrollment at 2-year programs.

Metric 1.5.1

Objective 1.5.2

Increase programs and classes for non-traditional students, including evening and weekend programs

Metric 1.5.2

Objective 1.5.1

Increase enrollment at 2-year programs.

Metric 1.5.1

MT University System Enrollment for Entire System

This dashboard presents information on FTE for the MUS as a system. Census data prior to Fall 2016 is not available for Flathead Valley Community College and is excluded from totals for those periods. Please see our Headcount dashboard at https://mus.edu/data/dashboards/headcount.asp for headcount and demographic information. Census records are not gathered for Summer or Fiscal Year. If selected a blank page will be displayed.

Measurement Period
Fall

Event Type
Census

Campus Type
2 Year

Fiscal Year
Multiple values

Residency
All

Student Population
Multiple values

Student Population
- Non-Resident Underg..
- Resident Undergradu..
- WUE

| Residency	Student Population	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Resident	Resident Undergra..	5,463	5,291	4,915	4,477	4,327	4,155	3,948	3,695	3,129	3,354
	Total	5,463	5,291	4,915	4,477	4,327	4,155	3,948	3,695	3,129	3,354
Non-Reside..	Non-Resident Und..	323	299	328	297	332	358	363	355	324	382
	WUE	72	73	73	70	78	54	69	73	77	117
	Total	395	372	402	366	410	412	432	428	401	499
Total		5,858	5,663	5,317	4,843	4,737	4,568	4,379	4,123	3,529	3,854

Objective 1.5.2

Increase programs and classes for non-traditional students, including evening and weekend programs

Metric 1.5.2

MUS Headcounts - System Totals
Counts prior to Fall 2016 do not include FVCC.
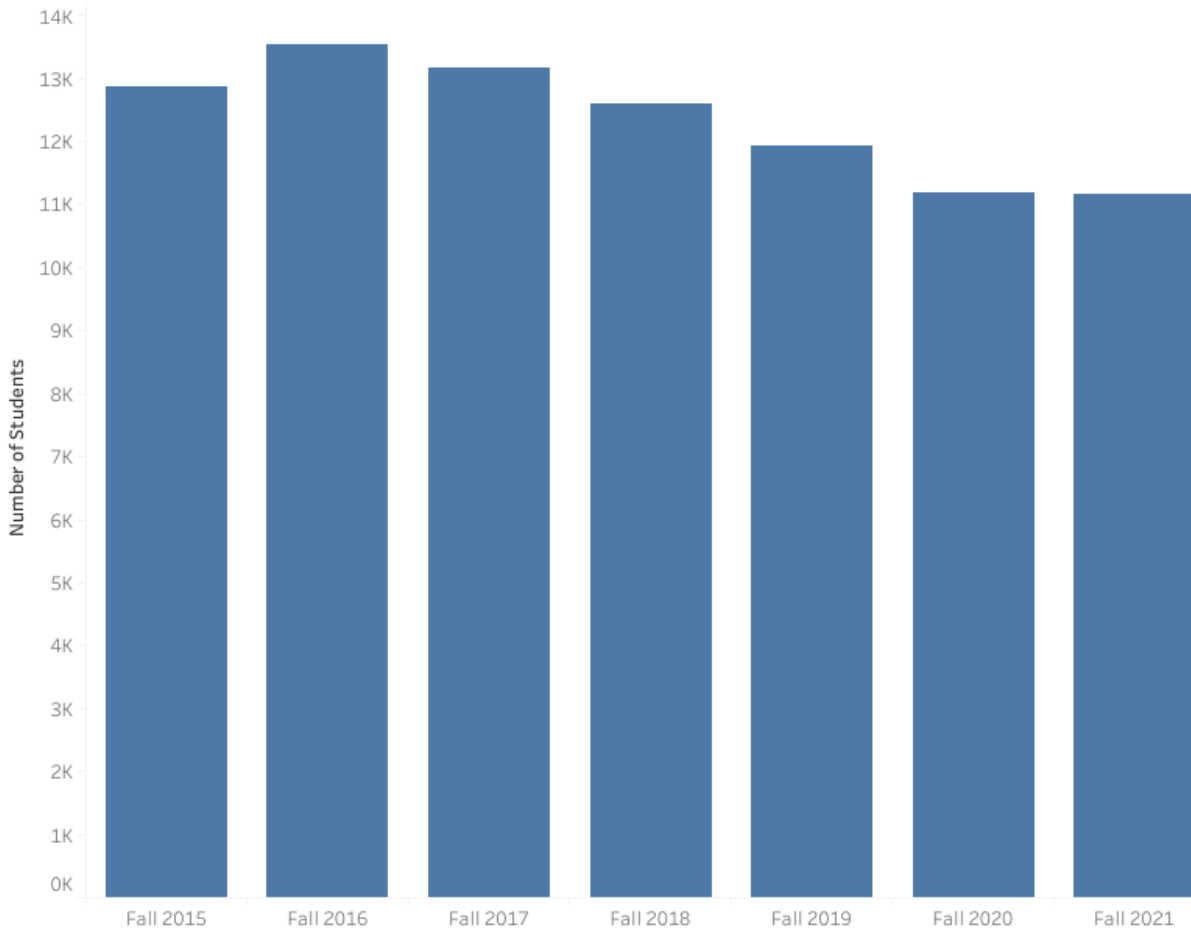
Campus Type	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
2 Year	2,834	2,701	2,594	2,275	2,080	1,772	1,783
4 Year	9,779	9,737	9,493	9,224	8,807	8,523	8,506
Community College	260	1,088	1,084	1,104	1,028	877	881
Grand Total	**12,873**	**13,526**	**13,171**	**12,603**	**11,915**	**11,172**	**11,170**

Measurement Period
Fall

Campus Type
All

Residency
All

Full Time/Part Time
All

Level
All

Age Range
Multiple values

Gender
All

Race/Ethnicity
All

Dual Enrollment
All

MUS Strategic Plan
Distance Learning
https://www.mus.edu/data/strategic-plan/distance-learning.html

Goal Statement

Improve distance and on-line learning by coordinating online delivery of education across the entire Montana University System

Goal 1: Access & Affordability

System Initiatives: MUS Distance Learning Initiative:

In the 2005 and 2007 legislative sessions, the Montana Legislature appropriated funds specifically aimed at increasing the availability of distance learning in the Montana University System.

With these funds ($300,000 in 2005, $900,000 in 2007) the university system invested in distance learning resources, faculty, and infrastructure. As a result, Montana universities and colleges now offer more than 100 online degrees and over 700 internet courses.

MUS.edu/online is a central location for students, faculty, and the public to find information on distance education opportunities and topics in the MUS.

Objective 1.6.1
Increase student enrollment in online courses

Metric 1.6.1

Objective 1.6.2
Increase the number of online courses and degrees

Metric 1.6.1

Objective 1.6.1
Increase student enrollment in online courses

Metric 1.6.1

Objective 1.6.2

Increase the number of online courses and degrees

Metric 1.6.1

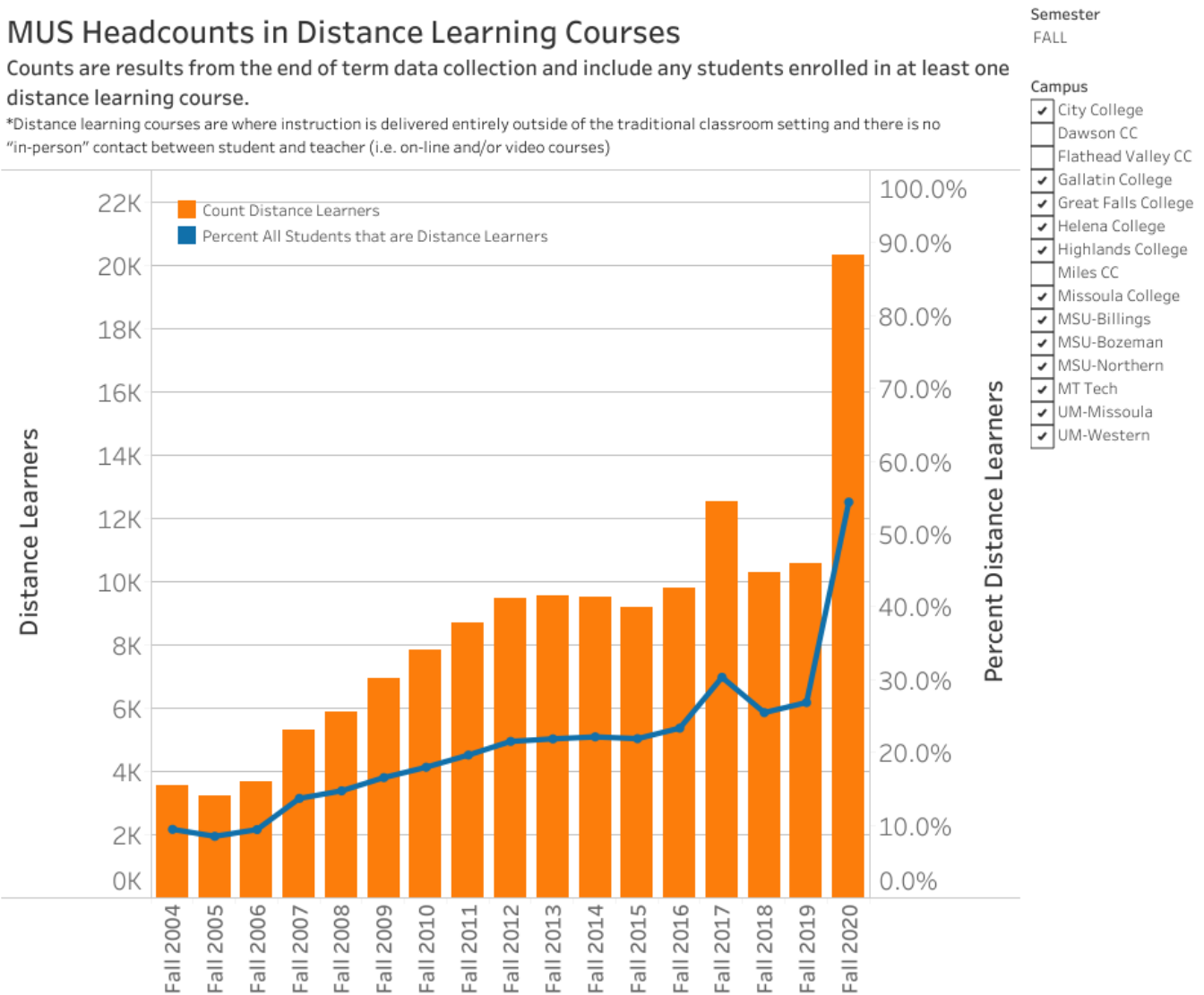## Number of Distance Learning Courses Offered

Number of unduplicated courses offered

Semester
FALL

CAMPUS_NAME
- ✔ City College
- ✔ Dawson CC
- ✔ Flathead Valley CC
- ✔ Gallatin College
- ✔ Great Falls College
- ✔ Helena College
- ✔ Highlands College
- ✔ Miles CC
- ✔ Missoula College
- ✔ MSU-Billings
- ✔ MSU-Bozeman
- ✔ MSU-Northern
- ✔ MT Tech
- ✔ UM-Missoula
- ✔ UM-Western

MUS Strategic Plan
Workforce Development
https://www.mus.edu/data/strategic-plan/workforce-development.html
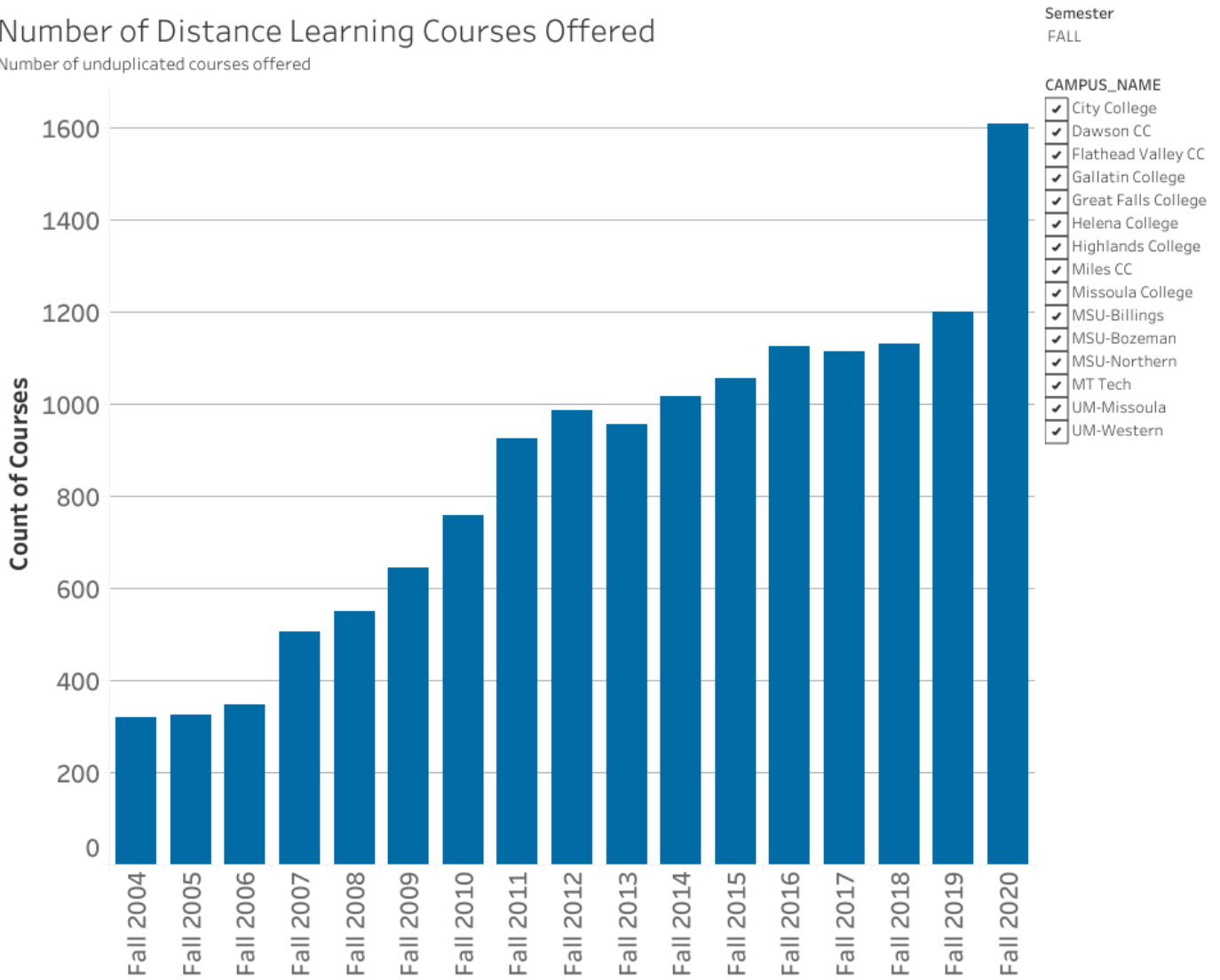
Goal Statement

Increase responsiveness to workforce development needs by expanding and developing programs in high demand fields in the state

<div style="background:#1f3a5f;color:white;text-align:center;padding:8px">Goal 2: Workforce & Economic Development</div>

System Initiatives:

MT STEM Scholarship

The 2019 Legislature revitalized the MT STEM Scholarship by shifting Lottery funding from last dollar to first dollar and extending the number of years that students can receive scholarships from two to four. Award amounts are $1,000 in the first year, $1,500 in years two and three, and $2,000 in year four.

CTE/Big Sky Pathways

In collaboration with OPI, K-12 school districts, two-year colleges, and business and industry, develop and promote sequential curriculum providing high school students with a clear, non-duplicative pathway from high school to two-year colleges and/or careers.

Objective 2.1.1

Increase degrees and certificates awarded in high-demand occupational fields

Metric 2.1.1

Objective 2.1.2

Increase job placement rates

Metric 2.1.2

Objective 2.1.3

Increase the number of certificates and degrees conferred in 2-year programs

Metric 2.1.3

Degrees & Certificates Awarded by MUS 2-year Colleges

Objective 2.1.1
Increase degrees and certificates awarded in high-demand occupational fields

Metric 2.1.1

MUS Degrees & Certificates Awarded by Discipline

Currently Displaying All
Academic Year consists of Summer, Fall, and Spring terms (ex: 2018-19 includes Summer 2018, Fall 2018, Spring 2019)
Certificates of Completion, Technical Studies and Applied Science at the 2-year level are included

Award Type
All

Student Campus
All

Discipline Area
- [ ] Arts & Humanities
- [ ] Business & Communic..
- [ ] Education
- [ ] Health
- [ ] Legal Professions and..
- [✔] Science, Technology, ..
- [ ] Social & Behavioral Sc..
- [ ] Trades

Discipline Area
- Science, Technology, ..

Science, Technology, Engineering, & Math (STEM) 65.3%

Science, Technology, Engineering, & Math (STEM) 10.4%

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Science, Te..	1,648	1,891	1,966	2,038	2,191	2,243	2,212	2,385	2,370	2,595	2,500
Grand Total	**1,648**	**1,891**	**1,966**	**2,038**	**2,191**	**2,243**	**2,212**	**2,385**	**2,370**	**2,595**	**2,500**

Objective 2.1.2

Increase job placement rates

Metric 2.1.2

MUS Graduates Finding Work in MT
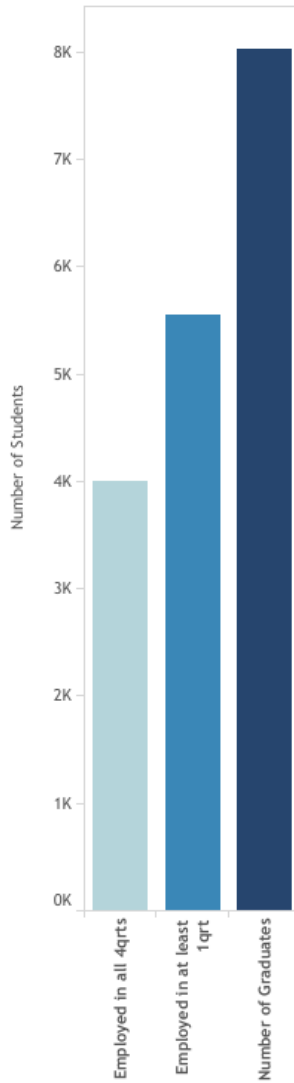
Employment Percentages by Discipline, Award, and Major

Filters

Academic Year
2017-18

Campus
All

Residency
All

Discipline
All

Degree
All

Major
All

Discipline	Award Description	Major
Business & Communication	Baccalaureate Degree	Accounting
		Business
		Business & Information Tech
		Business Administration
		Communications
		Financial Mgmt Services/Other
		Journalism
		Management Information Syst..
		Public Relations
	Cert of Technical Studies	Business Administration
	Certificate (1 year)	Accounting
	Graduate Degree	Accounting
		Business Administration
		Journalism
		Management Science
		Public Relations
Education	Associate Degree	Early Childhood Education
		Education
	Baccalaureate Degree	Early Childhood Education
		Education
		Elementary Education
		Paraprofessional Elementary ..
	Certificate (1 year)	Early Childhood Education
	Graduate Degree	Counselor Educ & Supervision
		Curriculum & Instruction
		Education
		Education Leadership
		Paraprofessional Elementary ..

0.00% 50.00% 100.00%
% Employed in at least one Qu..

Data Source: MUS Data Warehouse; MT Dept. of Labor & Industry; MUS graduates matched to Unemployment Insurance Wage Database.

Data Caveat: Graduate numbers are aggregated and unduplicated based on the highest level of award earned by a student within a given academic year. Student without matchable ID's are excluded from this analysis. Degree and major names are normalized across the MUS. As a result of these factors, the number of graduates reported in this dashboard may not correspond to the official number of graduates reported by individual campuses. Discipline/Award Desc/Major combinations with fewer than 5 graduates will not display due to privacy concerns which can cause the t..

Objective 2.1.3
Increase the number of certificates and degrees conferred in 2-year programs

Metric 2.1.3
Degrees & Certificates Awarded by MUS 2-year Colleges

MUS Degrees & Certificates Awarded
Academic Year consists of Summer, Fall, and Spring terms (ex: 2018-19 includes Summer 2018, Fall 2018, Spring 2019)
Certificates of Completion, Technical Studies and Applied Science at the 2-year level are included
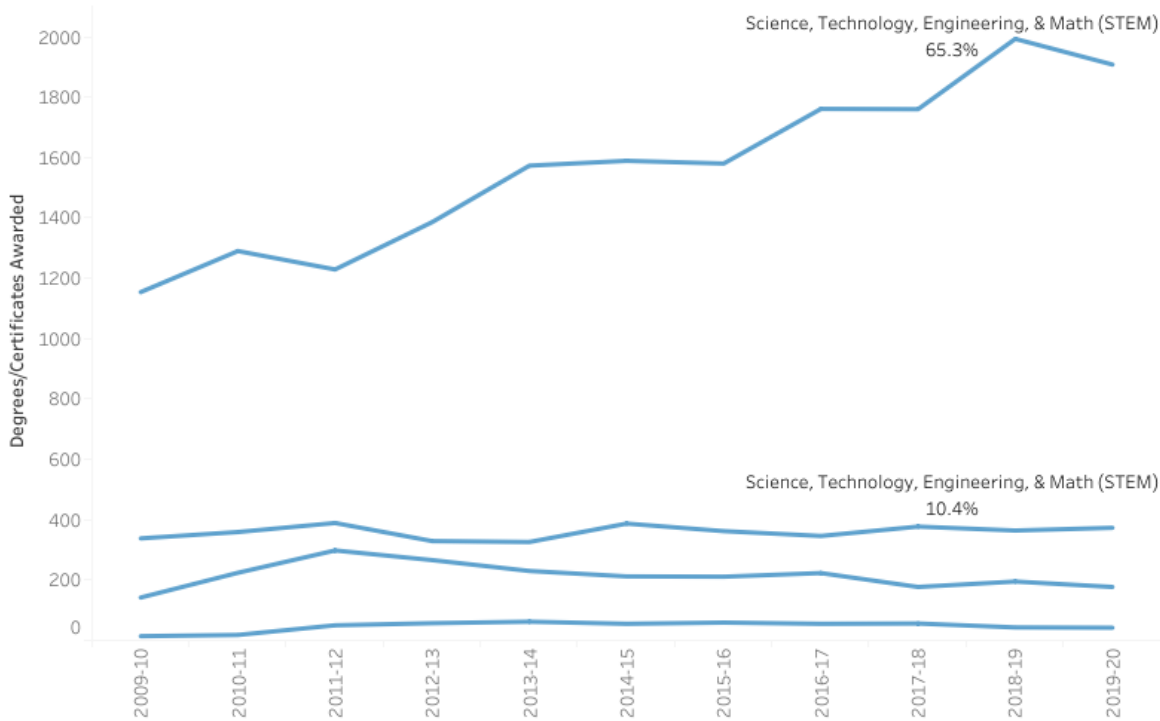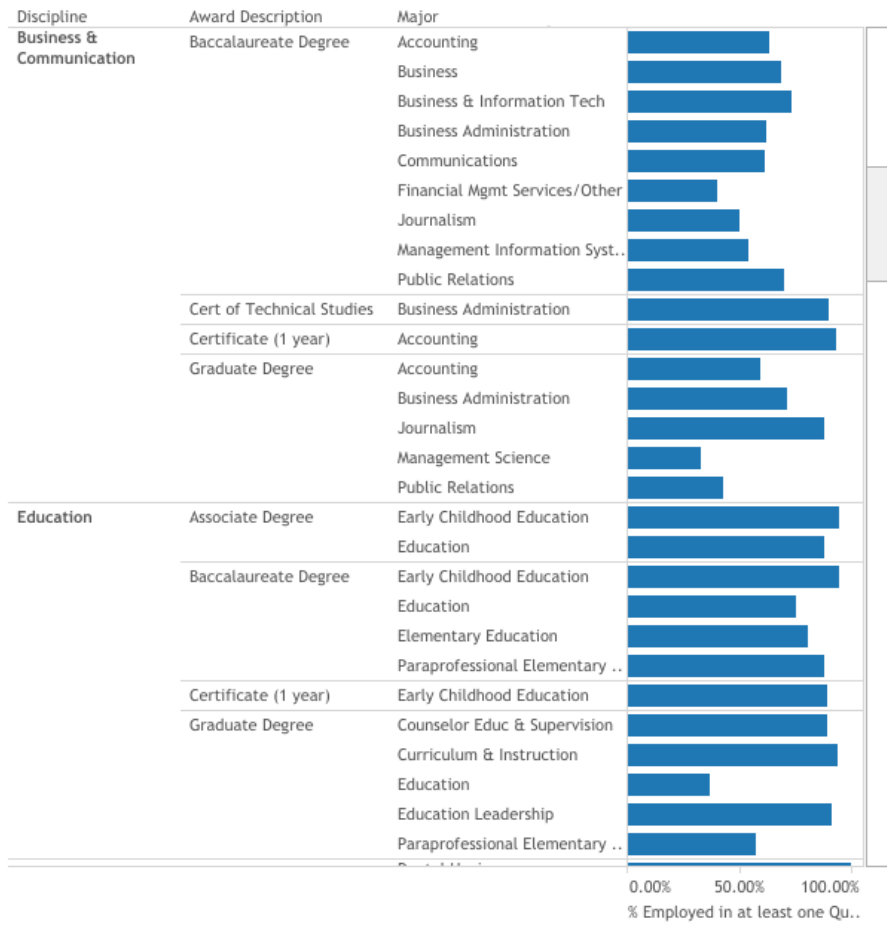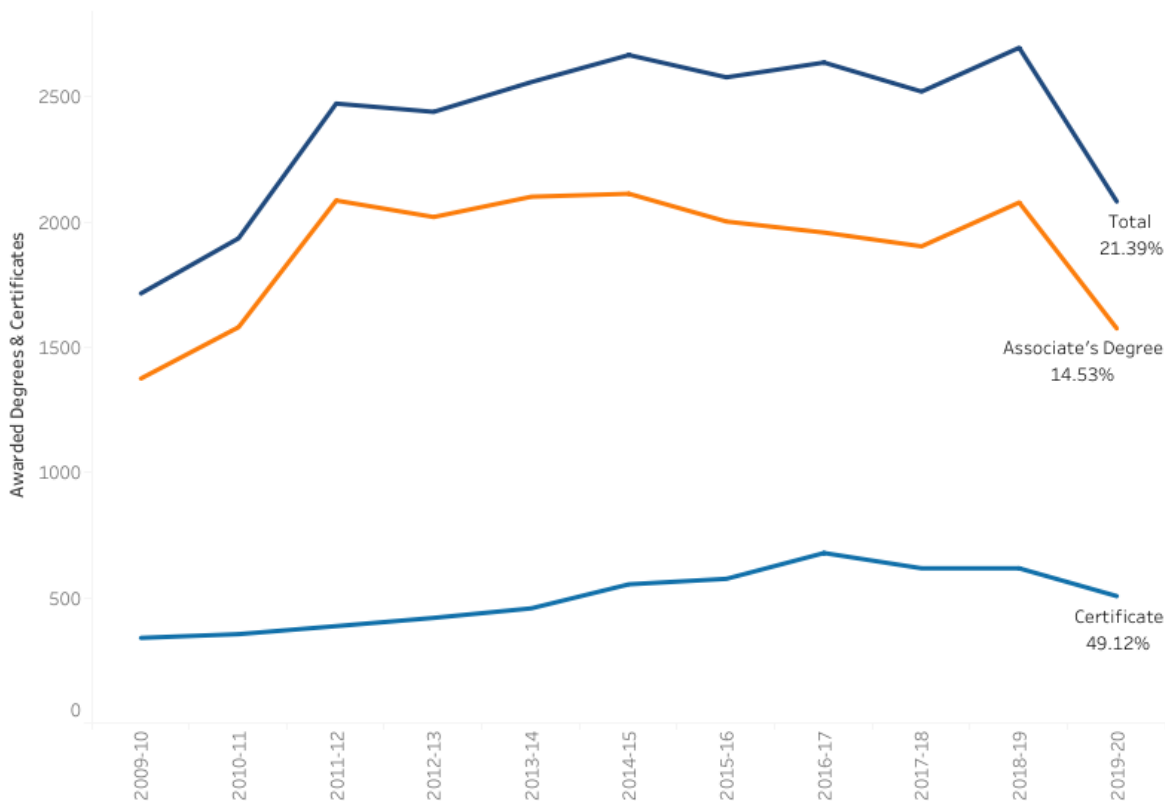
Award Type
- ✔ Certificate
- ✔ Associate's Degree
- ☐ Bachelor's Degree
- ☐ Graduate & Professio..

Student Campus
- ✔ City College
- ✔ Dawson CC
- ✔ Flathead Valley CC
- ✔ Gallatin College
- ✔ Great Falls College
- ✔ Helena College
- ✔ Highlands College
- ✔ Miles CC
- ✔ Missoula College
- ✔ MSU Billings
- ✔ MSU Bozeman
- ✔ MSU Northern
- ✔ MT Tech
- ✔ UM Missoula
- ✔ UM Western

Total 21.39%
Associate's Degree 14.53%
Certificate 49.12%

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Certificate	340	355	387	420	458	554	576	679	618	618	507
Associate'..	1,376	1,581	2,087	2,021	2,102	2,114	2,003	1,959	1,904	2,079	1,576
Bachelor's ..	4,672	4,829	4,703	4,924	5,254	5,357	5,185	5,296	5,098	5,395	5,209
Graduate ..	1,372	1,523	1,601	1,611	1,509	1,682	1,552	1,626	1,658	1,674	1,721
Grand Total	7,760	8,288	8,778	8,976	9,323	9,707	9,316	9,560	9,278	9,766	9,013

4

MUS Strategic Plan
Research & Development

https://mus.edu/data/strategic-plan/research.html

Goal Statement

Establish collaborative programs among institutions, the private sector, and the state to expand research, technology transfer, the commercialization of new technologies, and the development of our entrepreneurs

Goal 2: Workforce & Economic Development

System Initiatives:

MUS Research Initiative:

The MUS received an appropriation of $15M in state funds from the 2015 Montana Legislature to serve as seed money to leverage university-based research into strategic advancements for Montana's economy. The fundamental purpose of this research initiative is to: (1) solve Montana problems with Montana solutions; (2) create good Montana private-sector jobs, and/or; (3) grow emerging and important research sectors that contribute to the diversity of Montana's economy.

The Commissioner of Higher Education administered competitive grants to researchers on the basis of each project's potential for private-sector job creation, commercialization, and economic return on investment for the State of Montana. Areas of emphasis include agriculture, natural resources and energy, materials and manufacturing, health and biomedical sciences, and technology and computer science.

See details and complete list of funded projects

Objective 2.2.1
Increase research & development receipts and expenditures

Metric 2.2.1

Objective 2.2.2
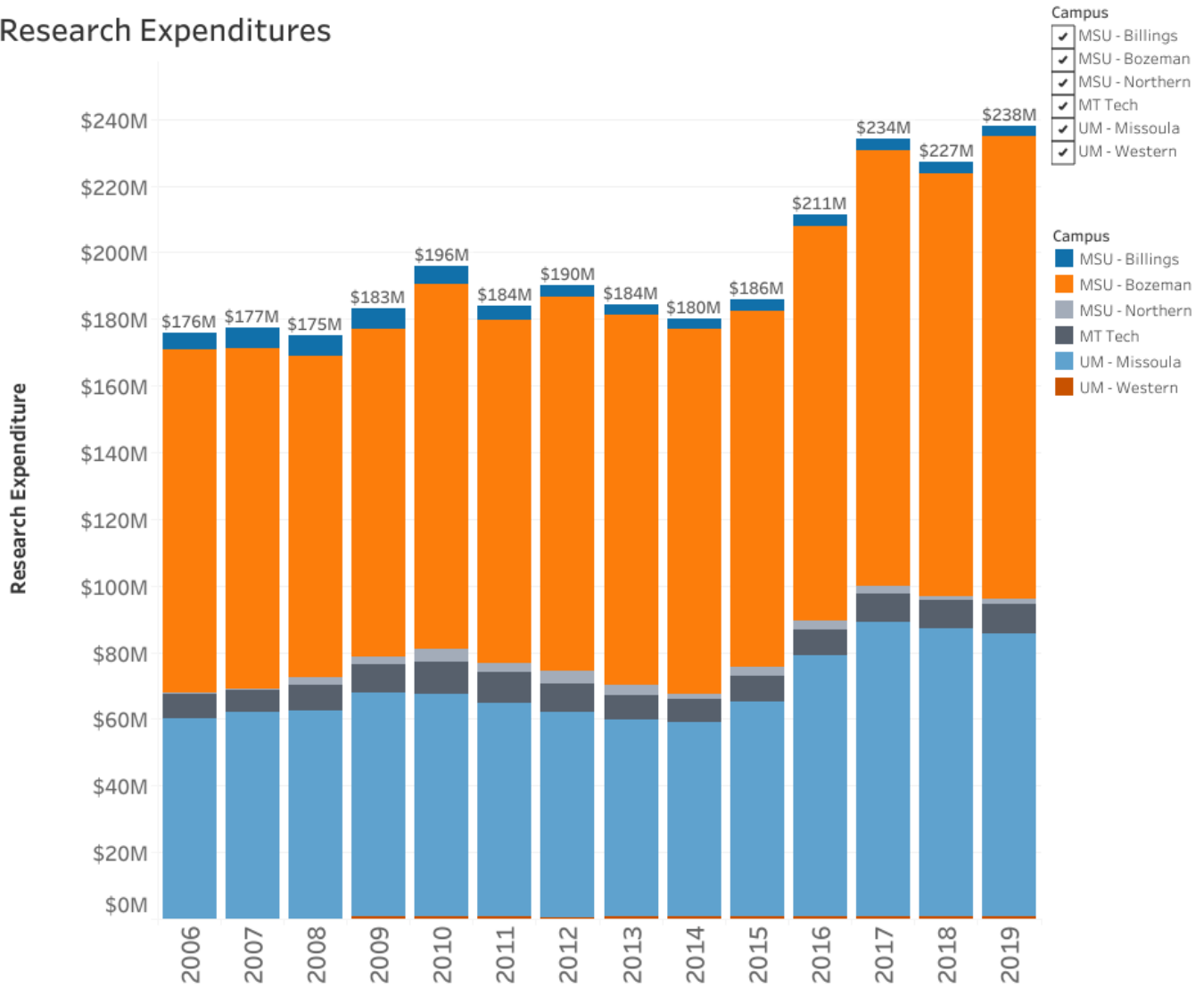Increase technology licenses with Montana businesses

Metric 2.2.2

Objective 2.2.1
Increase research & development receipts and expenditures
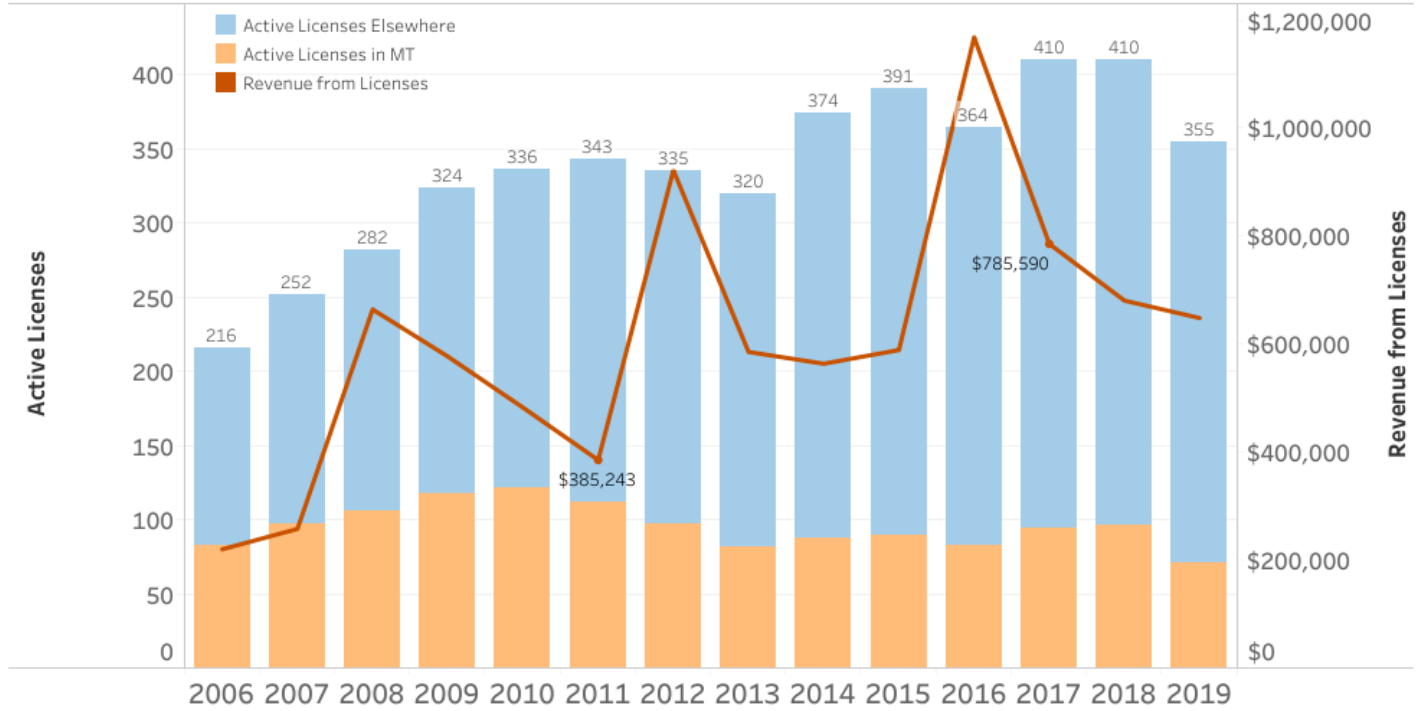
Metric 2.2.1

Research Expenditures

Objective 2.2.2
Increase technology licenses with Montana businesses

Metric 2.2.2

MUS Technology Transfer Activity

Legend:
- Active Licenses Elsewhere
- Active Licenses in MT
- Revenue from Licenses

Bar chart labels (Active Licenses, top of bars):
216, 252, 282, 324, 336, 343, 335, 320, 374, 391, 364, 410, 410, 355

Annotated data labels: $385,243 (2011), $785,590 (2016)

Years: 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
Patents Issued	26	41	19	27	14	14	8	9	8	7	
Inventions filed	44	36	34	37	37	29	31	29	46	43	
Active Licenses Elsewhere	133	155	176	206	215	231	238	238	287	302	
Active Licenses in MT	83	97	106	118	121	112	97	82	87	89	
Percent Licenses MT companies	75%	75%	77%	71%	49%	43%	37%	38%	37%	31%	
License Revenues	49,949	69,165	221,614	305,893	271,330	215,628	663,586	454,479	315,560	437,782	5
Revenue from Licenses	$219,931	$257,621	$664,244	$577,035	$482,391	$385,243	$921,965	$585,486	$563,650	$589,042	$1,1
Reimbursed Patent Costs	$169,982	$138,562	$442,630	$271,142	$211,061	$169,616	$258,379	$131,007	$250,155	$151,260	$5

3

MUS Strategic Plan
Graduate Education

https://www.mus.edu/data/strategic-plan/graduate-education.html

Goal Statement

Expand graduate education capacity and opportunities in order to increase educational attainment of Montanans, fuel economic development, grow the research and development enterprise, and contribute to the cultural and social fabric of Montana and the region.

<div align="center">

Goal 2: Workforce & Economic Development

</div>

System Initiatives

Faculty, staff, and students in the Montana University System (MUS) are engaged in science and technology research and graduate education that help build Montana's economic future. The MUS research enterprise also builds partnerships with communities, businesses, and other educational entities to help align science education and research with pressing social and economic challenges.

Expanding graduate education capacity and opportunities will help grow the MUS research enterprise. The following initiatives are key to this effort:

- Improved stipends and resident tuition status to attract competitive graduate students;
- Sufficient start-up funding packages and salaries to retain and recruit competitive faculty;
- Strategic addition of graduate programs to meet workforce needs and research opportunities ; and
- Innovative partnerships and financing to build modern facilities and a competitive research infrastructure.

Objective 2.3.1

Increase the number and percentage of graduate students in the Montana University System.

Metric 2.3.1

Objective 2.3.2

Increase graduate degree production, maintaining a strong concentration in science, technology, engineering, and math (STEM) fields.

Metric 2.3.2

Objective 2.3.1

Increase the number and percentage of graduate students in the Montana University System.

Metric 2.3.1

MUS Headcounts - System Totals

Counts prior to Fall 2016 do not include FVCC.

Campus Type	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
4 Year	4,763	4,696	4,829	5,002	5,074	5,149	5,250
Grand Total	**4,763**	**4,696**	**4,829**	**5,002**	**5,074**	**5,149**	**5,250**

Measurement Period
Fall

Campus Type
All

Residency
All

Full Time/Part Time
All

Level
Graduate

Age Range
All

Gender
All

Race/Ethnicity
All

Dual Enrollment
All

Objective 2.3.2

Increase graduate degree production, maintaining a strong concentration in science, technology, engineering, and math (STEM) fields.

Metric 2.3.2

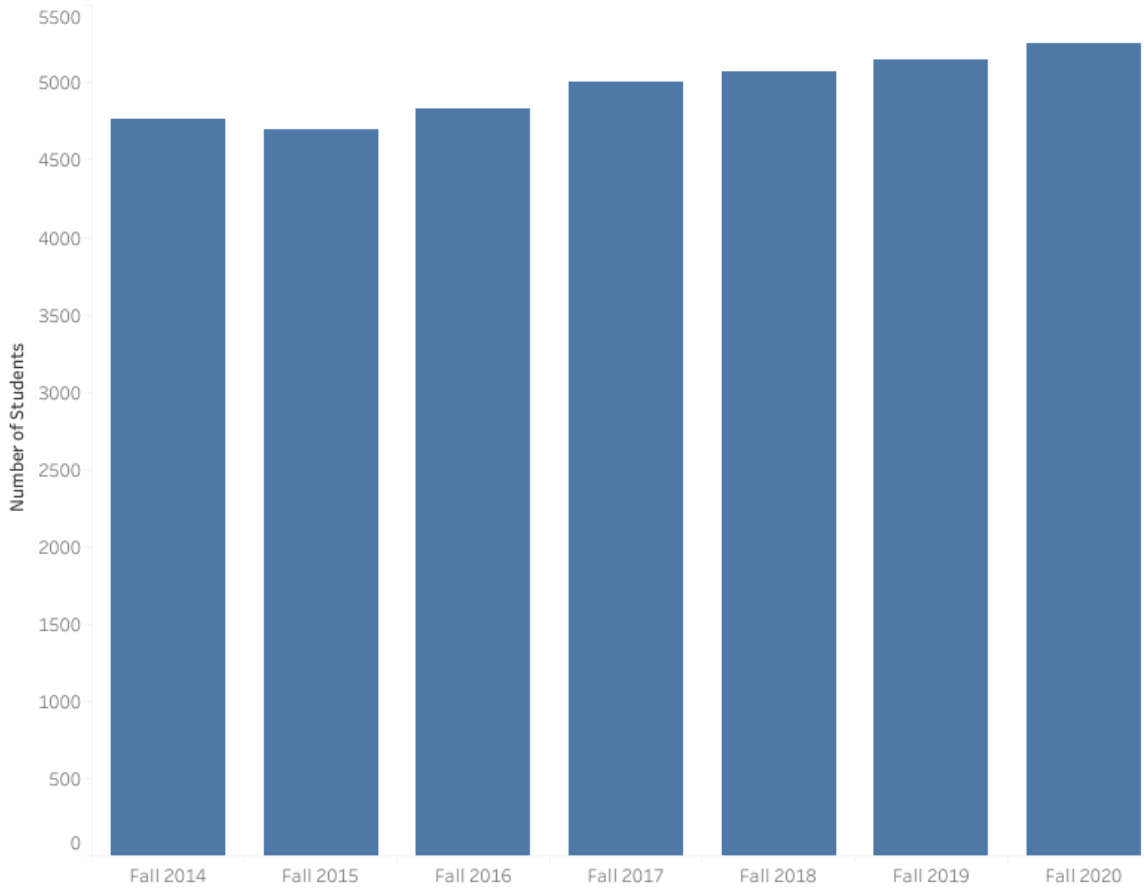## MUS Degrees & Certificates Awarded

Academic Year consists of Summer, Fall, and Spring terms (ex: 2018-19 includes Summer 2018, Fall 2018, Spring 2019)
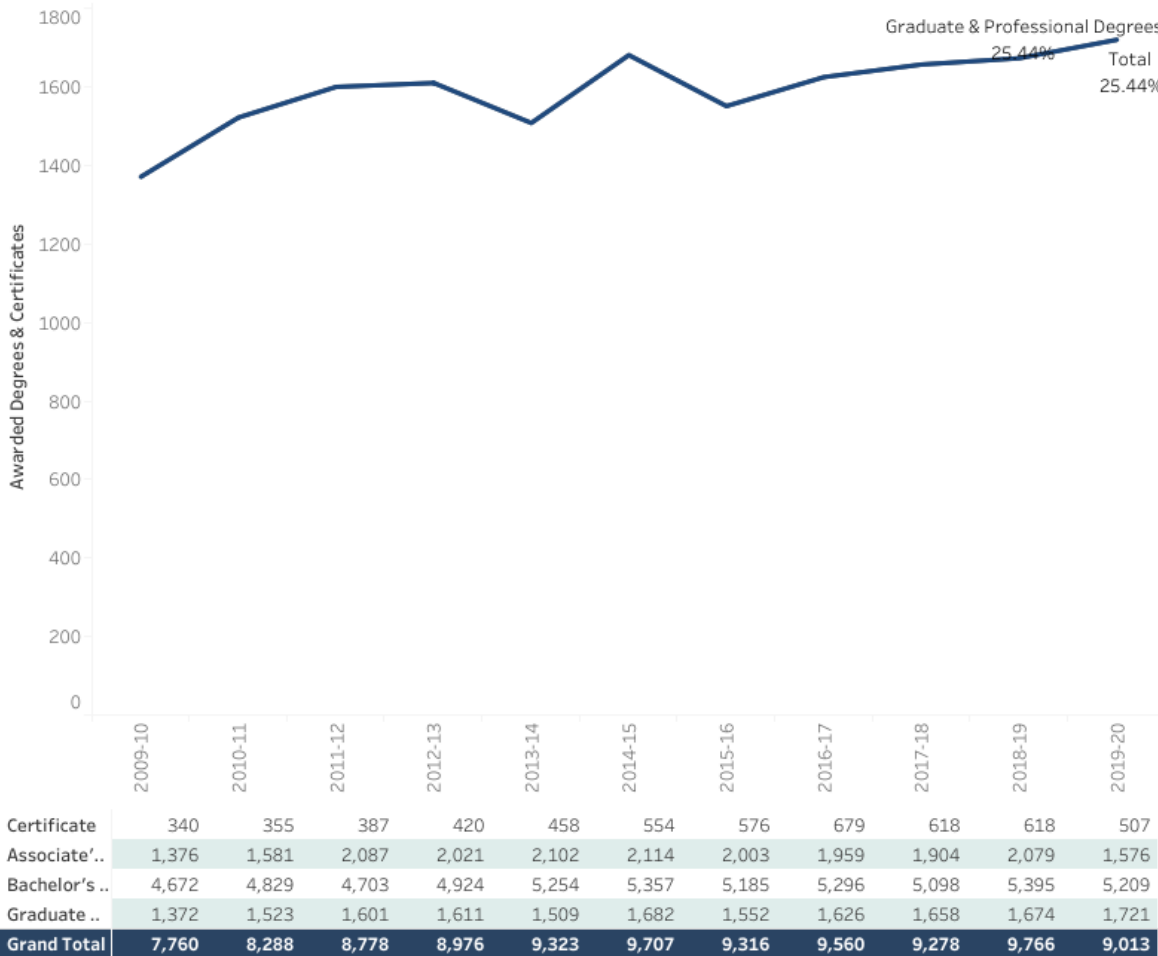Certificates of Completion, Technical Studies and Applied Science at the 2-year level are included

Award Type
- [ ] Certificate
- [ ] Associate's Degree
- [ ] Bachelor's Degree
- [x] Graduate & Professio..

Graduate & Professional Degrees
25.44%   Total 25.44%

Student Campus
- [x] City College
- [x] Dawson CC
- [x] Flathead Valley CC
- [x] Gallatin College
- [x] Great Falls College
- [x] Helena College
- [x] Highlands College
- [x] Miles CC
- [x] Missoula College
- [x] MSU Billings
- [x] MSU Bozeman
- [x] MSU Northern
- [x] MT Tech
- [x] UM Missoula
- [x] UM Western

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Certificate	340	355	387	420	458	554	576	679	618	618	507
Associate'..	1,376	1,581	2,087	2,021	2,102	2,114	2,003	1,959	1,904	2,079	1,576
Bachelor's ..	4,672	4,829	4,703	4,924	5,254	5,357	5,185	5,296	5,098	5,395	5,209
Graduate ..	1,372	1,523	1,601	1,611	1,509	1,682	1,552	1,626	1,658	1,674	1,721
Grand Total	**7,760**	**8,288**	**8,778**	**8,976**	**9,323**	**9,707**	**9,316**	**9,560**	**9,278**	**9,766**	**9,013**

MUS Strategic Plan
Information Technology
https://www.mus.edu/data/strategic-plan/it.html

Goal Statement

Improve the accuracy, consistency and accessibility of system data, including the continued development of a comprehensive data warehouse

Goal 3: Efficiency & Effectiveness

MUS Shared Services related to Information Technology

1. Banner Finance & HR (UM & MSU sides)
2. Benefits Enrollment & Administration
3. Common Course Numbering Admin.
4. MUS Data Warehouse (Student, HR, & Finance)
5. Student Conduct Software (Maxient)

Potential Shared Services

1. Reporting & Analysis Software
2. Central Admissions Application Process
3. File Sharing Services
4. Electronic Document Services
5. Audit/risk assessment software
6. Research/Academic Analytics Software

IT Strategic Directions

In order to meet the three primary goals outlined in the Board of Regents' Strategic Plan, the Montana University System will strive to implement the following Information Technology Strategic Directions:

1. Enterprise Information Systems

Develop an integrated information system with the goal of maximizing administrative efficiencies, allowing for seamless student enrollment between campuses, and promoting consistent business practices across all institutions.

Assumptions:

- The MUS will continue to make incremental steps toward developing a single integrated information system.
- Incremental steps include, but are not limited to, the following:
  - Utilizing a single instance of the administrative information software that is hosted and managed by the main campus on each side of the system (i.e. UM and MSU host a single instance of Banner for their affiliated campuses, with the potential for including the community colleges, as well as tribal colleges).
  - Allowing for multi-institutional functionality to enable (for example): enrollments from more than one campus on students' schedules and transcripts, financial aid based on combined enrollment at more than one institution, centralized administrative services, such as, a single source for payroll generation.
  - Standardizing codes and data elements, as well as aligning business rules and practices.

2. Network Connectivity

Continue to develop and improve an education network that provides high speed telecommunication capabilities that link MUS institutions, provide connectivity to national research and education networks, and expand the reach of the MUS to remote areas of Montana.

3. Data Warehousing

Maintain and work to improve a system-wide data warehouse for the purpose of measuring the goals in Board of Regents' Strategic Plan, collecting and reporting official enrollment, developing linkages with K-12 and workforce data, and producing and monitoring the MUS Operating Budget.

Goal Statement

Deliver efficient and coordinated services

Goal 3: Efficiency & Effectiveness

System Initiatives: Shared Services

Goal Statement

Increase the number of services either facilitated, coordinated, or directed in a system-wide fashion that will increase efficiencies, effectiveness and cost savings at individual campuses and system-wide.

Action Steps

1. **Inventory:** update an inventory of system-wide shared services
2. **Taskforce:** convene a taskforce to help identify potential services to share and sets goals
3. **Focus Areas:** identify and prioritize "areas of focus" to target for shared services implementation

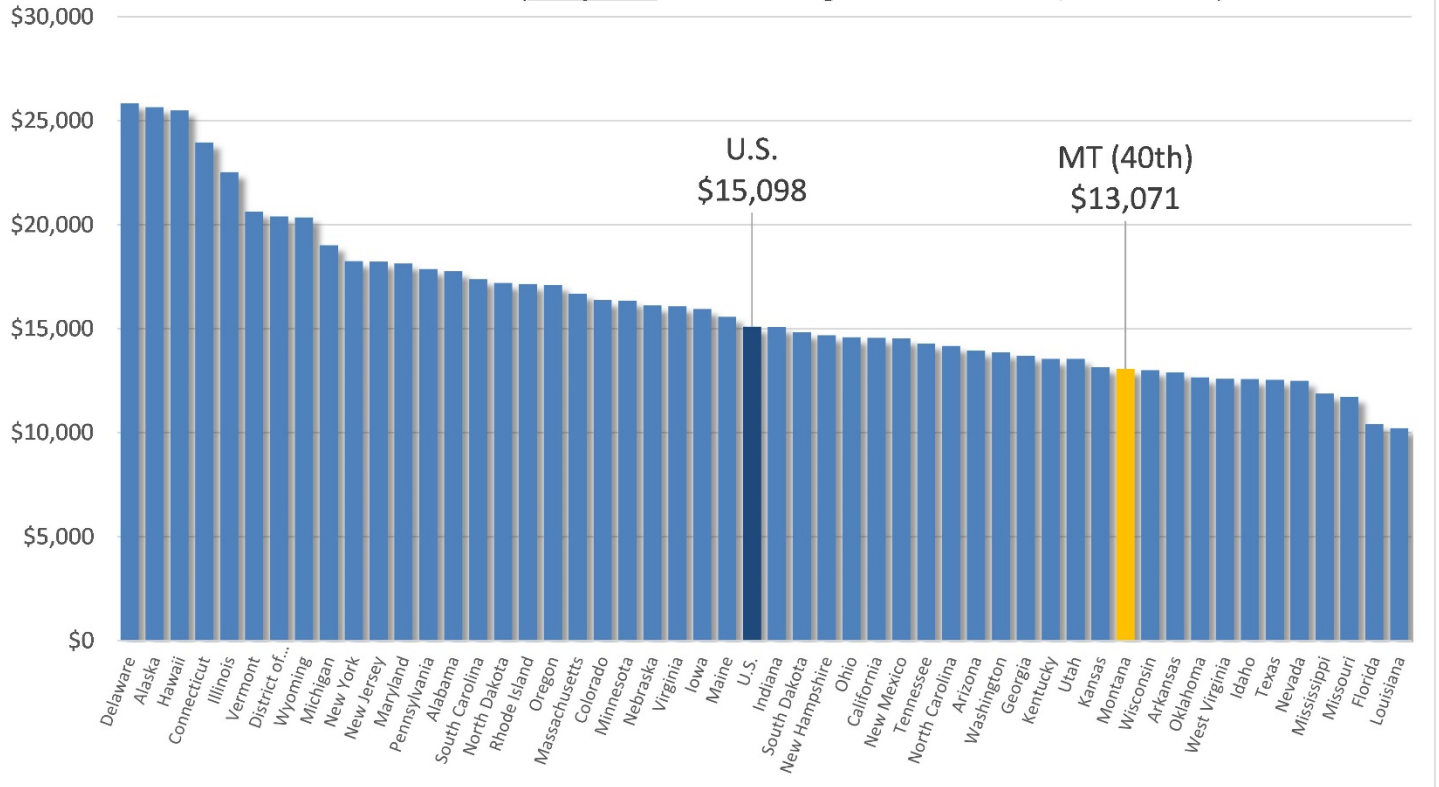*Metric 3.2.1*

Metric 3.2.2

Educational Revenue per Student FTE, FY19

Educational revenue is the sum of public higher education state appropriations and public in-state and out-of-state net tuition. (unadjusted) for cost of living and enrollment mix; includes CC's)
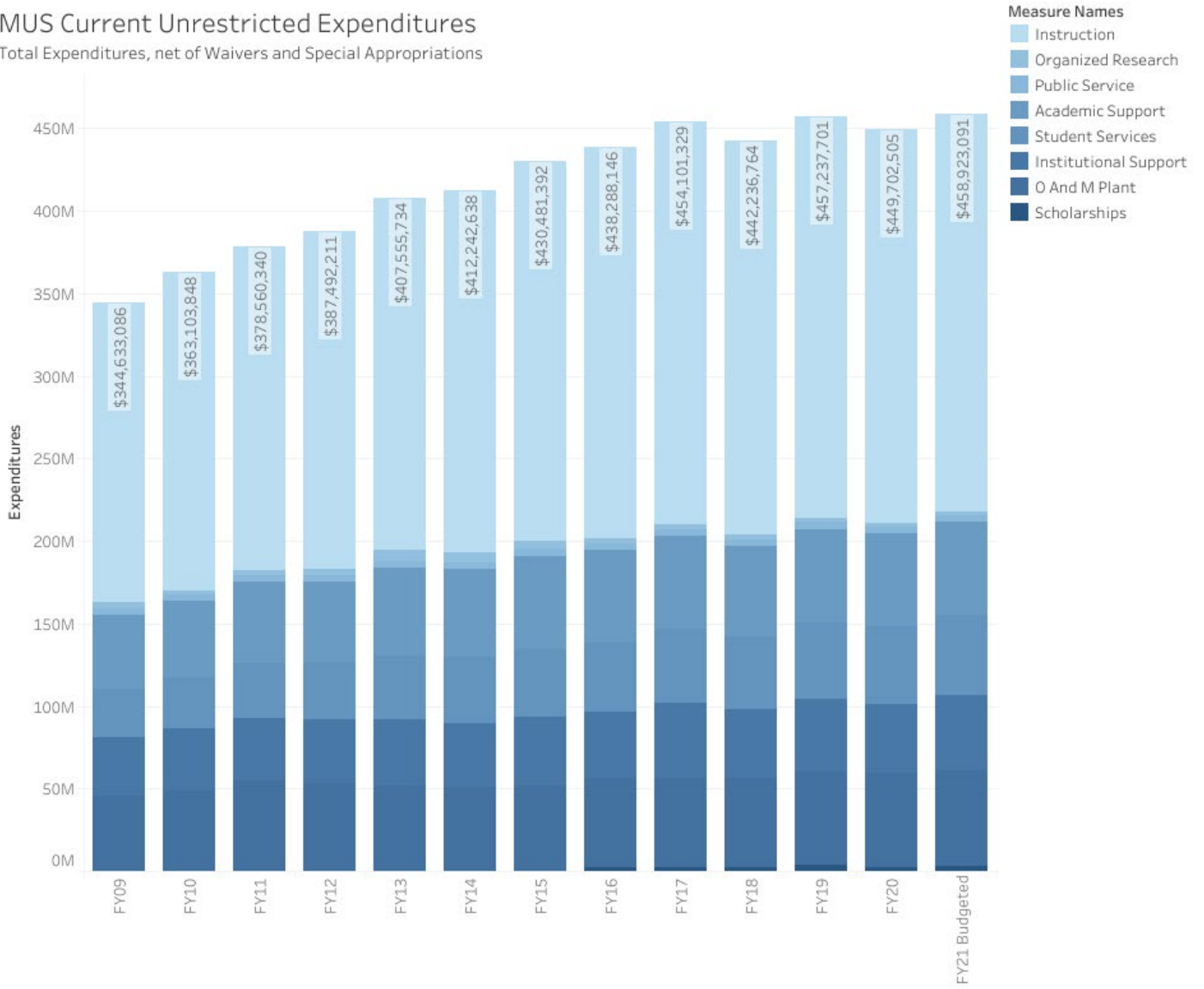
U.S.
$15,098

MT (40th)
$13,071

source: SHEEO, State Higher Education Finance Report http://www.sheeo.org

2

MUS Current Unrestricted Expenditures
Total Expenditures, net of Waivers and Special Appropriations

Measure Names
- Instruction
- Organized Research
- Public Service
- Academic Support
- Student Services
- Institutional Support
- O And M Plant
- Scholarships

Fiscal Year	Total
FY09	$344,633,086
FY10	$363,103,848
FY11	$378,560,340
FY12	$387,492,211
FY13	$407,555,734
FY14	$412,242,638
FY15	$430,481,392
FY16	$438,288,146
FY17	$454,101,329
FY18	$442,236,764
FY19	$457,237,701
FY20	$449,702,505
FY21 Budgeted	$458,923,091

MUS Strategic Plan
Transferability
https://www.mus.edu/data/strategic-plan/transferability.html

Goal Statement

Deliver efficient and coordinated services.

Goal 3: Efficiency & Effectiveness

System Initiatives: MUS Transferability Initiative:

The 2007 Legislature appropriated $1.5 million to help the MUS improve the transferability of courses and further develop its centralized data system.

As a result, the MUS initiated a ***"common course numbering"*** process for all

undergraduate courses. This process requires that all courses deemed to be equivalent must possess the same course prefix, number, and title; all courses with same name and number will directly transfer on a one-to-one basis with equivalent courses at the receiving institution.

Progress:

As of June 2019, more than 10,000 courses in over 60 disciplines have gone through the Common Course Numbering process and developed program outcomes. This represents 100% of the undergraduate courses in the MUS.
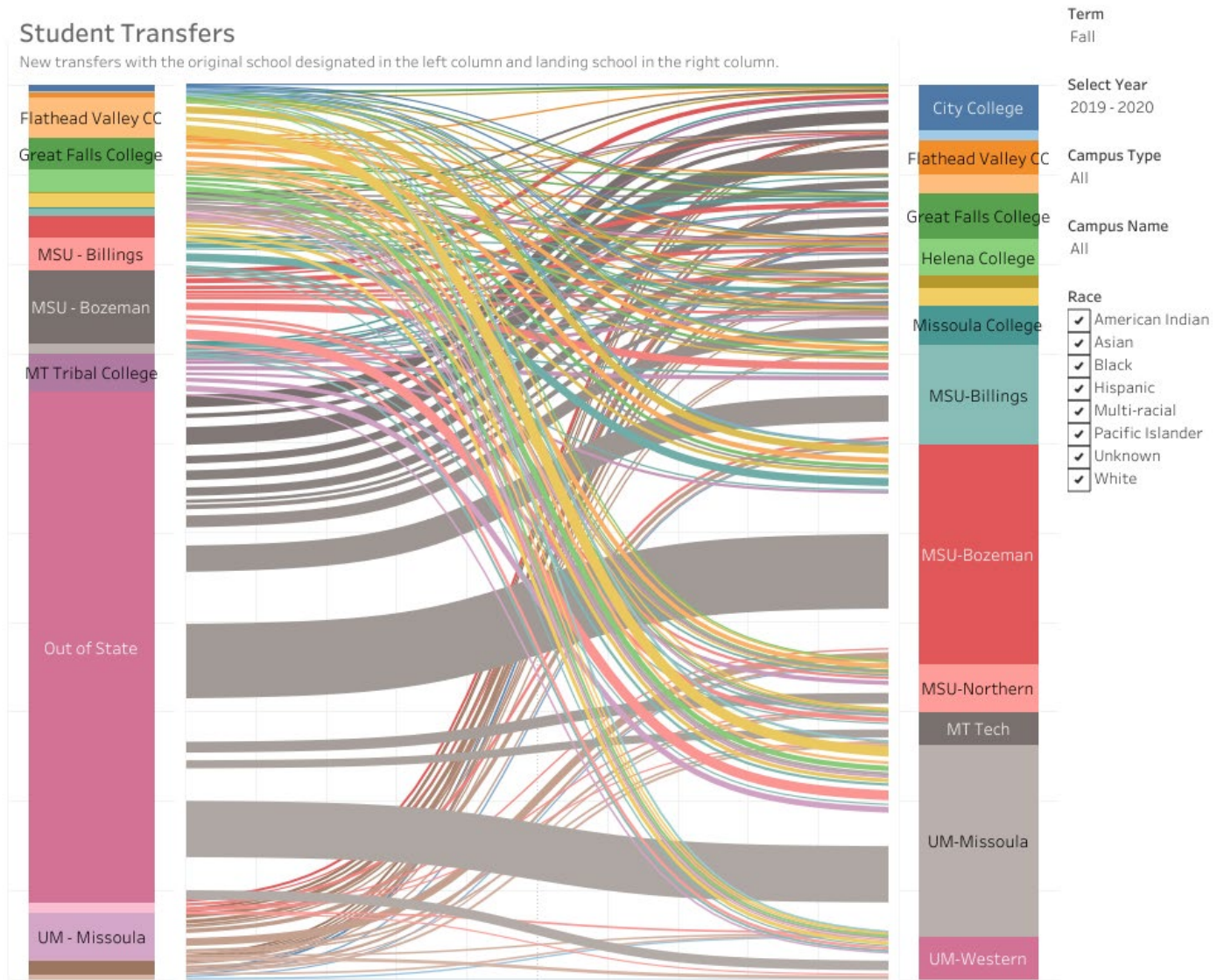
Objective 3.3.1

Improve articulation and transferability among all 2-year and 4- year institutions, including community colleges and tribal colleges

Metric 3.3.1

Objective 3.3.1
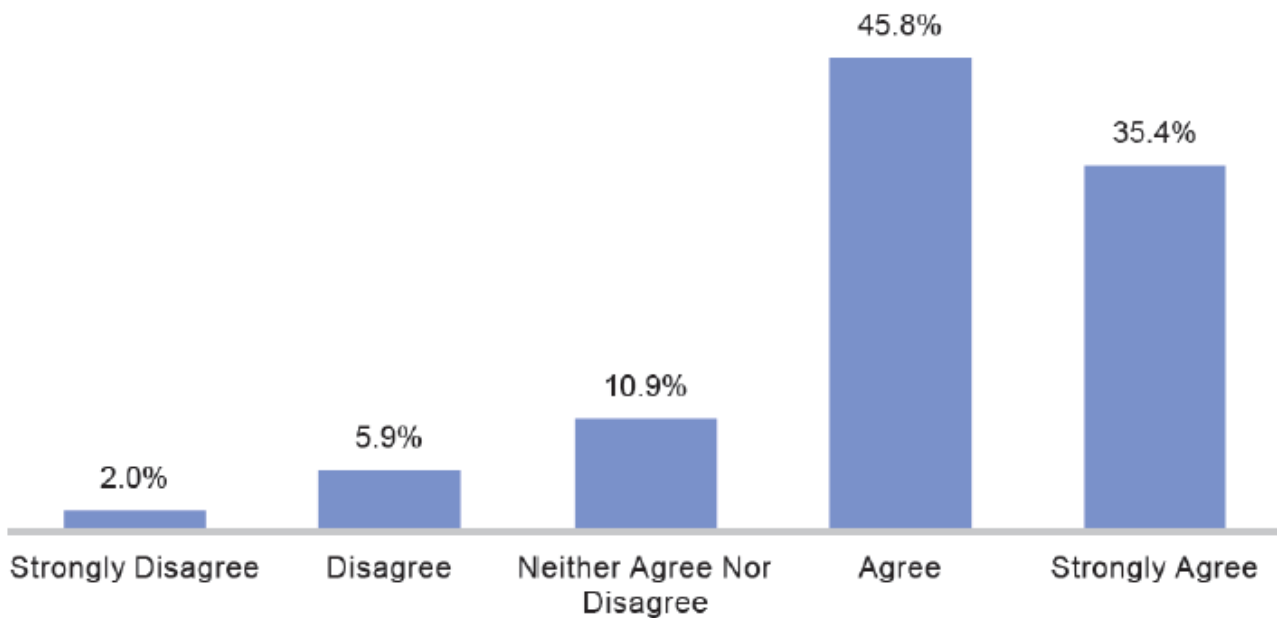
Improve articulation and transferability among all 2-year and 4- year institutions, including community colleges and tribal colleges
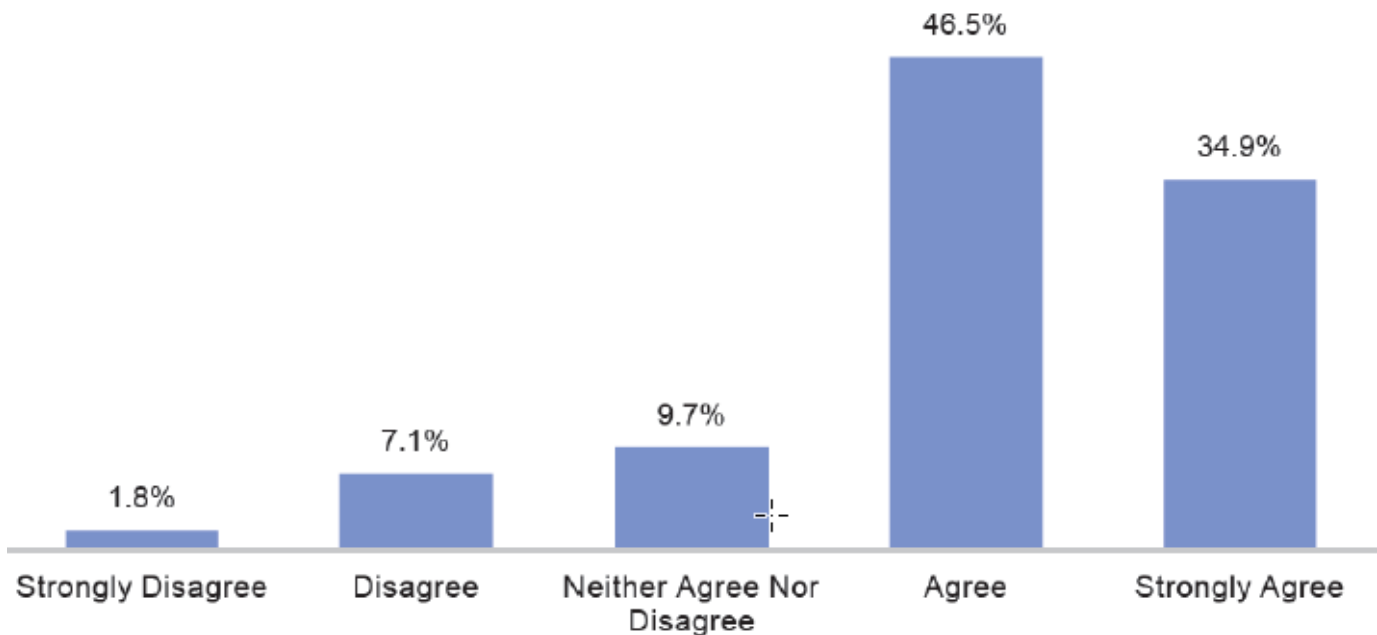
Metric 3.3.1

Student Transfers

New transfers with the original school designated in the left column and landing school in the right column.

Left column (original school):
- Flathead Valley CC
- Great Falls College
- MSU - Billings
- MSU - Bozeman
- MT Tribal College
- Out of State
- UM - Missoula

Right column (landing school):
- City College
- Flathead Valley CC
- Great Falls College
- Helena College
- Missoula College
- MSU-Billings
- MSU-Bozeman
- MSU-Northern
- MT Tech
- UM-Missoula
- UM-Western

Term
Fall

Select Year
2019 - 2020

Campus Type
All

Campus Name
All

Race
- ✔ American Indian
- ✔ Asian
- ✔ Black
- ✔ Hispanic
- ✔ Multi-racial
- ✔ Pacific Islander
- ✔ Unknown
- ✔ White

In 2019, the Legislative Audit Division conducted a survey of over 12,000 recent transfer students (response rate = 10.6%).

Transfer Survey Student Response to: "Overall, I am satisfied with my experience transferring between campuses in the Montana University System."

2.0%	5.9%	10.9%	45.8%	35.4%
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

Source: Compiled by the Legislative Audit Division from student transfer survey data.

Transfer Survey Student Response to: "The transfer process from one Montana campus to another was simple."

1.8%	7.1%	9.7%	46.5%	34.9%
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

Source: Compiled by the Legislative Audit Division from student transfer survey data.

MUS Strategic Plan
Budget Allocation

Goal Statement

Biennial review/update of the budget allocation model consistent with state and system policy goals and objectives

Goal 3: Efficiency & Effectiveness

Performance Funding History:

In May 2013, the Montana University System (MUS) adopted a performance funding model to augment the university system's allocation methodology for distributing state appropriations to campuses. This first version of the MUS performance funding model allocated $7.5 million of state dollars in fiscal year 2015, approximately 5% of total state appropriations. The model utilized two basic metrics for all campuses, freshmen to sophomore retention of first-time, full- time students and the annual number of undergraduate degrees and certificates awarded.

Following the approval of the initial performance funding model, a Performance Funding Taskforce comprised of MUS administrators and faculty leaders, designed a more detailed model. The Montana Board of Regents approved the model in May 2014 for allocation of funds in fiscal years 2016, 2017 and beyond.

This current version of the performance funding model was used to allocate $15 million of state appropriations for FY20, approximately 8% of the total state appropriation to the MUS educational units.

Background

The Montana Legislature allocates the vast majority of funding for our education units in a "lump sum" that is then allocated by the Regents to the individual institutions within the system. How these funds are allocated is central to every strategic objective of the Board. In order to achieve the goals and objectives in this strategic plan, the basic funding allocation model must be continually analyzed. To be an effective tool for achieving our strategic goals, the allocation model should, at a minimum:

- Focus on financing for the state system, not only funding for the individual campuses;
- Be transparent as to the policy choices of the Regents, Legislature, and executive branch;
- Provide a framework for dealing with allocations to institutions, tuition revenues, financial aid, and mandatory fee waivers;
- Have a specific fund dedicated to furthering Regents' priorities;
- Protect institutional viability by moderating the short-term effects of enrollment changes;
- Provide incentives for institutions to collaborate as a system;
- Ensure equity of funding among all institutions;
- Maintain an adequate base of funding and education quality for all institutions;
- Maintain a differential between 2-year and 4-year

Performance Funding

In May 2014, the Board the Regents approved a new set of performance metrics designed to be used in 2015-16 and 2016-17 fiscal years, and beyond. Within this set of metrics, retention rates and completion numbers are measured for all MUS campuses. In addition, mission specific metrics are identified at the flagship and 2-year campuses. Degree counts in graduate programs and research expenditures are included in the flagship campus measurements, while early college enrollment

of high school students coupled with a menu consisting of transfer rates, success in developmental education, credit accumulation, and licensure/exam pass rates round out the metrics for 2-year campuses. For all campuses, special weighting will be applied for Pell-eligible students (low income), American Indian students, nontraditional-age students, and veterans.