

# Standard Data Definitions

## 1. [Retention](#)

Institutional standard first-to-second year retention will be reported by a cohort of first-time, full-time (FTFT) bachelor's degree-seeking students. I.e., unless otherwise noted, this is the population used to present retention statistics.

Additional tracking will be conducted on (a) FTFT students moving from Missoula College to Mountain campus; tracked within the cohort where they entered; (b) overall FTFT entering freshmen cohort including “pre”-majors; (c) FTFT associate and certificate degree-seeking students. These metrics must be noted if they are reported instead of the institutional standard.

## 2. [Certificate](#)

Institutional standard reporting will provide counts of certificate degrees awarded in separate categories from other degrees, since use case determines whether certificate degrees are desired. Certificate degrees awarded will be aggregated by level into (1) undergraduate-level certificates; (2) graduate-level certificates.

## 3. [Major Headcounts](#)

Institutional standard will allow for all degree + major combinations that are listed on the [Central Degree Inventory](#), which is a repository maintained by the Office of the Provost and the Registrar, as use case requires. External reporting will derive from census or end of term snapshot data, which allow a maximum of two degrees with two majors for each degree. Census headcount will be an unduplicated number.

IR CLARIFICATION: Prior to 2015, degree/major combinations beyond 2+2 are not available.

## 4. [Undeclared Students](#)

Institutional standard reporting will show students with undeclared majors in a to-be-created “generic” college/department structure with a tie to the Office for Student Success, to avoid counting them in any

other college. UM currently assigns a CIP code of 24.0102 General Studies to undeclared students, so they are reported for federal reporting as general studies in places where that CIP code is reported.

## 5. Credit Hours

There will be two institutional standards for reporting credit hours aggregated by department and college.

- a. "SCH By Rubric:" Student credit hours will attach to the department and college who run/manage the coursework – this allows for analysis of workloads by department, health of program offerings, and other department-specific generalities.
- b. "SCH By Instructor Pay:" Student credit hours will attach to the department and college that paid the instructor of record for a given section, with department and college determined by the instructor's job record – this allows for analysis of expenses by department (of the instructor). Method (b) will introduce so-called orphan sections, where the instructor of record was paid by a non-academic org or did not have a job record. Orphan credit hours will be assigned to the Provost sector where applicable. [SCH by rubric relies on course-level information stored in Banner. Academic departments/the Registrar are responsible for maintaining this information.]

## 6. Faculty Headcount and Instructional FTE

- a. Institutional standard will derive faculty **headcount** numbers from a set of job records (JOB is a person in a position number) that carry an employee classification code attached to "faculty."
- b. Institutional standard will derive faculty **instructional FTE** numbers from the *program code* portion of the labor distribution for each of the aforementioned "faculty headcount" – using the built-in calculation for percentage of the total labor.
- c. Institutional standard will derive **department affiliation** from the labor distribution for each "faculty headcount" listed on the job record. This allows for multiple department affiliations for a single faculty member if applicable.

IR CLARIFICATION: Working to confirm logic translating Banner program code to UMDW program code levels.

## 7. Online Course

Institutional standard must allow for the full range of "online" course section experiences, as defined by [Board of Regents policy](#). Those include online delivery, synchronous remote delivery, blended delivery, limited on-site delivery, hybrid-flexible (Hyflex), and other distance-learning formats. Where required by outside reporting such as IPEDS, "online" will be defined as exclusively delivered by

technology supporting the asynchronous separation of students and instructors. [IPEDS definition of online equates to (a) of the BOR policy.]

Definitions per the BOR policy are as follows:

- a. **Internet or Online delivery** means that 100% of the course section is offered completely online and delivered asynchronously, with no face-to-face interaction required between instructors and students.
- b. **Synchronous Remote delivery** is characterized by a course section offered through scheduled (synchronous) interactive video, including desktop conferencing. A course delivered through synchronous remote delivery may have a face-to-face classroom location where students may choose to attend.
- c. **Blended delivery** is designed specifically to be delivered partially online in an asynchronous format and partially through face-to-face interaction, typically in the classroom. Both online and F2F interactions are required for the course, with 20-80% of the course delivered online. This delivery is characterized by the expectation of reduced F2F class meeting time when compared to the equivalent credit classroom course.
- d. **Limited On-site delivery** is characterized by a course section wherein 80% or more (but not all) of the course section is delivered online in an asynchronous format. Course requirements not provided through online delivery must only require concentrated, short-term in-person experiences and/or internship, clinical, or practicum experiences that may be completed near a student's location.
- e. **Hybrid-Flexible or 'Hyflex' delivery** is any class section where students may choose to attend either in an assigned F2F classroom environment or in an asynchronous online environment, (remote synchronous may also be available, but is not required).
- f. **Other Distance delivery** includes courses other than internet/online and interactive video, and may include correspondence courses, tape/DVD delivery, etc.

## 8. Underserved Communities

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Underserved communities are the identity categories listed below, based on self-reported data, tracked by the University of Montana for the purpose of required federal and state reporting:

- a. **First-Generation:** (defined as (new 2022)) means (1) an individual both of whose parents/guardians/primary caregivers did not complete a baccalaureate degree; or (2) in the case of any individual who regularly resided with and received support from only one parent/guardian/primary caregiver, where that parent/guardian/primary caregiver did not complete a baccalaureate degree
- b. **Racial/Ethnic Minority:**
  - i. *American Indian or Alaska Native* – defined as anyone who has selected tribal or native American identity in the race/ethnicity questions collected for state reporting
  - ii. *Hispanic* – Defined by IPEDS glossary ([here](#))
  - iii. *Two or More Races* – Defined by IPEDS glossary ([here](#))
  - iv. *Asian* – Defined by IPEDS glossary ([here](#))

- v. *Black or African American* – Defined by IPEDS glossary ([here](#))
  - vi. *Native Hawaiian or Pacific Islander* – Defined by IPEDS glossary ([here](#))
- c. **Low-Income Status:** defined as an individual who qualifies for a Pell grant as determined by the [US DOE](#) (this standard fluctuates)

## 9. [Online Student](#)

Institutional standards will define an online student based on the delivery method of course sections they are registered for within a given term. Both synchronous online and asynchronous online delivery methods will be considered online, but a student will not be considered online for the term unless *all* of their courses have online delivery method.

## 10. [Native American Student](#)

Institutional standard will report by what is called “Montana race” category whenever possible – this allows multi-racial students with *any* portion of race identified as American Indian or Alaska Native to be classified/counted/reported as American Indian or Alaska Native. Exceptions must be made for certain types of federal reporting such as IPEDS, which assigns Hispanic ethnicity first.

## 11. [Capstone Course](#)

A capstone course is a culminating experience that requires students nearing the end of their undergraduate program to create a project that integrates and applies what they have learned through their studies to demonstrate their cumulative knowledge in their discipline. The project varies in form by discipline and may include a research paper, a performance, a portfolio, a senior thesis or a final exhibition. Academic units are responsible for identifying capstone courses by term.

## Key Performance Indicators Definitions

- [Undergraduate headcount](#)  
Unduplicated count of students enrolled in degree level 01, at Missoula College or University of Montana.
- [Graduate headcount](#)  
Unduplicated count of students enrolled in degree levels 02 or 03, at University of Montana.

- Resident FTE  
A calculated value of full-time students plus 1/3 of part time students whose residence is within Montana.
- Degrees conferred  
A count of all degrees awarded to students during a fiscal year. Certificate degrees will be counted separately and aggregated to undergraduate and graduate levels.
- Retention rate  
See #1 above
- Graduation rate  
6-year graduation rate of an entering cohort of first-time full-time bachelor degree seeking students, as reported to CSRDE.
- Net tuition revenue per student  
Gross tuition charges excluding program tuition less institutionally funded waivers, divided by the unduplicated headcount of students paying tuition. Result is net tuition revenue per student that the university is able to direct to institutional needs of any type.
- Research expenditures  
Annual grant and contract expenditures for the university and affiliated research organizations as reported to the NSF Higher Education Research and Development Survey.
- Employee engagement  
Number calculated from a subset of questions from UM's Employee Experience Survey. Scale developed by Shuck, Adelson & Reio (2017) and are based on employee engagement as a positive psychological state made up of three sub-dimensions: cognitive, emotional, and behavioral engagement.

