MOUNTAINS & MINDS: LEARNERS AND LEADERS

MONTANA
STATE UNIVERSITY
Mountains & Minds

www.montana.edu/strategicplan

MOUNTAINS & MINDS: LEARNERS AND LEADERS

Introduction

Montana State University's Strategic plan sets overarching goals for the university and relies on every member of the MSU community—students, faculty, staff, alumni, and our community partners—to contribute to its success.

The plan is intended to guide and inform those making strategic decisions, without constraining the tactics that will help MSU achieve its goals. Each University unit is empowered to envision its future, develop its own paths to these goals, and contribute to the University's success in diverse and creative ways.

This plan caps 18 months of work by hundreds of constituents across the University and state. The Strategic Planning Committee and the Planning Council, as well as faculty, staff, student, and community members, carefully considered the Montana University System's strategic plan as well as the accreditation process to ensure that our goals and metrics move MSU forward.

Integrating learning, discovery and engagement

Mission, Vision, Values

Mission Statement

Montana State University, the state's land-grant institution, educates students, creates knowledge and art, and serves communities by integrating learning, discovery and engagement.

Vision

Montana State University is as remarkable as its setting. Created as a land-grant institution, it is a welcoming, adventurous community of students, faculty and staff distinguished by its commitment to address the world's greatest challenges. The university energizes individuals to discover and pursue their aspirations. It inspires people to engage with the university to improve the human prospect through excellence in education, research, creativity and civic responsibility.

Values

Respect

Value respect for diversity in all its dimensions. Respect and civility foster collaboration and open communication, which in turn create productive local, regional, and global communities.

Integrity

Value honesty and professionalism in all work. Each individual is personally accountable for his/her work and behavior.

Student Success

Value all students and believe in creating an environment in which they can be successful and reach their full potential.

Excellence

Belief in challenging the MSU community in the pursuit of the highest quality that can be attained

Learning

Since its inception, MSU has prepared graduates to meet the challenges of tomorrow. Successful, sought-after graduates are part of our legacy, and preparing students is central to our mission. MSU students learn in the classroom, lab, studio and field, through a hands-on, student-centered curriculum that integrates learning, discovery, and engagement in and out of the classroom.

Goal: MSU prepares students to graduate equipped for careers and further education.

Student learning sits at the heart of the university. MSU students make an impact on society, acquiring broad general education that allows them to make critical and ethical judgments, learning specialized knowledge to be successful in their careers or further study, and developing the skills to be active, informed citizens and leaders of Montana and the world. MSU prepares students not only to solve today's problems but also to rise to tomorrow's emerging challenges.

MSU excels in educating students with a variety of pedagogies and measured in a variety of ways. Every department has specific learning outcome assessments, and the general education curriculum, Core 2.0, uses course-level assessments to gauge student achievement. MSU graduates score well on national exams, place in competitive graduate programs, and find career success.

This goal pushes MSU to seek continuous improvement in student learning and to create innovative, compelling student learning opportunities that will increase retention and graduation rates. Combining rigorous assessment of student learning outcomes with nationally-normed measures of student success encourages MSU to build on its traditional excellence in teaching and learning.

Evidence of MSU's success in this arena is wide ranging:

• Undergraduate students regularly outperform their peers on a variety of professional exams, including the Fundamentals of Engineering, national nursing licensure exam (NCLEX-RN), Major Field Test in Business and Dietetics, and the Praxis II exams for education major, to name a few.

• MSU students' medical school acceptance rates are approximately 20 percent higher than the national average.

• MSU students frequently earn graduate scholarships and fellowships from federal granting agencies and a variety of other funding organizations that help student pursue graduate education at MSU and other prestigious institutions.

• At the graduate level, MSU students have received a variety of prestigious honors and awards, including Science to Achieve Results (STAR) Graduate Fellowships, Student Emmy Awards, Fulbright Fellowships and Jack Kent Cooke Graduate Arts Awards.
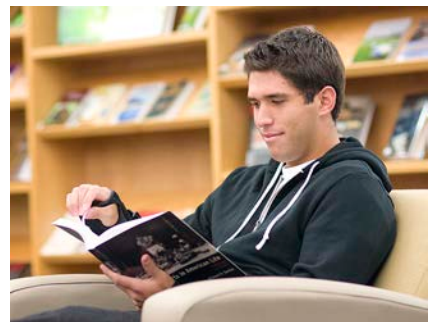
Learning *continued*

Objective L.1: Assess, and improve where needed, student learning of critical knowledge and skills.

Metric L.1.1: By 2019, MSU will achieve targets for mastery of disciplinary knowledge as developed in departmental learning assessment plans.

Technical note: Every department at MSU defines learning outcomes for its major and minor programs at all degree levels and assesses the extent to which mastery of those objectives is met. These data currently reside at the departmental level and will need to be collected and reported centrally. Departments are currently required to file a report on how their assessment plans were reviewed and changed each year, and that report could become a vehicle for measuring this metric.

Metric L.1.2: University measures of undergraduate student mastery of critical thinking, oral communication, written communication, quantitative reasoning, understanding of diversity and understanding of contemporary issues in science will be developed by 2014. Targets set in learning assessment plans will be met by 2019.

Technical note: The Core Committee has been updating the Core learning outcomes for the past year in preparation for developing direct assessment plans for the Core. Assessing Core areas will start next year, with all Core areas assessed in the following two years.

Objective L.2: Increase graduation rates at MSU.

Metric L.2.1: By 2019, the bachelor's graduation rate will increase from 51 percent to 65 percent as measured by the six-year graduation rate.

Technical note: The most used measure of graduation rates at four-year universities is the proportion of the first-time, full-time freshmen cohort that completes a bachelor's degree within 150 percent of the traditional completion time. The graduation rate at Western land-grant institutions ranges between 32 percent and 67 percent. The average is 54 percent. For the incoming class of 2005, the graduation rate at MSU was 51 percent. Increasing this to 65 percent will place MSU among the top Western land-grants for graduation rates. The first-time, full-time freshmen graduation rate is available each fall at http://www.montana. edu/opa/facts/gradrate.html. Comparison figures are taken from each institution's Common Data Set (CDS), available on each school's website.

Metric L.2.2: By 2019, the number of graduate degrees awarded will increase from 548 to 625 per year. The number of doctoral degrees awarded will increase from 56 to 80 per year.
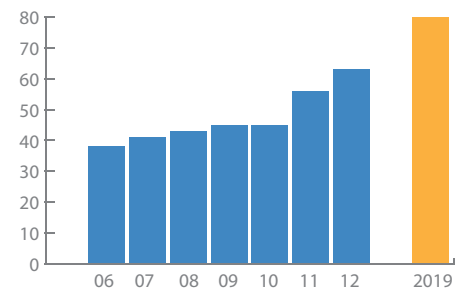
Technical note: Growing to 625 represents a 15 percent increase. These figures are available online at http://www.montana.edu/opa/facts/quick. html#Degrees. The 2010-11 figure includes 491 masters, 1 specialist, and 56 doctoral degrees.
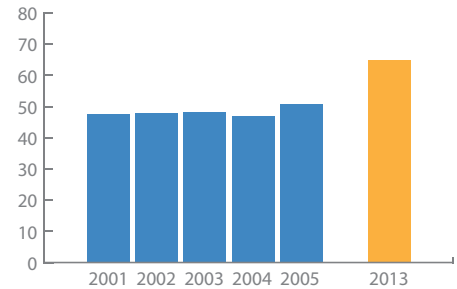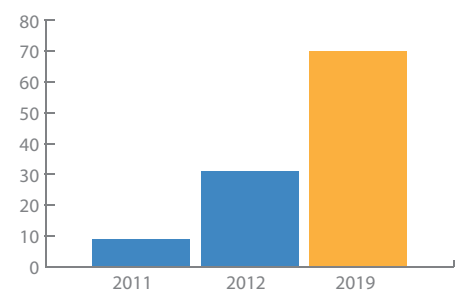

Metric L.2.1: Percent of Incoming Students who Graduate Within Six Years
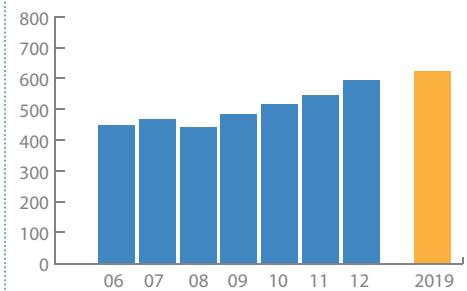
Metric L.2.2: Graduate Degrees Awarded

Metric L.2.2: Doctoral Degrees Awarded

Metric L.2.3: Associates Degrees Awarded

Learning *continued*

Metric L.2.3: By 2019, the number of associate degrees conferred will increase from 38 to 70 per year. Workforce certificates conferred will increase from 35 to 65 per year.

Technical note: MSU Gallatin College awarded 38 associate degrees and 35 workforce certificates (e.g. welding and bookkeeping) in 2012, only its second full year of operation as a college. As the current programs mature and new programs are added, the number of degrees awarded should nearly double. An increase to 70 associate degrees awarded represents approximately a 10 percent per year increase in each of the next six years.

These figures are available online at http://www.montana.edu/opa/facts/quick.html#Degrees.

Metric L.2.4: By 2019, the first time, full time freshmen fall-to-fall retention rate will increase from 74 percent to 82 percent.

Technical note: The most-used measure of retention at four-year universities is the proportion of the first-time, full-time freshmen cohort that enrolls in the second fall semester. The retention rate is a leading indicator of graduation rates, and therefore, provides a more immediate measure of student academic success. The average retention rate at Western land-grant institutions ranges between 71 percent and 84 percent. The average is 77 percent. For the fall 2010 freshman cohort, the fall-to-fall retention rate at MSU was 74 percent. Increasing this to 82 percent will move MSU into the top echelon of western land-grants for freshmen retention. The first-time, full-time freshmen retention rate is available each fall at http://www.montana.edu/opa/facts/gradrate.html. Comparison figures are taken from each institution's Common Data Set (CDS), available on each school's website. The MUS calculates a different retention rate that includes students who transfer between MUS institutions, but we will not have national benchmarks for that number.

Objective L.3: Increase job placement and further education rates.
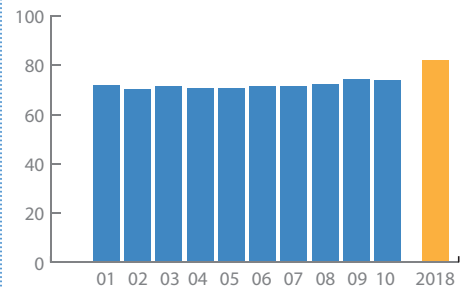
Metric L.3.1: By 2019, the percent of graduates employed full time in their field or in positions of their choosing will increase from an average of 62 percent to 70 percent.

Technical note: Graduates are surveyed one year after graduating from MSU. This figure represents the percent of all responding degree recipients who report full-time employment in the major field or field of their choosing. Nearly all (84 percent) MSU graduates are employed within a year of graduating, and 94 percent are employed, in graduate school, or otherwise not looking for work. These figures come from data in the Career Destinations Survey. The Career Destinations annual report shows all employed graduates, not just those employed in their field or in a position of their choosing.
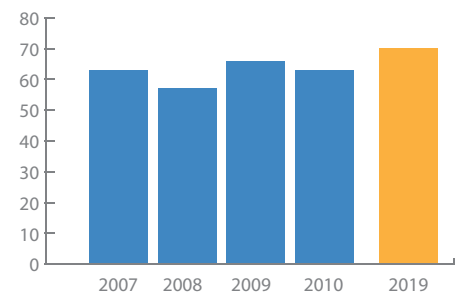
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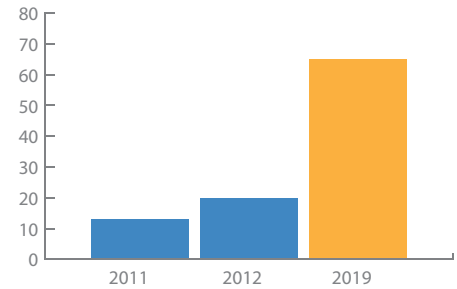
Metric L.2.3: *Certificates Awarded*

Metric L.2.4: *Percent of Incoming Students who Return for Second Year.*
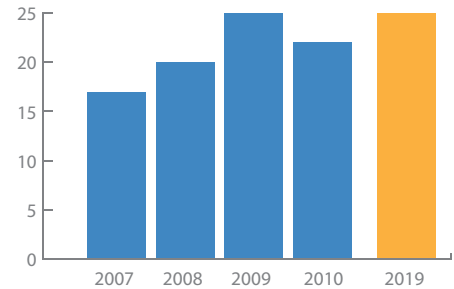

Metric L.3.1: *Percent of All Graduates Reporting Employment in Major or Field of Choosing*

Learning *continued*

Metric L.3.2: By 2019, the percent of graduates pursuing an advanced degree will increase from an average of 21 percent to 25 percent.

Technical note: Graduates are surveyed one year after graduating from MSU. This figure represents the percent of all responding bachelor degree recipients reporting current enrollment in graduate school. For many students, graduate school follows immediately after earning an undergraduate degree. For other students, time in the work force or following other pursuits is both more appropriate for the student and more desirable for the graduate program, but it is difficult to track graduates once they have left the institution. Because there is variance in the desirable timing of graduate enrollment, MSU seeks only a modest growth in immediate enrollment. Over the last four graduating classes, this number has moved between 17 percent and 25 percent. These figures come from data in the Career Destinations Survey. Some in graduate school also report full-time employment and are counted in Metric 2.1.

Metric L.3.2: *Percent of All BA/BS Recipients Reporting Enrollment in Graduate School*

Discovery

Innovative and significant research and creative activities distinguish the 21st century university and are a recognized hallmark of MSU, where faculty, students and staff all participate in the creation of knowledge and art.

Goal: MSU will raise its national and international prominence in research, creativity, innovation and scholarly achievement, and thereby fortify the university's standing as one of the nation's leading public research universities.

MSU's standing in the top tier of research institutions is hard won every day by the talented faculty, students, and staff who create knowledge and art, apply new insights to critical issues, and communicate the impacts of their discoveries throughout the world. These discoveries advance the state of the art, provide concrete improvements to daily life, enhance undergraduate and graduate education, drive economic development, and contribute to a thriving community.

MSU has been recognized for its research and creative contributions with a Carnegie Classification in the Research Universities/Very High Activity (RU/VH) class, yet it has one of the smallest faculties and student bodies in the 108-university group. MSU's reputation as a research and creative force must be solidified so that the best scholars continue to choose MSU to study, work, and address the tough problems of tomorrow.

Sustaining this prominence requires recruiting, retaining, and recognizing talented faculty, students, and staff, developing and maintaining the appropriate infrastructure, and training the next generation of scholars and artists. In achieving this goal, MSU continues to advance knowledge and improve society, while solidifying its reputation for excellence in research and creativity, enhancing its faculty's prominence and strengthening its graduate programs, particularly at the doctoral level.

MSU is recognized for excellence in research and creative activity:

- MSU's research expenditures regularly surpass $100 million annually ($112.3M for FY12).

- Faculty members at MSU achieve national and international reputations as influential leaders in their disciplines

- MSU faculty are tapped to serve on national boards and committee service- such as Farmer Mac, the Environmental Protection Agency, and the Industry Trade Advisory Committee on Small and Minority Business.

Discovery *continued*

- MSU faculty, staff, and students are noticed in the nation's media, with appearances in Scientific American, Time, Popular Science, The New York Times, the Washington Post, and USA Today, and on MSNBC, NPR's Morning Edition, and the Discovery Channel, among other high-profile references.

Objective D.1: Elevate the research excellence and recognition of MSU faculty.

Metric D.1.1: By 2019, MSU will attract and retain faculty of national and international recognition, including society fellows, artists with museum-level exhibitions, acclaimed writers and critics, and performers, filmmakers, and composers whose work engages audiences at leading venues.

Technical note: Data on retention and hires are available through central databases. However, information on prominence will need to be collected annually either by a departmental survey or in a faculty activity reporting system.

Metric D.1.2: By 2019, national and international recognition of MSU faculty will improve as measured through accomplishments such as national awards, peer-reviewed publications, invited presentations, journal citations, fellowships, editorial positions, technology transfer activities, visiting appointments, scholars visiting MSU, occurrence of scholarly conferences on the MSU campus, membership on governmental policy committees, review panels, museum-level exhibitions, creative work that engages audiences at leading venues and placement of doctoral students.

Technical note: These data will need to be collected annually either by a departmental survey or in a faculty activity reporting system.

Metric D.1.3: By 2019, MSU will improve its rank among Carnegie Classified Research Universities—Very High Research Activity (RU/VH) institutions on four measures: STEM R&D expenditures (current rank 94); Non-STEM R&D expenditures (rank 92); Number of science and engineering research staff (rank 96); and doctoral conferrals (rank 106).

Technical note: The Carnegie classification is determined by four aggregate measures and three per-capita measures of research activity. MSU ranks in the top 50 in each of the three per-capita measures, but in the lowest 20 on the four aggregate measures (because of our relatively small size). STEM is an acronym for Science, Technology, Engineering and Mathematics. These figures are compiled annually by the Carnegie Foundation and available at http://classifications.carnegiefoundation.org/resources/

Objective D.2: Enhance infrastructure in support of research, discovery and creative activities.
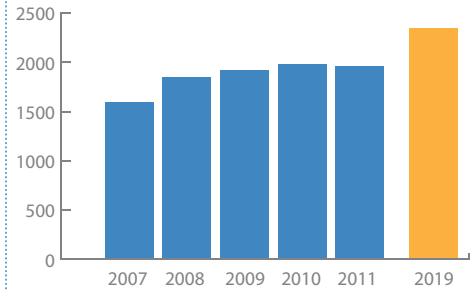
Metric D.3.2: *Graduate Student Fall Headcount Enrollment*
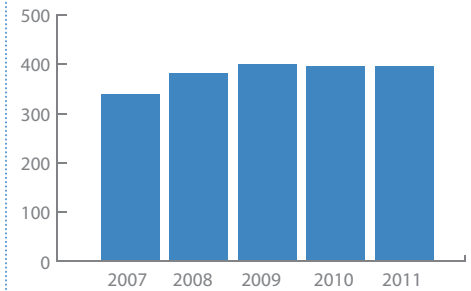
Metric D.3.2: *Doctoral Student Fall Headcount Enrollment*

Discovery *continued*

Metric D.2.1: By 2019, funding for capital projects from public and private sources will increase in order to provide state-of-the-art laboratory, studio and other space-related resources for MSU's growing community of scholars and artists.

Technical note: Annual capital expenditures by source are available in the accounting system. We have not routinely tracked those in a specific report, but that is possible.

Metric D.2.2: By 2019, MSU will increase grant-sponsored investment in centers, core facilities and resources to expand state-of-the-art tools, expertise and opportunities for research and creative activities.

Technical note: Annual capital expenditures by source are available in the accounting system. We have not routinely tracked those in a specific report, but that is possible.

Objective D.3: Expand the scale, breadth and quality of doctoral education.

Metric D.3.1: The percentage of faculty who advise doctoral students will increase by 2019.

Technical note: These data may be culled from dissertation committee rosters collected by the Graduate School or gathered in a faculty activity reporting system.

Metric D.3.2: The graduate student population will increase 20 percent to approximately 2,350 by 2019, with an emphasis on increasing doctoral student enrollment.

Technical note: Fall 2011 headcount graduate student enrollment was 1965. This same metric appears in the Access section of this plan. This metric represents headcount enrollment and is consistent with Objective 2.3.1 in the MUS Strategic plan, which uses FTE enrollment. See http://mus.edu/data/StratPlan/13_Goal_2_Graduate_Education_2012.pdf.

Metric D.3.3: By 2019, the number of graduate degrees awarded will increase from 548 to 625 per year. Science, technology, engineering and mathematics (STEM) master's and doctoral degrees will increase to 325. All doctoral degrees awarded will increase from 56 to 80 per year.

Technical note: This metric is consistent with the overall and broad STEM definition in Metric 2.3.2 in the MUS Strategic Plan. See http://mus.edu/data/StratPlan/13_Goal_2_Graduate_Education_2012.pdf.

Metric D.3.4: The number and proportion of graduate students presenting at national and international meetings, publishing in eminent academic outlets, earning high-profile fellowships, securing prizes from national and international competitions and garnering prestigious first job placements will increase by 2019.
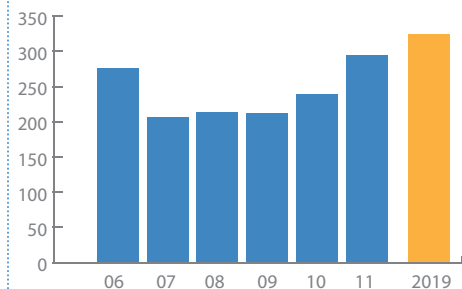
Technical note: These data are currently available only at the departmental level, so this metric will require a new collection effort.
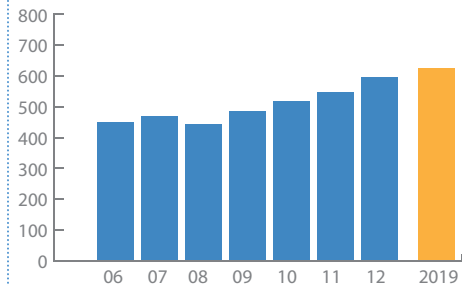
Metric D.3.3: *Graduate Degrees Awarded*
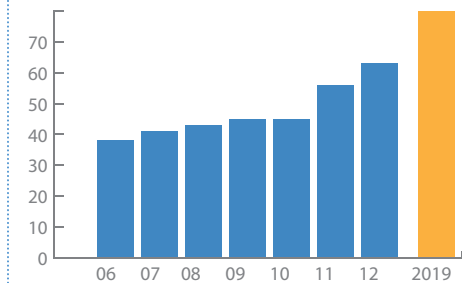
Metric D.3.3: *Doctoral Degrees Awarded*

Metric D.3.3: *Graduate Degrees in STEM Fields Awarded*

Engagement

Engagement is the collaboration between MSU and its local, state, national, and global communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (Carnegie Foundation, 2006). Engagement, a form of scholarship that bridges teaching, research and service, brings the university's intellectual resources to bear on societal needs (Association of Public and Land Grant University's Council on Engagement and Outreach (APLU CEO)).

Goal: Members of the Montana State University community will be leaders, scholars and engaged citizens of their local, national and global communities, working together with community partners to exchange and apply knowledge and resources to improve the human prospect.

Engagement improves scholarship, enhances the learning experience, and magnifies MSU's impact on external constituencies (APLU CEO). As a land-grant institution, MSU has a strong foundation of engagement with the local community, Montana, the nation and, indeed, the world. Members of the MSU community aspire to engage in diverse ways across many communities.

MSU faculty, staff, and students also actively participate in service and outreach. MSU's Extension is the model for this kind of interaction with the community. The emphasis in this plan on engagement in addition to service and outreach underscores the reciprocity that can emerge for the benefit of all participants.

With this goal, MSU renews its land-grant commitment: increasing opportunities for and participation in service, outreach, and engagement by all MSU community members, fostering cultural attunement to better understand and engage diverse communities here in Montana and around the world, and creating focused leadership development.

MSU is nationally recognized for enabling students to apply their knowledge for the improvement of society:

• Through a rigorous application process, MSU earned the Carnegie Foundation for the Advancement of Teaching's Community Engagement Classification, which acknowledges superior integration of learning and service to others. MSU is one of 173 public institutions and one of just 51 RU/VH institutions in this exclusive group.

• MSU received the prestigious C. Peter Magrath University Community Engagement Award in 2011 from the Association of Public and Land-grant Universities. The award recognizes a four-year public university that embraces outreach and community engagement.

Engagement *continued*

- MSU's student chapter of Engineers Without Borders is a campus organization that enables students across a broad array of disciplines, not just engineering fields, to apply what they learn in the classroom to real-world problems, to developing solutions that change people's lives for the better. In addition, several students who participated in such opportunities have gone on to win Fulbright, Rhodes and Boren awards to further their education with the goal of helping individuals to improve the human prospect.

- In addition to seven Agricultural Research Centers, Montana State University Extension faculty and staff serve each of Montana's 56 counties and seven tribal offices across the state. The MSU Extension publications list includes dozens of free brochures covering topics as diverse as home gardening, energy efficiency, and family economics.

Objective E.1: Strategically increase service, outreach and engagement at MSU.

Metric E.1.1: By 2013, MSU will have a campus-wide coordinating infrastructure to support and advance engagement, outreach and service.

Technical note: Development of this infrastructure is currently underway.

Metric E.1.2: By 2019, the number of students, faculty and staff involved in outreach activities will increase, with particular attention to underserved areas and minority populations.

Technical note: These data are not currently collected, though this can be accomplished via yearly self-reporting. Staff should be surveyed for current and potential new engagement activities. The Council on Leadership, Outreach and Engagement should be consulted.

Metric E.1.3: By 2019, the number of students, faculty and staff involved in service activities will increase.

Technical note: These data are not currently collected, though this can be accomplished via yearly self-reporting. The Council on Leadership, Outreach and Engagement should be consulted.

Metric E.1.4: By 2019, all MSU students and faculty will have an engagement experience during their time at MSU.

Technical note: These data are not currently collected. It would be easiest to track this for students if the experiences were transcripted. At least one committee is currently considering whether or not an "E" course designation should be added to the current curriculum. There are also very preliminary discussions of a Core 3.0. Faculty engagement is not yet systematically measured and requires self-reporting in a faculty activity reporting system.

Engagement *continued*

Metric E.1.5: By 2019, MSU staff will have increased opportunities for engagement experiences.

Technical Note: These data are not currently collected, though this can be accomplished via yearly self-reporting.

Metric E.1.6: By 2019, MSU will have increased the percentage of students actively participating in student organizations.

Technical note: The number of groups registered with the Office of Activities and Engagement is reportable, but the number of students involved may not be.

Objective E.2: MSU graduates will have global and multicultural understanding and experiences.

Metric E.2.1: By 2019, the percentage of MSU students participating in cross-cultural study, work or service experiences, incorporating both academic preparation and post-experience reflection, will double.

Technical note: We will need a clear definition of what counts as "meaningful cross-cultural study". Diversity courses are required in the Core 2.0 curriculum. Additional service- and experiential-learning, credit-bearing activities are also measurable, however noncredit-bearing activity is not currently collected centrally.

Objective E.3: MSU students, faculty and staff will have increased opportunities for leadership development.

Metric E.3.1: By 2019, the number of opportunities for leadership development and practice will have increased. Awareness of the opportunities will have also increased.

Technical Note: The infrastructure to support this will need to exist. Data are not currently collected, though this can be accomplished via a combination of participation tracking (seminar attendance, committee membership, etc.), self-reporting and performance review input.

Metric E.3.2: By 2019, the percentage of MSU students, faculty and staff participating in leadership development activities will increase.

Technical Note: The infrastructure to support this will need to exist. Data are not currently collected though this can be accomplished via a combination of participation tracking (seminar attendance, committee membership, etc.), self-reporting and performance review input.

Integration

Integrating learning, discovery, and engagement is the marquee feature of this MSU strategic plan. Traditionally, land-grant universities have educated students, conducted research and provided outreach to their communities and states. MSU has gone a step further by regularly integrating research and teaching, practicing service-learning, and combining research with outreach. With this plan, MSU now boldly defines the 21st century land-grant university as one where learning, discovery, and engagement merge seamlessly to the benefit of students, faculty, staff, and the wider community.

Goal: By integrating learning, discovery and engagement, and by working across disciplines, the MSU community will improve the world.

All members of the MSU community will have the opportunity to transcend the boundaries between learning, discovery, and engagement. This powerful integration will set MSU apart as a fully-formed land grant institution, committed to improving the world through education, research, and outreach, and by working across disciplinary boundaries to address the complex challenges facing the future.

MSU undergraduates integrate learning and discovery through hands-on research and creative activity required in the Core 2.0 curriculum. In addition, an increasing number of service-learning courses are being offered, and the number of students enrolling in these courses has increased. Graduate students integrate learning, discovery, and engagement within their professions through internships and practica, by engaging their discipline-based communities, and through new discoveries that have a demonstrated broader impact on society. Faculty and staff integrate their work by bringing new discoveries into the classroom, students into the lab, field, and studio, knowledge from one discipline to another, and research and creative products to the wider community.

This goal pushes MSU into the forefront in bridging these missions. Through substantial curricular experiences, students will not only acquire knowledge and experiences that will improve their individual futures, but they will also positively transform the community. By working with other scholars, students, and community partners across disciplinary boundaries, faculty and staff will magnify the impact of their research and creative activities. And when outreach involves students as well as faculty and staff, the full power of the institution to change lives is realized. MSU must recognize and reward success in integration across its land grant activities and across disciplines.

continued

Integration *continued*

MSU has demonstrated success in cross-disciplinary and integrated learning, discovery, and engagement:

- The Sustainable Foods and Bioenergy Systems program illustrates how, through integration, students engage with the content they learn in the classroom on a much deeper level when they participate in the operation of Townes Harvest, a community supported vegetable garden. Through the garden, students grow crops that help feed the local community, including donations to the local food bank and reduced-cost vegetables for senior citizens in nearby rural communities. The SFBS program leverages the strengths of the College of Agriculture and the College of Education, Health and Human Development, fostering interdisciplinary learning, discovery and community engagement.

- MSU's After School Partnership with the Bozeman Public Schools and the Greater Gallatin Valley United Way enables students in the Department of Education to take what they learn in the classroom directly to the community with after-school supplementary instruction, supervised teaching, performance-driven research, and other innovative opportunities to integrate learning, discovery, and engagement.

- Montana State University's Center for Native Health Partnerships creates community-based research projects and partnerships to improve Native American health. Projects include opportunities for Native students to conduct summer research projects on their home reservations.

Objective I.1: Increase the integration of learning, discovery and engagement.

Metric I.1.1: By 2019, all graduating students will have had a substantial curricular experience that integrates learning, discovery and engagement.

Technical note: There are a variety of current programs that seem to fulfill this objective, but we don't currently collect (and transcript) them. This will be a new reporting requirement. If included in Core 3.0, this objective will be met for all bachelor degree recipients. There will be a need to develop measurements that demonstrate the integration of the three for graduate students.

Metric I.1.2: By 2019, department role and scope documents will include substantial integration of learning, discovery and engagement.

Technical note: Role and scope documents will undergo systematic review as part of the faculty collective bargaining agreement.

Metric I.1.3: By 2019, community-based research projects will increase by 50 percent.

Technical note: These data will need to be collected from a faculty activity reporting system.

continued

Integration *continued*

Metric I.1.4: By 2019, faculty scholarly products with undergraduate and graduate students will increase 50 percent.

Technical note: This is not currently collected systematically. Faculty will need to identify and report these. The information might come from a faculty activity reporting system

Objective I.2: Increase work across disciplines.

Metric I.2.1: By 2019, the number of students completing interdisciplinary programs will increase 30 percent.

Technical note: Degrees and certificates awarded in identified majors are reported here: http://www.montana.edu/opa/facts/GradsByYear. html

Metric I.2.2: By 2019, MSU will increase interdisciplinary research and creative projects on campus.

Technical note: This is not currently collected. Faculty will need to identify and report these. The information might come from a faculty activity reporting system

Access

Land-grant universities were established by Congress in 1862 with the explicit intent to educate the sons and daughters of the industrial classes. MSU continues to fulfill that intent, believing that education serves society as a whole through job creation, stronger civic participation, and a reduction in the societal costs borne by a less educated populace. MSU does not turn away qualified Montanans and will continue to provide access to a quality education for all students to improve the state and the well-being of its citizens.

Goal: Montana State University is committed to widening access to higher education and ensuring equality of opportunity for all.

Providing access to higher education for a larger and more diverse population was the goal of the 1862 act that established land-grant universities. Today, broadening access to MSU means new opportunities for students from different places, representing different backgrounds and learning in different ways. Not only do individual students, who might not otherwise have educational opportunities, benefit when access is widened, but all students benefit from exposure to diversity of experiences and ideas. Numerous studies demonstrate that a diverse student body leads to important educational benefits such as the reduction of prejudice; growth in cognitive abilities, criti¬cal thinking skills and self-confidence; the promotion of civic engagement and skills needed for professional development and leadership; and improved curricula and classroom environments (American Educational Research Association).

MSU has made great strides in its ability to meet the educational needs of any qualified Montanan with the desire to pursue further education. Through the addition of new two-year and four-year degree programs and certifications, technologies that enable both synchronous and asynchronous learning for place-bound students, innovative course offerings that address contemporary demands, and increased financial aid coupled with low tuition, MSU has been able to open new doors for students.

MSU must continue to expand educational opportunities while protecting the excellent quality of education for which MSU is known. This goal couples enrollment growth across all sectors with targeted efforts to increase diversity for the benefit of all students.

MSU welcomes and nurtures students from across the state and around the globe:

- Over the last four years, MSU has increased resident student enrollment 9%—while the number of the state's high school graduates has declined.

continued

Access *continued*

- MSU's American Indian/Alaska Native students have a long history and a strong presence on campus. MSU set an enrollment record of 545 American Indian students in Fall 2011 and is poised to beat the record in 2012. Thanks to programs like Designing our Communities and Caring for our Own, American Indian students find support throughout their time at MSU, as well as an opportunity to integrate learning, discovery and engagement for their tribal communities.

- In 2012, MSU launched an online bachelor's degree completion program for students who have completed two years of college credits. Allowing students to complete degrees from anywhere in the world, the program offers a flexible, multi-disciplinary education appropriate for a variety of careers.

- MSU has been named a "Military Friendly School" by GI Jobs magazine, placing MSU in the top 15 percent of more than 7,000 colleges, universities and trade schools with programs that support veterans.

- International students bring a distinctive perspective to campus. MSU enrolls more than 500 international students from more than 70 countries, including more than 30 students from Turkey enrolled in a novel dual-degree, cross-institutional engineering program.

- In 2012-13, MSU will increase financial aid, particularly to Montana students, by $1.1 million.

Objective A.1: Educate more students while maintaining the quality of programs.

Metric A.1.1: By 2019, the number of Montana undergraduate students enrolled will surpass 9,900 (a 15 percent increase).

Technical note: Fall 2011 headcount resident UG enrollment was nearly 8,600. A 15 percent increase will move that figure to 9,900. This target will require MSU to increase recruitment of recent high school graduates, increase opportunities for nontraditional Montana students and improve retention of those students once they enter MSU.

Metric A.1.2: By 2019, the number of new transfer enrollments will increase 15 percent to approximately 1,100.

Technical note: Available in Registrar Report A-B: http://www.montana. edu/opa/enrollment/index.html.

Metric A.1.3: By 2019, the number of students enrolled in graduate programs will increase 20 percent to approximately 2,350.

Technical note: Fall 2011 headcount grad enrollment was 1,965. A 20 percent increase will move that figure to 2,358. This same metric is in the Discovery section of this plan. This metric is consistent with Objective 2.3.1 in the MUS Strategic plan http://mus.edu/data/ StratPlan/13_Goal_2_Graduate_Education_2012.pdf.
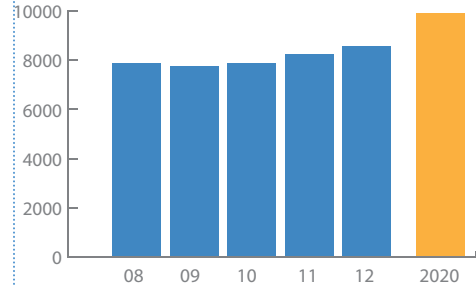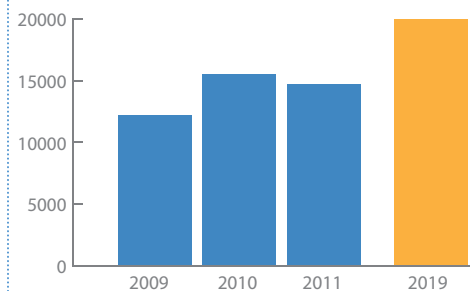

Metric A.1.1: Montana Undergraduate Enrollment
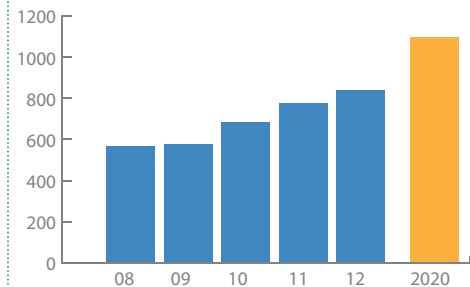
Metric A.1.2: New Transfer Student Enrollment
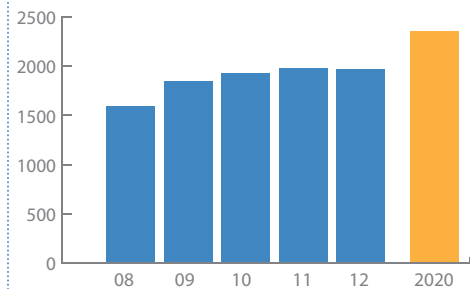
Metric A.1.3: Graduate Student Enrollment

Metric A.1.4: Online Credits Enrolled

Access *continued*

Metric A.1.4: By 2019, the number of credits and courses delivered online will increase 40 percent to approximately 20,000 credits and 225 courses.

Technical note: In FY2012, there were 14,755 credits and 484 sections in 162 courses delivered on-line by MSU. A 40 percent increase would take credits to 20,600 and courses to 226. That increase would represent more than 2,000 new enrollments in three-credit courses. These figures are reported annually in to the Office of the Commissioner for Higher Education.

Metric A.1.5: By 2019, the number of students enrolled in Gallatin College degree and certificate programs will double to 400.

Technical note: Key Performance Indicators, http://www.montana.edu/opa/kpi/index.html.

Metric A.1.6: By 2019, the percentage of need met through scholarships and grants for students who were awarded any need-based aid will increase from 74 percent to 80 percent.

Technical note: Need-based aid includes federal, state and institutional scholarships and waivers, as well as work study. Need-based aid does not include loans. Increasing the percentage of aid met will likely mean a combination of minimizing costs to students and increasing financial aid funding sources and amounts. Common Data Set, Student Financial Aid, Bookmark H, Line I. http://www.montana.edu/opa/cdsindex.html

Metric A.1.7: By 2019, the total student population will increase 15 percent to 16,000.

Technical note: Fall 2011 headcount enrollment was 14,153. Growing MSU's graduate student population, Gallatin College population and undergraduate retention rates as specified in this plan will bring total enrollment to approximately 16,350.

Objective A.2: Diversify the student body

Metric A.2.1: By 2019, the number of Native American students enrolled will increase to 800 (a 45 percent increase).

Technical note: Between 2010 and 2011, enrollments by Indian students increased 9 percent. This target represents a further increase of 45 percent over the next six years. This metric counts American citizen students identifying as American Indian/Alaska Native with or without any other racial or ethnic identifications. This metric is consistent with OCHE race and ethnicity definitions, but differs from federal race and ethnicity reporting.

Metric A.2.2: By 2019, the number of other under-represented minority students enrolled will increase to 1300 (a 40 percent increase).
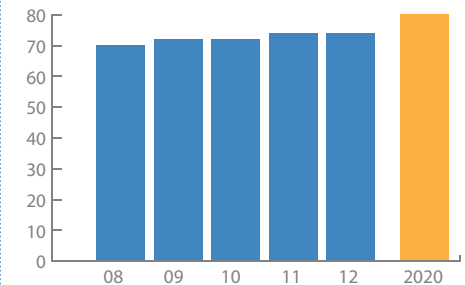
Technical note: MSU's ethnic and racial minorities currently make up less than 7 percent of the student population. The targeted increase will increase under-represented minority enrollment to more than 8 percent
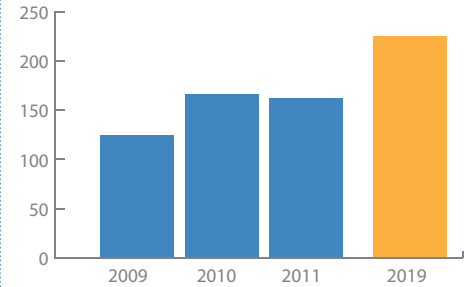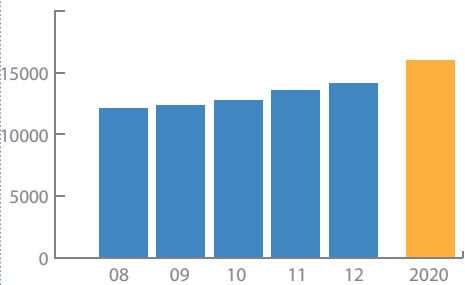

Metric A.1.4: Online Courses
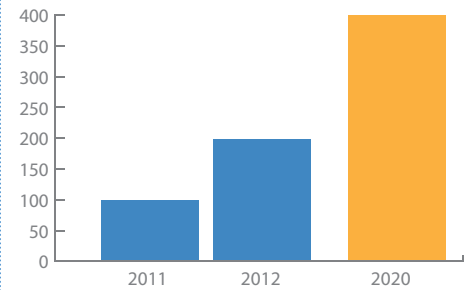
Metric A.1.5: Gallatin College Enrollment

Metric A.1.6: Percent of Financial Need Met

Metric A.1.7: Total Headcount Enrollment

Access *continued*

of the campus population. This metric counts American citizen students identifying as Hispanic, Asian, Black or Native Hawaiian with or without any other racial or ethnic identifications. This metric is consistent with OCHE race and ethnicity definitions, but differs from federal race and ethnicity reporting. Non-responses and international students are excluded.

Metric A.2.3: By 2019, the number of international students enrolled will increase to 660 (a 20 percent increase).

Technical note: In Fall 2011, MSU enrolled 553 international students or 4 percent of the student body. This metric counts non-US citizens regularly enrolled in MSU credit-bearing courses. ACE Language Institute students or other short-term, non-credit program participants are not included. This definition is consistent with OCHE and federal definitions.

Metric A.2.4: By 2019, the number of nontraditional students enrolled in undergraduate and Gallatin College programs will increase to 3,200 (a 20 percent increase).

Technical note: In Fall 2011, 2,655 students aged 24 and over enrolled as undergraduates at MSU, about 22 percent of the undergraduate population. Among newly admitted students, the proportion 24 and older is only 14 percent. To achieve this target, we will need to recruit and retain additional nontraditional students. Metric taken from fall enrollment reports
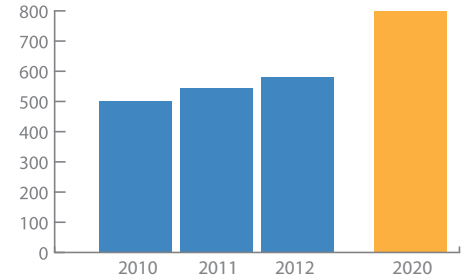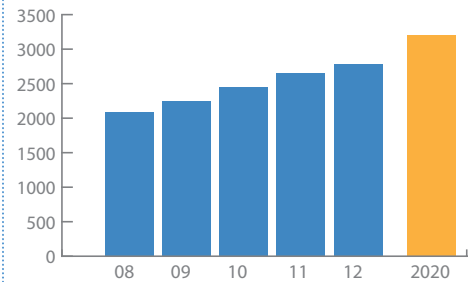
Metric A.2.1: Native American Student Headcount Enrollment
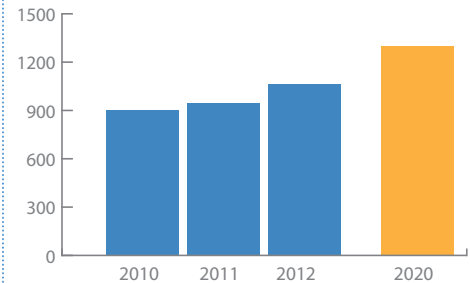
Metric A.2.2: Other Under-Represented Ethnicity and Race Headcount Enrollment
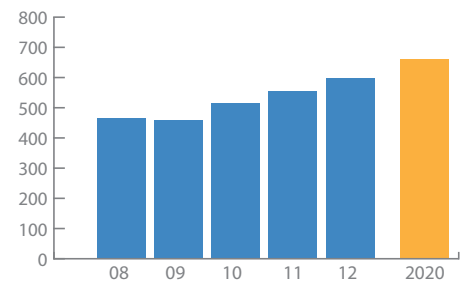
Metric A.2.3: International Student Headcount Enrollment

Metric A.2.4: Nontraditional Age Student Headcount Enrollment

Stewardship

As a public institution, MSU recognizes and honors its obligation to the many constituents who invest their time, financial resources, energy and support. MSU deeply values the public trust granted to it and is committed to continued good stewardship of its resources.

Goal: As steward of a land-grant institution, MSU will responsibly manage its human, physical, economic and environmental resources in an open and sustainable manner.

MSU's success rests squarely on the dedicated people who have efficiently transformed the investment of the students and their families, taxpayers, donors, and grantors into academic and support programs of the highest quality. Continued wise stewardship is crucial to retain and recruit excellent people, maintain and improve physical infrastructure, continue to effectively raise and efficiently invest funds, and minimize our impact on the Last Best Place.

MSU has efficiently and effectively stewarded its human, physical, financial, and environmental resources for many years. Moving forward requires appropriate investments coupled with careful management in each of those areas to maintain quality and make progress toward the learning, discovery, engagement, integration and access goals in this plan.

MSU is always striving for resource efficiency and operational transparency.

- MSU's reaccreditation by the Northwest Commission on Colleges and Universities in 2010 praised MSU for its efficient use of resources. The accreditation report was "complimentary of MSU faculty, staff and administration for being named to the Carnegie Foundation's highest classification for research universities on a budget that was much less than peer institutions," affirming and recognizing MSU's efficiency.

- MSU adds tremendous value to the state through its efficient use of resources and investments. An economic impact study conducted by the Bureau of Business Economic Research at the University of Montana revealed that the Bozeman campus returns $2.60 in tax revenue for every $1 invested.

- Current investments in energy efficiency renovations for auxiliary buildings will provide annual savings of $370,000 in utility costs for the 2 million sq. ft. of residence halls, student services buildings, athletic facilities, and other auxiliary buildings on campus.

- The student-run university recycling program started as a pilot project in the fall of 2008 and has more than doubled in size from 2009 to 2011. The program currently diverts approximately nine percent of campus waste from ending up in the landfill.

Stewardship *continued*

- MSU has extended the useful life of many campus buildings by investing in accessibility enhancements for the disabled, classroom renovations, and energy efficiency improvements.

- Launched in 2012, the OpenMSU initiative is a comprehensive process to understand and improve the internal operations, business practices, and employee morale of our campus service provider organizations.

Objective S.1: Human Resources. Attract, develop and retain the best faculty and staff to achieve the MSU mission.

Metric S.1.1: By 2019, increase the average MSU staff salary to the representative peer market average.

Technical note: Comparative wage data are collected and analyzed periodically. Most classified and professional positions may be compared to local, state and national averages for similar positions as appropriate for the recruiting and compensation market. State-collected and higher-education specific wage data are used as benchmarks. CUPA-HR averages for doctoral-granting institutions are used for most professional and some classified positions that are recruited nationally or compensated similarly across institutions. Montana Department of Labor OES statistics are used for most classified positions, with county level estimates available in some cases. MUS and state policy effectively control starting wages for classified and most professional positions.

Metric S.1.2: By 2019, increase the average MSU faculty and administrative salary to at least 80 percent of the representative peer market average.

Technical Note: Faculty and administrators tend to be recruited from regional/national pools and should be compared to regional/national peer sets. The average tenure-track faculty member's salary is currently 76 percent of the national average for the appropriate discipline and rank and the average administrator's salary is 69 percent of the national average for similar positions. Tenurable faculty and full-time adjuncts are typically compared to Oklahoma State University Faculty Salary Survey averages for public and land-grant RU/VH institutions within discipline and rank. The current CBA governs the use of these data for salary adjustments. Administrator salaries are compared to CUPA-HR Compensation Survey averages for all doctoral-granting participating institutions within similar job title/role definitions.

Metric S.1.3: By 2019, faculty and staff participation in professional development opportunities will increase 20 percent.

Technical note: Participation is not currently reported anywhere, so this will require some additional reporting. Figures can be obtained for the most well-developed campus based programs like sabbaticals, BEST awards, DEAL and Leadership MSU.
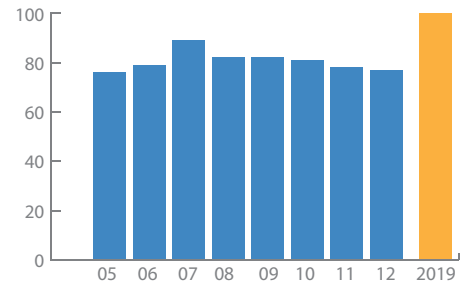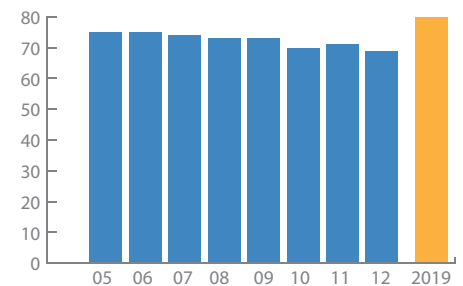
Metric S.1.1: MSU Average Staff Employee Percent of Peer Salaries (Mid-Level Classified and Professional Staff)
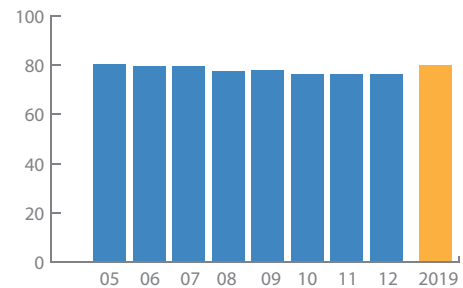
Metric S.1.2: MSU Average Faculty Percent of Peer Salaries

Metric S.1.2: MSU Average Administrator Percent of Peer Salaries

Stewardship *continued*

Objective S.2: Physical Resources. Enhance aesthetic appeal and functional quality of MSU physical resources to support high quality learning, research and work environments.

Metric S.2.1: By 2019, all university classrooms and scheduled learning spaces will utilize current educational technologies and environments to meet the needs of a variety of educational experiences in order to enhance student learning outcomes.

Technical note: Recognizing the value of diverse pedagogies and correlating improved student success with attributes of the learning environment, a tiered system of technology classification exists for ranking MSU classrooms, as defined in the MSU Classroom Design Guidelines: the greater the technological presence the higher the tier. The following illustrates the 2019 target percentages of learning spaces per tier: tier 3 or higher-10 percent; tier 2-70 percent; tier 1-10 percent; and tier 0–10 percent.

Metric S.2.2: By 2019, MSU will increase accessibility to campus facilities, in accordance with the Campus ADA Transition.

Technical note: Progress will be tracked by the ADA committee through periodic follow-up inventories.

Metric S.2.3: By 2015, MSU will develop and implement a comprehensive master plan.

Objective S.3: Economic Resources. Increase and effectively allocate resources in support of the MSU Strategic Plan.

Metric S.3.1: By 2019, budgeting processes will reflect alignment with the MSU strategic plan.

Technical note: MSU will align and justify budgets at all levels and from all sources with the goals in this strategic plan and the unit-level plans that will be developed to reach university goals. This includes the implementation of an allocation model by FY13 under the leadership of the Budget Council and documenting the alignment of new initiative funding with the MSU strategic plan.

Metric S.3.2: Efficiency and effectiveness of mission support processes will show improvement by 2019.

Technical note: The ongoing "Open MSU" initiative is laying the groundwork necessary to align resources with business service improvements. These ideas and administrative process improvements will continue to develop over time.

Metric S.3.3: By 2019, fiscal resources will increase in support of the MSU Strategic Plan.

Technical note: Explicit goals for external fundraising will not be announced until a campaign is ready to begin.

Stewardship *continued*

Objective S.4: Environmental Resources. Promote sustainable stewardship and a culture of resource conservation at MSU.

Metric S.4.1: MSU will achieve a 20 percent reduction in Greenhouse Gas Emissions (GHG) from 2009 levels by 2025.

Technical note: Goal taken from MSU's Climate Action Plan. Progress will be reported biannually to the American College & University Presidents Climate Commitment and to MSU's Campus Sustainability Advisory Council.

Metric S.4.2: MSU will achieve a 25 percent increase in waste diverted from landfill from 2010 levels by 2020, in addition to implementing campus-wide source reduction and responsible purchasing policies.

Technical note: Goal taken from MSU's Climate Action Plan. Progress will be reported biannually to MSU's Campus Sustainability Advisory Council.
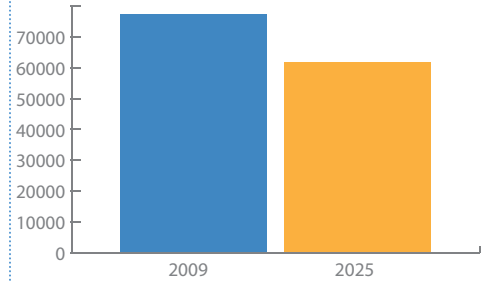
Metric S.4.1: *Reduction in Greenhouse Gas Emissions*
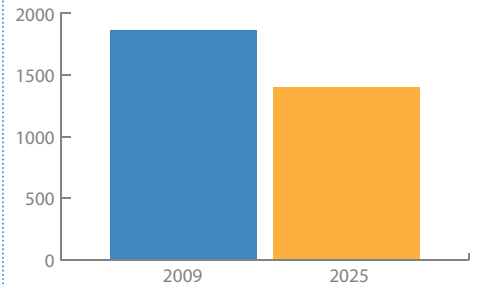
Metric S.4.2: *Reduction in waste sent to landfill*

23

Read the full plan at:
www.montana.edu/strategicplan

Email:
StrategicPlan@montana.edu

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