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*Office of the Commissioner of Higher Education*
INTRODUCTION

The Montana University System Strategic Plan is the primary planning document of the Board of Regents. The Plan sets forth an agenda for higher education in Montana by delineating the strategic directions, goals, and objectives that guide the Montana University System (MUS).

History
In July 2006, after several years of study, public dialogue, and internal deliberations, the Board of Regents approved the Strategic Plan. Since then, updates have occurred annually, including revisions to strategic initiatives as well as a refreshing of the data within each goal.

The development of the Strategic Plan began with two primary initiatives. The first was to work more closely with the interim legislature to develop a set of mutually agreed upon accountability measures that would guide the MUS and evaluate progress. Working with the Postsecondary Education Policy and Budget (PEPB) subcommittee of the 57th Legislature, the Board of Regents did develop this set of accountability measures in July 2002. Subsequently, the PEPB subcommittee has updated the accountability measures. This latest set of agreed-upon measures evolved into “shared policy goals” and work to form one base for this strategic plan.

The second initiative was to work with the PEPB Subcommittee to explore new ways for the MUS take a more direct leadership role in the state’s economic development. This overall effort, called “Shared Leadership for a Stronger Montana Economy”, engaged a broad range of Montanans to prioritize specific initiatives that would help establish a new role for the MUS in strengthening the state’s economy. The Governor’s Office and several legislative interim committees were included in the effort. In July 2004, the Board of Regents and the PEPB subcommittee met jointly and agreed on three priority initiatives for immediate implementation:

- Develop stronger business-university system partnerships for workforce training;
- Remove barriers to access for postsecondary education; and
- Expand distance learning programs and training.

Goals
The Strategic Plan is comprised of three primary goals that contain a series of sub-goal statements and objectives within each area.

**Goal 1: Access & Affordability**
Increase the overall educational attainment of Montanans through increased participation, retention and completion rates in the Montana University System

**Goal 2: Workforce & Economic Development**
Assist in the expansion and improvement of the state’s economy through the development of high value jobs and the diversification of the economic base

**Goal 3: Efficiency & Effectiveness**
Improve institutional and system efficiency and effectiveness

Maintaining the high quality of our institutions and the education provided to our students is not listed as an explicit goal. This is because it is THE MOST IMPORTANT consideration for every goal and initiative of the Montana University System and is considered to be an integral part of every component of this strategic plan.
In order to provide a dynamic and effective strategic plan, the Board of Regents subscribes to the following Guiding Principles for the on-going development and review of the MUS Strategic Plan.

**Systematic**
The planning and review cycle for the MUS Strategic Plan will take place over the course of a biennium, whereby the Plan is assessed, reviewed, and updated at the beginning of each biennium.

**Accountable**
Outcomes and measurements of the strategic goals will be made public and communicated on a regular basis.

**Inclusive**
The planning and review process will seek to include a broad array of stakeholders from throughout the state.

**Flexible**
The MUS Strategic Plan is intended to be a flexible document that can adapt to the changing environment within higher education and throughout the state/nation.

**Campus Connected**
Campus strategic plans will be connected to the broader strategic goals in the MUS Strategic Plan.

**Statewide Focus**
The planning process will include a statewide focus on advancing higher education throughout the entire state.

**National Context**
National trends and initiatives will be considered throughout the planning process and aid in the development of strategies and initiatives.

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**The Regents’ Workgroup on Reform and Reinvention recommend the following improvements to the MUS planning process.**

**Planning Process**
The Board of Regents is committed to a biennial planning and review process that includes a broad array of University System stakeholders.

At the beginning of each biennium the MUS will hold a comprehensive planning meeting with representatives from MUS constituencies throughout the state. The goal of the meeting is to conduct a biennial review and update to the MUS Strategic Plan, including:

- review of key outcome measures and performance indicators;
- revisions and updates to strategic goals; and
- development and review of strategic initiatives

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**2013 Biennial Planning Timeline**

- July 2011 – MUS Planning Meeting (assess, review and update)
- Sept 2011 – Board of Regents approval of operating budgets
- July 2012 – Annual update to outcome measurements (posted to web)
- Sept 2012 – Dec 2012 – Communication and advocacy campaign related to MUS Strategic Plan
Goal Statement
Prepare students for success in life through quality higher education

Objective 1.1.1
Improve postsecondary education participation rates, with particular attention to Montana residents in MUS institutions

Metric 1.1.1
Montana College Continuation Rate
Percentage of Montana High School Graduates Enrolling in College in the Fall Semester Immediately Following Graduation

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of MT High School Graduates (public &amp; private)</td>
<td>10,009</td>
<td>10,594</td>
<td>11,035</td>
<td>11,372</td>
<td>11,075</td>
<td>10,838</td>
<td>11,202</td>
<td>10,794</td>
<td></td>
</tr>
<tr>
<td>MT Continuation Rate</td>
<td>%</td>
<td>55%</td>
<td>55%</td>
<td>57%</td>
<td>54%</td>
<td>55%</td>
<td>57%</td>
<td>57%</td>
<td>56%</td>
</tr>
<tr>
<td>WICHE Continuation Rate</td>
<td>%</td>
<td>52%</td>
<td>53%</td>
<td>50%</td>
<td>49%</td>
<td>49%</td>
<td>51%</td>
<td>56%</td>
<td>55%</td>
</tr>
</tbody>
</table>

In-state vs. Out-of-state Continuation Rates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of MT Grads Enrolling In-state – MUS</td>
<td>35%</td>
<td>35%</td>
<td>36%</td>
<td>35%</td>
<td>35%</td>
<td>37%</td>
<td>38%</td>
<td>38%</td>
<td>43%</td>
</tr>
<tr>
<td>% of MT Grads Enrolling In-state (Private or Tribal)</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>% of MT Grads Enrolling Out-of-State</td>
<td>16%</td>
<td>16%</td>
<td>15%</td>
<td>16%</td>
<td>16%</td>
<td>15%</td>
<td>14%</td>
<td>13%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Updated: Sept 2010
Goal Statement

Prepare students for success in life through quality higher education

Objective 1.1.2
Increase retention rates within the Montana University System

Metric 1.1.2

Freshmen Retention Rates
Percent of 1st-time, Full-time Freshmen Returning for a Second Year of Enrollment

<table>
<thead>
<tr>
<th>Institutional Type</th>
<th>Fall 2005 Cohort</th>
<th>Fall 2006 Cohort</th>
<th>Fall 2007 Cohort</th>
<th>Fall 2008 Cohort</th>
<th>Fall 2009 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS</td>
<td>69%</td>
<td>70%</td>
<td>69%</td>
<td>71%</td>
<td>75%</td>
</tr>
<tr>
<td>WICHE* States</td>
<td>74%</td>
<td>70%</td>
<td>75%</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>2-year Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS</td>
<td>52%</td>
<td>48%</td>
<td>47%</td>
<td>58%</td>
<td>57%</td>
</tr>
<tr>
<td>WICHE* States</td>
<td>58%</td>
<td>56%</td>
<td>58%</td>
<td>60%</td>
<td></td>
</tr>
</tbody>
</table>

Note: data for WICHE states includes public, two and four-year, Title IV degree granting institutions only, minus CA; MUS '2-year Institutions' include community colleges; source: IPEDS Fall Enrollment Survey

Objective 1.1.3
Increase graduation rates within the Montana University System

Metric 1.1.3

Graduation Rates

4-year Institutions: Percent of 1st-time, Full-time Student Earning Bachelor's Degrees within 6 Years

2-year Institutions: Percent of 1st-time, Full-time Students Earning Associate Degrees within 3 Years and Certificates within 1.5 years

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS</td>
<td>41%</td>
<td>42%</td>
<td>41%</td>
<td>41%</td>
<td>44%</td>
<td>45%</td>
</tr>
<tr>
<td>WICHE States</td>
<td>47%</td>
<td>50%</td>
<td>49%</td>
<td>51%</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>2-year Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS*</td>
<td>37%</td>
<td>32%</td>
<td>31%</td>
<td>32%</td>
<td>24%</td>
<td>40%</td>
</tr>
<tr>
<td>WICHE States</td>
<td>25%</td>
<td>25%</td>
<td>24%</td>
<td>23%</td>
<td>22%</td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Graduation Rate Survey

*includes both integrated 2-year programs at MSU-Northern and UM-Western, as well as MUS community colleges

Note: data for WICHE states includes public, two and four-year, Title IV degree granting institutions only (minus CA)
Goal 1: Access & Affordability

State Funded Need-based Aid Programs:
Montana Tuition Assistance Program (MTAP) – Baker Grants
- Program consists of State and Federal (SLEAP) dollars
- Allocations based on FTE
- MUS, Community Colleges, and Tribal Colleges receive funds
- SLEAP program requires minimum of $2 state match for every $1 Federal.

Montana Higher Education Grant (MHEG)
- Program consists of State and Federal (LEAP) dollars
- Allocations based on FTE
- MUS, Community Colleges, and Tribal Colleges receive funds
- LEAP program requires minimum of $1 state match for every $1 Federal.

State Work Study
- Allocations based on FTE (adjustments made depending on campuses ability to use funds)
- MUS and Community Colleges receive funds

State SEOG Match
- Allocations based on campuses Federal SEOG allocations
- $1 State for every $3 Federal
- MUS and Community Colleges receive funds

Perkins Loan
- Allocations based on former Federal matching requirements
- UM-Missoula, MSU-Bozeman, MSU-Billings, and MT Tech receive funds

Updated: Dec 2010
Goal 1:  
Access & Affordability

System Initiatives:

- **Tuition Cap:**  
  Continue freeze on tuition for FY10 and FY11 at smaller four-year campuses and all two-year colleges.

- **Two-Year College Initiative - College!Now:**  
  Increase access and participation at two-year institutions by improving online access, growing dual enrollment opportunities, customizing programs for nontraditional students, and promoting two-year education as a low-cost, viable entry point to high-demand occupations and/or to four-year degrees.

**Goal Statement**

**Promote postsecondary education affordability**

**Objective 1.3.1**

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

**Metric 1.3.1**

State Appropriations for Higher Education per $1,000 of Personal Income

<table>
<thead>
<tr>
<th>Year</th>
<th>State Appropriations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>8.18</td>
</tr>
<tr>
<td>2006</td>
<td>6.47</td>
</tr>
<tr>
<td>2007</td>
<td>5.96</td>
</tr>
<tr>
<td>2008</td>
<td>6.12</td>
</tr>
<tr>
<td>2009</td>
<td>6.14</td>
</tr>
<tr>
<td>2010</td>
<td>6.19</td>
</tr>
</tbody>
</table>

**Regional Rank**

11th 11th 11th 11th 10th 9th

*rank among the 14 WICHE states (minus CA); 2010 includes stimulus funds

**Objective 1.3.2**

Decrease tuition as a percentage of median household income

**Metric 1.3.2**

Ratio of Tuition and Fees to Median Household Income

<table>
<thead>
<tr>
<th>Institutional Type</th>
<th>1993-94</th>
<th>2000-01</th>
<th>2005-06</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-year Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montana</td>
<td>5.0%</td>
<td>8.7%</td>
<td>8.7%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Regional Avg.</td>
<td>3.4%</td>
<td>5.1%</td>
<td>5.9%</td>
<td>5.9%</td>
</tr>
<tr>
<td>4-year Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montana</td>
<td>6.8%</td>
<td>8.4%</td>
<td>11.3%</td>
<td>11.6%</td>
</tr>
<tr>
<td>Regional Avg.</td>
<td>5.4%</td>
<td>6.1%</td>
<td>8.1%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Doctoral Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montana</td>
<td>7.6%</td>
<td>9.4%</td>
<td>13.3%</td>
<td>14.4%</td>
</tr>
<tr>
<td>Regional Avg.</td>
<td>6.2%</td>
<td>7.0%</td>
<td>9.4%</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

*source: WICHE  
Note: Tuition and fees used in the calculation are the average resident tuition and fees for full-time undergraduates

**Tuition & Fees - Academic Year Rates**

Average Tuition & Fees for Full-time, Resident Undergraduates

<table>
<thead>
<tr>
<th>Institutional Type</th>
<th>1999-00</th>
<th>2004-05</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montana (MUS average)</td>
<td>$2,015</td>
<td>$2,655</td>
<td>$3,208</td>
</tr>
<tr>
<td>Regional Average</td>
<td>$1,417</td>
<td>$1,812</td>
<td>$2,548</td>
</tr>
<tr>
<td>4-year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montana (MUS average)</td>
<td>$2,864</td>
<td>$4,352</td>
<td>$5,297</td>
</tr>
<tr>
<td>Regional Average</td>
<td>$2,743</td>
<td>$3,932</td>
<td>$5,679</td>
</tr>
</tbody>
</table>

*source: IPEDS  
Note: Title IV, Public, 4-yr Institutions; full-time = enrollment in 12 or more credit hours
**Goal Statement**

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

### Objective 1.4.1

Expand outreach to at-risk and disadvantaged students as to the importance and accessibility of postsecondary education and the quality of the MUS

### Metric 1.4.1

**At-risk & Disadvantaged Student Enrollment in the MUS**

<table>
<thead>
<tr>
<th>At-Risk &amp; Disadvantaged Students</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Freshmen, Under-represented Minorities</td>
<td>7.1%</td>
<td>6.8%</td>
<td>7.1%</td>
<td>8.2%</td>
<td>9.0%</td>
<td>9.2%</td>
<td>9.4%</td>
</tr>
<tr>
<td>% of Freshmen from Low-Income Families*</td>
<td>33.3%</td>
<td>30.6%</td>
<td>27.7%</td>
<td>29.4%</td>
<td>29.1%</td>
<td>35.9%</td>
<td>NA</td>
</tr>
</tbody>
</table>

(source: MUS Data Warehouse, A2S Report, does not include CC's

*students receiving Pell grants)

### Objective 1.4.2

Expand outreach to top academic achievers graduating from Montana high schools

### Metric 1.4.2

**Top Performing Students in the MUS**

% of MT High School Graduates Entering the MUS with ACT/SAT Scores in the Top Quartile*

<table>
<thead>
<tr>
<th>ACT Test Takers</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Freshmen scoring in top quartile*</td>
<td>30%</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
<td>32%</td>
</tr>
</tbody>
</table>

*students scoring ACT>24 or SAT>1129; percent calculated out of total number of students with test scores

(source: MUS High School Follow-up Report, does not include CC's)

### Objective 1.4.3

Increase dual enrollment and advanced placement

### Metric 1.4.3

**Advance Placement Testing and Early College Enrollment**

# of MT High School Students Taking AP Exams and Colleges Courses

<table>
<thead>
<tr>
<th>MT High School Students</th>
<th>2004-05 (Fall 04)</th>
<th>2005-06 (Fall 05)</th>
<th>2006-07 (Fall 06)</th>
<th>2007-08 (Fall 07)</th>
<th>2008-09 (Fall 08)</th>
<th>2009-10 (Fall 09)</th>
<th>2010-11 (Fall 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td># taking AP Exam</td>
<td>2,189</td>
<td>2,204</td>
<td>2,469</td>
<td>2,623</td>
<td>2,650</td>
<td>2,938</td>
<td>NA</td>
</tr>
<tr>
<td># enrolled in at least one college course in MUS*</td>
<td>376</td>
<td>521</td>
<td>515</td>
<td>529</td>
<td>686</td>
<td>879</td>
<td>720</td>
</tr>
</tbody>
</table>

(source: College Board, State Report; MUS Data Warehouse

*freshmen early admits, admit_code = ‘FE’, includes FVCC (DCC & MCC not included)
Goal 1:
Access & Affordability

System Initiatives:

- **Two-Year College Initiative – College!Now:**
  Promote two-year education as an affordable, viable portal to high-demand occupations and/or four-year degrees by bringing the comprehensive community college mission to all Montana two-year colleges; customizing programs for adults and broadening opportunities for high school students; focusing on effective remediation, degree completion and transfer; coordinating curriculum across the system, and creating the technology infrastructure that supports resource-sharing, improved access, and greater efficiency.

In Fall 2010, 27% of undergraduate students in the MUS enrolled at 2-year campuses.
(source: MUS Data Warehouse)

Nationally, 53% of all undergraduates attending public higher education institutions enrolled at 2-year colleges (MT ranks 43rd in the nation).
(source: IPEDS)

Updated: Dec 2010

### Goal Statement

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

#### Objective 1.5.1

Increase enrollment in two-year programs

#### Metric 1.5.1

**Student FTE, Fiscal Year Enrollment**

<table>
<thead>
<tr>
<th>Colleges of Technology</th>
<th>FY00</th>
<th>FY09</th>
<th>FY10</th>
<th>% CHG 09 to 10</th>
<th>% CHG 00 to 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSU Billings COT</td>
<td>510</td>
<td>658</td>
<td>973</td>
<td>48.0%</td>
<td>90.9%</td>
</tr>
<tr>
<td>MSU Great Falls COT</td>
<td>766</td>
<td>1,154</td>
<td>1,318</td>
<td>14.2%</td>
<td>72.1%</td>
</tr>
<tr>
<td>MSU Gallatin College Programs</td>
<td>-199</td>
<td>229</td>
<td></td>
<td>15.2%</td>
<td>-</td>
</tr>
<tr>
<td>UM Helena COT</td>
<td>704</td>
<td>806</td>
<td>1,007</td>
<td>25.0%</td>
<td>43.1%</td>
</tr>
<tr>
<td>UM Missoula COT</td>
<td>776</td>
<td>1,423</td>
<td>1,629</td>
<td>14.5%</td>
<td>109.9%</td>
</tr>
<tr>
<td>UM Montana Tech COT</td>
<td>310</td>
<td>331</td>
<td>382</td>
<td>15.3%</td>
<td>23.3%</td>
</tr>
<tr>
<td><strong>COT Total</strong></td>
<td><strong>3,065</strong></td>
<td><strong>4,570</strong></td>
<td><strong>5,538</strong></td>
<td><strong>21.2%</strong></td>
<td><strong>80.7%</strong></td>
</tr>
</tbody>
</table>

**Community Colleges**

<table>
<thead>
<tr>
<th>College</th>
<th>FY00</th>
<th>FY09</th>
<th>FY10</th>
<th>% CHG 09 to 10</th>
<th>% CHG 00 to 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawson Community College</td>
<td>429</td>
<td>451</td>
<td>449</td>
<td>-0.6%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Flathead Valley Community College</td>
<td>1,186</td>
<td>1,557</td>
<td>2,076</td>
<td>33.3%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Miles Community College</td>
<td>465</td>
<td>459</td>
<td>486</td>
<td>5.8%</td>
<td>4.5%</td>
</tr>
<tr>
<td><strong>Community College Total</strong></td>
<td><strong>2,080</strong></td>
<td><strong>2,468</strong></td>
<td><strong>3,010</strong></td>
<td><strong>22.0%</strong></td>
<td><strong>44.7%</strong></td>
</tr>
</tbody>
</table>

**Two-year Education Total**

<table>
<thead>
<tr>
<th>FY00</th>
<th>FY09</th>
<th>FY10</th>
<th>% CHG 09 to 10</th>
<th>% CHG 00 to 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,065</td>
<td>4,570</td>
<td>5,538</td>
<td>21.2%</td>
<td>80.7%</td>
</tr>
</tbody>
</table>

source: MUS Enrollment Reports

#### Objective 1.5.2

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

#### Metric 1.5.2

**MUS Enrollment of Non-traditional Students (25+ yrs old)**

<table>
<thead>
<tr>
<th>Campus Type</th>
<th>Fall 2001</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-year</td>
<td>1,960</td>
<td>2,337</td>
<td>2,332</td>
<td>2,460</td>
<td>3,074</td>
<td>3,447</td>
</tr>
<tr>
<td>4-year</td>
<td>5,312</td>
<td>5,206</td>
<td>4,980</td>
<td>4,921</td>
<td>5,371</td>
<td>5,785</td>
</tr>
</tbody>
</table>

source: MUS Data Warehouse, does not include CC's

Updated: Dec 2010

Office of the Commissioner of Higher Education 8
**Goal Statement**

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

**Objective 1.6.1**

Increase student enrollment in online courses

**Metric 1.6.1**

MUS Enrollment in Distance Learning* Courses

Unduplicated Headcount - enrollment in at least one distance learning course

![Bar chart showing MUS Enrollment in Distance Learning courses from Fall 2001 to Fall 2010](chart.png)

**Objective 1.6.2**

Increase the number of online courses and degrees

**Metric 1.6.2**

Number of Distance Learning Courses Offered

Fall 2001 - Fall 2010, Unduplicated Number of Courses Offered

<table>
<thead>
<tr>
<th>MUS Campus</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-year</td>
<td>39</td>
<td>58</td>
<td>82</td>
<td>95</td>
<td>103</td>
<td>143</td>
<td>156</td>
<td>165</td>
<td>177</td>
<td>183</td>
</tr>
<tr>
<td>4-year</td>
<td>93</td>
<td>153</td>
<td>208</td>
<td>243</td>
<td>239</td>
<td>254</td>
<td>315</td>
<td>328</td>
<td>359</td>
<td>401</td>
</tr>
<tr>
<td>MUS Total</td>
<td>132</td>
<td>211</td>
<td>290</td>
<td>338</td>
<td>342</td>
<td>397</td>
<td>471</td>
<td>493</td>
<td>536</td>
<td>584</td>
</tr>
</tbody>
</table>

Annual % Chg

- 59.8% to 37.4%
- 16.6% to 1.2%
- 10.6% to 4.7%
- 8.7% to 9.0%

source: MUS Data Warehouse, does not include CC's

*courses where instruction is delivered entirely outside of the traditional classroom setting and there is no “in-person” contact between student and teacher; source: MUS data warehouse

---

**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 90 online degrees and over 500 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.

**MUS On-line Degree & Certificate Programs:**
[www.mus.edu/online/Degrees/index.asp](http://www.mus.edu/online/Degrees/index.asp)

Faculty development webinars for on-line teaching:
[www.mus.edu/online/webinars.asp](http://www.mus.edu/online/webinars.asp)

Updated: Dec 2010
Goal 2: Workforce & Economic Development

System Initiatives:

- **Perkins**: Promote preparation for and entry into high-wage, high-demand careers, with particular emphasis on under-represented demographics, by building strong career/technical education programs in K-12 school districts, two-year colleges, and community-based organizations.

- **Tech Prep**: 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.

**Goal Statement**

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

**Objective 2.1.1**
Increase employer satisfaction with graduates

**Metric 2.1.1**
This metric is measured at the program level within each two-year institution. Program-level employer satisfaction surveys results are located:
http://mus.edu/data/employer_satisfaction.asp

**Objective 2.1.2**
Increase degrees and certificates awarded in high-demand occupational fields

**Metric 2.1.2**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2-year degrees &amp; certs.</td>
<td>288</td>
<td>313</td>
<td>482</td>
<td>517</td>
<td>598</td>
<td>515</td>
<td>609</td>
<td>740</td>
</tr>
<tr>
<td>4-year degrees &amp; above</td>
<td>337</td>
<td>278</td>
<td>327</td>
<td>394</td>
<td>367</td>
<td>387</td>
<td>401</td>
<td>450</td>
</tr>
<tr>
<td>Total</td>
<td>625</td>
<td>591</td>
<td>809</td>
<td>911</td>
<td>965</td>
<td>902</td>
<td>1010</td>
<td>1190</td>
</tr>
</tbody>
</table>

Source: PEDS Completions Survey; note: data include community colleges

**Objective 2.1.3**
Increase job placement rates

**Metric 2.1.3**

<table>
<thead>
<tr>
<th>Percentage of Resident Graduates Entering MT's Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09 Graduates Employed Within One Year of Graduation</td>
</tr>
</tbody>
</table>

- Certificate of Applied Science: 80%
- Associate Degree: 83%
- Baccalaureate Degree: 73%
- Masters Degree: 76%
- First Professional Degree: 64%
- Doctoral Degree: 58%

- In 2009, 74% of resident students graduating from the MUS found employment in Montana within one year of graduation, up from 72% in 2007.
Goal 2: Workforce & Economic Development

System Initiatives:

- Montana Career Information System: In collaboration with the Student Assistance Foundation, OPI, and the Department of Labor, raise career awareness and promote career/technical education for both traditional and nontraditional students through a dynamic, online program depicting job opportunities in Montana, assessing skills and interest, and providing curriculum counseling.

- Two-Year College Initiative: Promote two-year education as a cost-effective, high-quality portal to high-demand, high-wage careers by establishing regional workforce response teams comprised of business and industry leaders, economic development organizations, K-12 school districts and local two-year colleges.

Goal Statement

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

Objective 2.1.4

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

Metric 2.1.4

Associate Degrees Conferred
Associate of Applied Science, Associate of Arts, & Associate of Science

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges of Technology¹</td>
<td>674</td>
<td>687</td>
<td>764</td>
<td>800</td>
<td>772</td>
<td>782</td>
<td>837</td>
<td>832</td>
<td>883</td>
<td></td>
</tr>
<tr>
<td>Community Colleges</td>
<td>392</td>
<td>408</td>
<td>448</td>
<td>511</td>
<td>523</td>
<td>497</td>
<td>345</td>
<td>355</td>
<td>368</td>
<td></td>
</tr>
<tr>
<td>Integrated 2-year Programs²</td>
<td>145</td>
<td>148</td>
<td>188</td>
<td>175</td>
<td>166</td>
<td>148</td>
<td>139</td>
<td>122</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1211</td>
<td>1243</td>
<td>1400</td>
<td>1486</td>
<td>1461</td>
<td>1427</td>
<td>1321</td>
<td>1309</td>
<td>1380</td>
<td>1570</td>
</tr>
<tr>
<td>% Change (annual)</td>
<td>-2%</td>
<td>3%</td>
<td>13%</td>
<td>6%</td>
<td>-2%</td>
<td>-7%</td>
<td>-1%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1) Includes associate degrees conferred at MT Tech & MSUB
2) UM-Western & MSU-Northern

Certificates Conferred
Certificates of Applied Science

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges of Technology¹</td>
<td>168</td>
<td>127</td>
<td>140</td>
<td>122</td>
<td>138</td>
<td>167</td>
<td>266</td>
<td>281</td>
<td>311</td>
<td></td>
</tr>
<tr>
<td>Community Colleges</td>
<td>18</td>
<td>20</td>
<td>36</td>
<td>132</td>
<td>54</td>
<td>107</td>
<td>49</td>
<td>64</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Integrated 2-year Programs²</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>6</td>
<td>9</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
<td>147</td>
<td>176</td>
<td>254</td>
<td>192</td>
<td>276</td>
<td>321</td>
<td>354</td>
<td>391</td>
<td>304</td>
</tr>
<tr>
<td>% Change (annual)</td>
<td>-32%</td>
<td>-21%</td>
<td>20%</td>
<td>44%</td>
<td>-24%</td>
<td>44%</td>
<td>16%</td>
<td>10%</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1) Includes associate degrees conferred at MT Tech & MSUB
2) UM-Western & MSU-Northern

source: IPEDS Completions Survey
Goal 2:
Workforce & Economic Development

System Initiatives:
Montana Science Serving Montana Citizens is a statewide science and technology plan for higher education and related enterprises in Montana. The Plan, developed by the MUS Science and Technology Advisory Committee (MUSSTAC), will help identify priorities for the MUS and the State of Montana in the allocation of resources to a research enterprise that has great potential to grow and flourish.

http://mus.edu/research/MUSSTACbrochure.pdf

EPSCoR
Sponsored by grants from the National Science Foundation (NSF), the Experimental Program to Stimulate Competitive Research (EPSCoR) is designed to promote the development of science and technology resources across the United States. Through partnerships with universities, government, and small businesses, Montana NSF EPSCoR operates on the principle that aiding researchers and institutions in securing federal research and development funding will develop the state’s research infrastructure and advance economic growth.

http://www.mtnsfepscor.org/about.html

Updated: Dec 2010

MUS Strategic Plan
Research & Development

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

Objective 2.2.1
Increase research & development receipts and expenditures

Metric 2.2.1
MUS Research & Development Expenditures (in millions)

<table>
<thead>
<tr>
<th>Year</th>
<th>FY 2006</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>$84M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td>$185M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>2004</td>
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<tr>
<td>2005</td>
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<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$240M</td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

source: National Science Foundation (NSF)

MUS Research & Development Expenditures by Institution

<table>
<thead>
<tr>
<th>Campus</th>
<th>FY 2006</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSU Bozeman</td>
<td>$103,048,865</td>
<td>$102,116,323</td>
<td>$96,150,553</td>
<td>$98,431,691</td>
<td>$109,481,694</td>
</tr>
<tr>
<td>MSU Billings</td>
<td>$713,093</td>
<td>$625,580</td>
<td>$818,395</td>
<td>$339,241</td>
<td>$527,330</td>
</tr>
<tr>
<td>MSU Northern</td>
<td>$61,337</td>
<td>$334,556</td>
<td>$434,634</td>
<td>$818,395</td>
<td>$1,590,466</td>
</tr>
<tr>
<td>UM MT Tech</td>
<td>$7,842,753</td>
<td>$7,141,492</td>
<td>$8,408,515</td>
<td>$9,656,552</td>
<td></td>
</tr>
<tr>
<td>MUS Total</td>
<td>$171,675,543</td>
<td>$172,064,177</td>
<td>$167,592,173</td>
<td>$174,730,866</td>
<td>$188,217,143</td>
</tr>
</tbody>
</table>

source: MUS Annual Research Report; Note: NSF and MUS Annual Research Report data are not directly comparable. NSF data includes state, pass through, and student support service funds that are not included in the MUS Research Report.

Objective 2.2.1
Increase technology licenses with Montana businesses

Metric 2.2.1
MUS Technology Transfer Activity

<table>
<thead>
<tr>
<th>Montana University System</th>
<th>FY 2006</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patents Issued</td>
<td>26</td>
<td>41</td>
<td>19</td>
<td>27</td>
<td>14</td>
</tr>
<tr>
<td>Active Licenses (Total)</td>
<td>133</td>
<td>155</td>
<td>176</td>
<td>206</td>
<td>215</td>
</tr>
<tr>
<td>Active Licenses (MT Companies)</td>
<td>83</td>
<td>97</td>
<td>106</td>
<td>118</td>
<td>121</td>
</tr>
<tr>
<td>% Licenses w/ MT Companies</td>
<td>62%</td>
<td>63%</td>
<td>60%</td>
<td>57%</td>
<td>56%</td>
</tr>
<tr>
<td>License/Patent Revenues</td>
<td>$49,949</td>
<td>$69,165</td>
<td>$221,614</td>
<td>$305,893</td>
<td>$271,330</td>
</tr>
<tr>
<td>Reimbursed Patent Costs</td>
<td>$169,982</td>
<td>$138,562</td>
<td>$442,630</td>
<td>$271,142</td>
<td>$211,061</td>
</tr>
</tbody>
</table>

source: MUS Annual Research Report
Goal 2: Workforce & Economic Development

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.

Updated: Dec 2010

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.

Objective 2.3.1
Increase the number and percentage of graduate students in the Montana University System.

Metric 2.3.1
Graduate Student Enrollment - Student FTE

Regional Comparison: In Fall 2009, graduate students comprised 8.7% of the total number of students (headcount) enrolled in higher education in Montana. In comparison, the regional average was 12.2%, indicating that Montana’s graduate educational opportunities are underutilized.

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 Graduate Degrees Awarded

Source: MUS Data Warehouse; note: graduate FTE includes students enrolled in master’s, doctorate and professional programs

Updated: Dec 2010
**Goal Statement**

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

**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 3:
Efficiency & Effectiveness

System Initiatives:

- **Two-Year College Initiative:** create efficiencies in curriculum and information enterprise systems that clarify college-readiness and improve the efficiency of the high school to college transition and that allow the system to serve more students more affordably.

- **Expenditures by Program:** expenditures for Instruction, plus Academic Support, plus Student Services should account for at least 70% of total expenditures.

- **Cost Control:** controlling educational cost growth must be a central tenet of an efficient and affordable educational system. The MUS strives to limit the growth in educational costs to the growth in CPI.

---

**Goal Statement**
Deliver efficient and coordinated services

---

**Total Revenue per Student FTE, FY09**
Public, Title IV Institutions

Revenue = State & Local Approps + Tuition

<table>
<thead>
<tr>
<th>Source</th>
<th>Montana</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>$11,475</td>
<td>$16,886</td>
</tr>
<tr>
<td>BA/MA</td>
<td>$10,960</td>
<td>$10,770</td>
</tr>
<tr>
<td>2-year</td>
<td>$9,054</td>
<td>$8,026</td>
</tr>
</tbody>
</table>

Source: IPEDS

Notes: actual FTE (not IPEDS computed FTE) used to calculate MT totals, MUS integrated COT enrollment and finances included with parent campuses, DE and PA not available at Doctoral level

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**MUS Expenditures by Program Area**
FY 1985 - 2010 actual, FY 2011 budgeted

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>53%</td>
<td>54%</td>
<td>52%</td>
<td>49%</td>
<td>49%</td>
</tr>
<tr>
<td>Research</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Public Service</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>11%</td>
<td>11%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Student Services</td>
<td>9%</td>
<td>9%</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>10%</td>
<td>9%</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Operation and Maintenance</td>
<td>13%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Scholarships/Fellowships/Waivers</td>
<td>2%</td>
<td>4%</td>
<td>7%</td>
<td>8%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Source: OCHE Operating Budgets

**Goal:** Instruction + Academic Support + Student Services above 70%
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 December 2010, more than 7,000 courses in 50 disciplines have gone through the Common Course Numbering process. This represents over 70% of the undergraduate courses in the MUS.

Updated: Dec 2010

Goal Statement
Deliver efficient and coordinated services.

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
MUS Transferability Initiative – Common Course Numbering

a. All undergraduate courses in the Montana University System will go through the process of common course numbering

Benchmarks:
• 12 disciplines completed by January 1, 2009
• 10 additional disciplines completed by June 30, 2009
• All disciplines completed by June 30, 2011

b. All courses deemed to be significantly similar must possess the same prefix, course number, title and credits; and directly transfer on a one-to-one basis

See BOR Policy 301.5.5 – Equivalent Course Identification and Numbering

c. Common course numbering will result in a transparent computerized program that demonstrates transferable courses across the university system

Benchmark:
Link to Common Course Numbering Transfer Guide

New Transfer Student Enrollment Between MUS Institutions

In Fall 2010, one year following the advent of Common Course Numbering, students transferring from 2-year to 4-year institutions increased by 22%.
Goal Statement

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

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 tuition.
In order to increase the overall educational attainment of Montanans and provide an efficient and effective system of higher education, the Board of Regents adopted a Success Agenda to augment the Strategic Plan and help guide the Montana University System.

1. **Institutional Role Differentiation**
   - Define distinct roles for the primary components of the MUS (Doctoral Research Universities, Baccalaureate/Masters Universities, Comprehensive 2-year Colleges)
   - Utilize role guidelines to serve as templates to develop policies and criteria that:
     - Sustain quality academic programs
     - Increase access AND student success
     - Guide development of new programs and research
     - Provide for efficient delivery of programs, services and overall administration
     - Emphasize collaboration with K-12
     - Target resource allocation

2. **Admission Standards**
   - Utilize multiple criteria in admissions policies to help align students with the university/college that matches their academic preparation, goals, and abilities
   - Strengthen enrollment management strategies, such as requiring more rigorous documentation of college readiness at doctoral/research universities, in order to improve student success
   - Reaffirm the open admissions concept of comprehensive 2-year colleges within Board policy to improve access and clarify differences between 2-year and 4-year (College!Now)

3. **Transferability**
   - Ensure seamless transferability between institutions through a system of common course numbering and aligned student learning outcomes
   - Develop a Board approved transfer credential (e.g. Regents Transfer Program) to improve 2-year to 4-year transfer rates and success (College!Now)

4. **Community College Programs** (College!Now)
   - Increase utilization, enrollment and degree production in community college programs by targeting:
     - Academically under-prepared
     - Pre-college students (dual enrollment)
     - Non-traditional students (25+ yrs.)
   - Clarify and promote the community college mission in Montana and role within the MUS by:
     - Rebranding the Colleges of Technology
     - Defining regional hubs with differential tuition policy, program delivery, etc.
5. **Need-based Financial Aid**
   - Work to develop strategies to reduce unmet student need
   - Increase the amount of need-based student aid

6. **Program and Service Alignment**
   - Align program development, expansion, and contraction with consistently assessed workforce demands
   - Focus programming to eliminate unnecessary/undesired duplication of programs by:
     - identifying institutional niches
     - utilizing distance learning, especially for collaborative approaches
     - aligning business practices and integrating technology to improve system-wide collaboration and increase student access
   - Increase investment in research and graduate programming to amplify institutional expertise and improve Montana’s economy

7. **Performance-Based Funding**
   - Align targeted outcomes with institutional type through purposeful allocation of resources based on programming type
   - Associate achievement in key performance areas with aspects of funding (allocation model)
   - Define, measure, and reward success by institution

8. **Data and Information**
   - Integrate data throughout the MUS in order to:
     - Improve student access and services
     - Increase administrative efficiencies
     - Improve academic coordination
     - Produce quality data

9. **Communication & Advocacy**
   - Effectively communicate the University System’s “product” to stakeholders
   - Develop a focused marketing and public relations strategy to increase support for higher education

10. **Faculty and Staff Support**
    - Provide compensation and professional development adequate for recruiting and retaining the faculty and staff necessary to achieve success
    - Provide faculty and staff a meaningful role in institutional and system decision making